**Table 11.4** Co-Teaching Differentiation Lesson Planning Matrix First/Second Grade

 Combination Bilingual Classroom Example

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| **For each time block, what/how are we teaching?** | **What are differentiated instructional needs of our students?** | **Which co-teaching approach(es) will we use?** | **COOPERATING****TEACHER** **What will I do?****(If one is doing this…)** | **TEACHER****CANDIDATE** **What will I do?****(The other is doing this…)** |
| Daily Language Warm UP | 1st graders and identified students do not know how to fix mistakes, need extra support and more teacher-student interaction | Supportive***Parallel***ComplementaryTeam | I meet with a small group of students, re-teaching how to “fix” mistakes and provide additional support and prompting | I monitor and tutor the majority of the students engaged in the daily language activity |
| Fluency Development | A group struggles in fluency and need more teacher-student interaction | Supportive***Parallel***ComplementaryTeam | I monitor and tutor the majority of the students engaged in fluency activity | I meet with struggling students to clarify meaning and prompt phrasing to support their fluency development |
| Calendar and Mathematics | Most of the students struggle with concept of number sequence, such as number before or after | SupportiveParallel***Complementary***Team | I complement with visual/motion/examples of numbers coming before and after the day’s date | I lead the calendar activities |
| Preparation for Spring High Stakes Assessments  | Students are learning the English vocabulary for concepts learned in Spanish and need more teacher to student interaction and teacher support | Supportive***Parallel*** ComplementaryTeam | Station #1: I teach concept 1 to small groups as they rotate to my station | Station #2: I teach concept 2 to small groups as they rotate to my station  |
| RTI and EL Differentiation Block | Student are at different reading skill levels. Homogeneous group for guided reading  | Supportive***Parallel***ComplementaryTeam | I teach one guided reading level group.  | I teach one guided reading level group using “En el bosque”. |
| Writing  | First graders struggle with writing complete sentences.Nine students need intensive support. | ***Supportive***Parallel***Complementary***Team | I lead, teaching the writing lesson.  | I *complement* with reminders of related strategies learned in Spanish, such as filling in sentence frames. I *support* individual students.  |