

# Using Technology to Differentiate Instruction

## Lesson Plan Outline



**1. Lesson Title:** A Good Night's Sleep

**2. Date of Implementation:** 4/2007

**3. Lesson Author(s):** Kim Bast

**4. Subject Area(s):** Introduction to Psychology

**5. Grade Level:** 11-12

**6. Approximate Time Needed:** 1-2 days

**7. PA Content Standard(s):**

Still looking for the Psych standards.

**8. Objectives/Lesson Outcomes:**

Students will articulate what a good night's sleep looks like/feels like. Students will brainstorm ways to get a good night's sleep on a regular basis. Students will articulate characteristics of each stage of sleep. Students will analyze their own sleep habits in comparison to a good night's sleep.

**9. Materials and Resources Required:**

**A. Technology (include location and equipment):**

Teacher and student computers (lab in high school) .

Infocus projector (in my rm); teacher powerpoint

**B. Printed Materials:**

Graphic organizer on stages of sleep

Student reaction sheet to "Doze Family"

**C. Other Supplies:**

Psych notes, book, additional readings.

## 10. Lesson Procedures:

- ❖ (As a warm up) \* Students will take a few minutes and record how much sleep they've gotten over the past week (ask them to remember and jot down). Students will also be asked to describe their "routine" leading up to bed time.
- ❖ Teacher will begin with Power Point notes of "stages of sleep" (see attached sleep powerpoint presentation).
- ❖ Students will take notes on graphic organizer from this presentation.
- ❖ Teacher will model the website for the "webquest" on the Infocus before we go to the lab.
- ❖ Students will access the website [www.sleepfoundation.org](http://www.sleepfoundation.org) and click on the "Doze Family" icon.
- ❖ Students will utilize the attached sheet to pinpoint problems with each family member. Also, they will choose what family member their habits most resemble. They will also graph what a good nights' sleep looks like. (see attached reaction sheet)
- ❖ Students will turn in sheets when done. Enrichment will be used here for those who finish early (see below)
- ❖ Class discussion will conclude the class. We'll brainstorm problems in getting a good nights' sleep AND possible solutions for these problems. We'll also discuss their sleep habits- good and bad!

## 11. Modifications for Differentiated Instruction:

**A. Remediation:** teacher or aide can sit with students who are having difficulty understanding the webquest. We can use peer assistance also. Extra time can be given as well. I also have other resources to give the same information- charts, articles, textbook visuals if the website is too confusing.

**B. Enrichment:** In the webquest "The Doze Family" on each page, there is the option to click on "Learn More." If students finish early, they will be encouraged to explore the quizzes on the website [www.sleepfoundation.org](http://www.sleepfoundation.org). Later students will compile a fact sheet, so they can begin their research now.

## 12. Student Assessment:

Class discussion answers.  
Graded webquest reaction sheets.  
Quiz results on line.  
Later, their "factsheets" may contain some of this information.  
Eventually, this information will be on the Unit Test.