**Anything in red is for your information only and should NOT be included in your lesson plan. Delete this info before printing out your lesson plan.**

**Missouri Western Lesson Plan (Special Education)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s) \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Content Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students for Whom Lesson is Planned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students with Disabilities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards/Quality Indicators/Skills:** (Identify the Show-Me Standard, GLE, and national standard after each objective, **OR** the Common Core Standard, quality indicators, and skills addressed by this lesson.)

**IEP Goals:** (Reference the IEP goal(s) addressed in this lesson, using initials for each student’s name.)

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**Objectives:** (The lesson's objectives and intended learning outcomes appropriate for meeting curricular and student needs; please write in antecedent-behavior-criteria format)

**Differentiated Objectives:** (list by each student’s initials; use same initials throughout to demonstrate how to plan to meet each differentiated objective)

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**Assessments:** (Include both a formative and a summative assessment for each objective, including differentiated objectives.)

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**Materials/Resources:** (List of tools, personnel, and materials used in the planning of and during the instruction of the lesson; if a paraprofessional will provide support, be specific about that person’s tasks during this lesson; assume this is your only communication with him / her about this lesson)

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**Technology:** (Instructional and /or assistive technology incorporated into the lesson to enhance instruction and student learning. Can include the use of UDL technologies that support the learning of all students or technology that is used by one or a few students)

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**Differentiation/Accommodations/Modifications/Increase in Rigor:** (To help meet the needs of all learners; consider learning differences, cultural and language differences, etc.)

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**Working with Families (if applicable):** (Identify the way(s) in which you will make connections with families through this lesson. For example, are you working on a specific IEP skill that can be communicated to families, is there homework assistance or a checklist that can go home to support the learning, or is there information about student progress [such as CBM data] that can be documented for family information?)

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**Instructional Strategies:** (Teacher approach to helping students achieve the learning objectives and meet their needs; be specific about any strategies that will address the differentiated objectives. Be sure to identify each strategy using academic language.)

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*There should be a student response for each part of the teacher modeling. Number each step. This is where you give all the details about what you will be doing in class to lead the lesson. Label your anticipatory set, (how will you get students interested in the lesson?)*

**Learning Activities:**

**The Teacher Will:**

**Classroom Management:**  (Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep the students on task and actively engaged. Consider any student-specific behavior management issues, as well, as relates to this particular lesson.)

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**Extensions:** (Activities for early finishers that extend the students' understanding of and thinking about the learning objectives, by applying their new knowledge in a different way.)

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**Follow-up to Today's Lesson:** (Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts; may be incorporated tomorrow or throughout a unit.)

**Additional Information:** (Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson)

**Daily Lesson Reflection**

**A. What did you see students doing while you were teaching this lesson? (e.g.. Students were looking attentive, students were looking bored or confused, one student was passing a note, one student was out of her seat…)**

**B. What did you hear students say while you were teaching this lesson? (e.g.. Students were talking to each other, students were asking or answering questions, one student was listening to music on an iPod, one student was trying to argue with me about the assignment…)**

**C. Do you believe this lesson was effective? How do you know? (e.g., I believe this lesson was effective because students were able to correctly answer questions; I believe this lesson was effective because, while monitoring student progress, I saw students correctly solving sample problems; I believe this lesson was not as effective as it could have been because I noticed that several students had difficulty performing the assigned task…)**

**D. Consider your teaching behaviors during the lesson (focus on SCREAM). What did you do that was effective or ineffective? How were your rate of delivery, repetition, clarity, and enthusiasm? (e.g., I saw a lot of blank faces early in the lesson, so I know I was not clear in my explanation of what a fraction is. I emphasized the definition of “parallel” over and over, with the students repeating it with me by the end.)**

**E. Based on what you saw and heard, as well as what you believe about the effectiveness of this lesson, what would you do differently if you taught this lesson again? Be specific. Do NOT just say, “I would not change a thing.” (e.g.. The next time I teach this lesson I would have students trace the route of the Missouri River on a map that I would have given them while I traced it on a map on the overhead. Then, I would have students actually trace the route using a green pen on the map.)**

**F. Based on what you saw and heard, what will you do differently tomorrow, in regard to classroom management (if anything)? (e.g.. The next time I teach this activity, I will check for understanding before handing out the maps and green pens because I discovered that several students were not listening to my instructions. They did not know what to do so they were bothering their neighbors or disrupting the class when they should have been completing the assignment. OR… The next time I teach this lesson I will be sure to use more proximity control because several students were off task.)**