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HOW TO PLAN A LESSON WITH YOUR CO-TEACHER

Successful co-teachers meet and plan lessons on a regular basis. Co-planning takes in consideration the needs of all students. Consistent co-planning results in effective lessons, better communication, fewer misunderstandings and increased trust and respect between co-teachers. Planning also provides a time for teachers to share information about individual students. This information is helpful when planning for student success.

Refer to pages 43 and 44 for examples of completed elementary and secondary co-taught lesson plans.

As you complete a **Co-Teaching Lesson Plan Form** on page 45 or 46, consider the following questions:

1. What standard(s) will be addressed in this unit or lesson?
2. What are the main ideas all students must know?
3. What instructional methods will be used to ensure all students meet the standard(s)?
4. How can instruction be differentiated for all students?
5. How will the students be assessed for mastery of the standard(s)?
6. What is the best way for the content to be presented to the students? (*Refer to Ways to Co-Teach, Section IV, pages 33-34*)
7. What accommodations/modifications need to be made to address students' needs?
8. How will enrichment, pre-teaching and/or re-teaching be provided for students?
9. What materials and/or supplies will be needed for this unit or lesson? Who will be responsible for providing these items?

Elementary Co-Teaching Lesson Plan

Date and Standard	Co-Teaching Model	Lesson: <i>The Three Little Pigs</i>	Materials	Assessment	Homework	<ul style="list-style-type: none"> • Modifications • Accommodations • Enrichment
Monday Phonemic Awareness, Word Recognition and Fluency	P	Divide the class into two groups. 1. Each teacher reads <i>The Three Little Pigs</i> to her group and then leads a discussion on the book. Guide children in practicing voice inflections for the different pigs and the wolf. Each group dictates answers to questions and decides what lesson was learned in the story.	<i>The Three Little Pigs</i> Questions Shapes, cardboard bricks, glue, papers raffia, straws	Observation and responses to questions	None	Read <i>The Three Little Pigs</i> to Janey in advance of the lesson. Help her to formulate an answer to what lesson was learned. Remind John to take his behavior contract out. Have Mrs. Smith preteach the action song to Janey, Susan and Hunter
	T	2. Both groups come together and present their answers. Both teachers circulate.	Action song words			
	R	3. Divide into three rotation groups. Group 1: Teacher A works with students to glue shapes and raffia on paper to make a straw house. Group 2: Teacher B works with students to glue shapes to make a stick house. Group 3: Independent: Students play together with large cardboard "bricks" to make a brick house.				
	T	Teacher A leads class in song as Teacher B demonstrates motions.				

IC - Instruct, Circulate

IO - Instruct, Observe

R - Rotation

P - Parallel

LS - Large Group/Small Group

T - Team

CO-TEACHING WORKSHEET con't

16. Discuss paperwork responsibilities. These may include:

- attendance procedures _____
- discipline referrals _____
- progress reports/newsletters to parents _____
- bulletin boards _____
- copying papers _____
- other _____

17. Discuss the grading and recording of written assignments, quizzes and tests.

18. Discuss classroom rules and how they will be enforced.

19. Discuss daily class routines and procedures for students:

- leaving the class for water and restroom _____
- late to class _____
- asking questions in class _____
- turning in written assignments _____
- sharpening pencils _____
- lining up (elementary) _____
- walking down the hall (elementary) _____
- taking make-up quizzes and tests _____
- getting missed assignments _____
- turning in late assignments _____
- transitioning within classroom (noise level) _____