

## Lesson Plan Template

School districts and educational agencies use a variety of formats for lesson plans, and they often use different terminology to describe the components. However, the major components are usually similar. In your lesson plans for your university supervisor in the Program in Visual Impairment, please make sure you have included all of the sections listed below. You may decide how you want to title each section, as long as you have included it in the plan.

Lesson objectives: The objectives should state the main outcomes of the lesson. They should be written in measurable terms that could be duplicated by someone else teaching the lesson.

Examples:

*Given 15 cards containing the names of common words, the student will separate nouns, verbs, and adjectives into three piles with 100% accuracy one time.*

*Given a map to the bus stop at Third and Harris Avenues, the student will travel to it independently within 30 minutes without verbal prompting from the instructor.*

Materials: This section lists materials that need to be available for the lesson. Please describe those that are not standard items or devices. Both materials specific to the child's visual impairment and/or other disabilities and those needed by all learners should be included in this section.

Introduction (Also called Anticipatory Set): This part of the lesson gains the attention of the students, establishes the purpose of the lesson, and lets the learners know what will take place during the lesson.

Teaching Procedures: This part of the lesson describes what the teachers and students will do during the learning process. It is often a listing of the steps in the teaching procedure, but it may include an actual script of your teaching if you want more detail. These should include a variety of lesson structures, including small group activities, discovery, and community activities.

Practice: This part of the lesson describes activities that will allow the learner to apply the skill. Sometimes it is divided into

Guided Practice: Teacher prompts and provides assistance as the student practices the skill.

Independent Practice: Student completes the skill without any assistance.

Evaluation (also called Assessment): This describes how the teacher will decide whether the learners have met the objective. It can be a test, a checklist, a written observation of the student doing a task, a homework assignment, or the accomplishment of the goal (e.g., reaching a destination). It often includes data collection that indicates the frequency, amount, or degree of success of a student's learning behavior.

Summary: This part is the ending to the lesson where the teacher takes a minute or two to summarize what occurred during the lesson. If a follow-up lesson will occur, the teacher may preview that lesson for the student. It is also appropriate for the teacher to share the student's data with him/her (e.g., you recognized 8 out of 10 of the new contractions that you learned during this lesson).

Next steps: This part should be completed after you have taught the lesson. It describes what you found out, and how you will apply it in planning the next lesson.

## Lesson Plan: Scanning with Monocular

### Performance Area:

- Use of assistive technology (4X monocular)

### Objective(s):

- Using her monocular, the student will systematically scan (using a left to right, down, right to left, down, left to right, down... pattern) a grassy area to locate scattered plastic eggs with 75% (or greater) accuracy as measured by anecdotal record of teacher observation.

### Materials:

- 4X monocular
- Plastic eggs (with stickers and/or jelly beans inside)
- Grassy area

### Anticipatory Set:

The instructor will introduce the lesson by saying:

- JT, I don't know if you remember, but a while ago you learned to trace black lines on a wall that went from left to right, then down, then back to the left, and so on (*show paper with lines used in previous lesson*).
- Can you trace these lines with your finger to show me that pattern?
- Today, you are going to use that same pattern to scan outside with your monocular.
- Using this pattern will help to make sure you don't miss anything as you're scanning.

### Guided Practice:

The instructor will guide the student through the activity by saying:

- I have laid some Easter eggs out on the grass.
- Some of the eggs have treats in them, and some have stickers.
- You can't see the eggs with your eyes, so you're going to have to find them with your telescope.
- I know you don't want to miss any of the eggs, because you like jelly beans and stickers!
- First, I want you to find Karen M., who's standing on your left.
- Now scan to your right until you see Karin S.'s feet. What do you see in front of her feet?
- (*Continue in this manner until JT gets to the last egg in the first row.*)
- Now Karin S. (or Karen M.) is going to take a step forward, and I want you to follow her with your monocular.
- Next, scan back to your left to find Karen M.'s (or Karin S.'s) feet.
- What do you see in front of her feet?
- (*Repeat entire sequence until all eggs are located or as necessary until JT begins to understand pattern.*)

### Independent Practice:

- Good work JT!
- Now you are going to practice scanning this way some more, but without help from Karen M. and Karin S.
- Every time you see an egg, say "I see one!"

- If you can tell me what color it is, you get to keep what's inside!
- *(Provide appropriate modeling and/or assistance as needed.)*

### **Closure:**

The instructor will verbally indicate that the lesson is over and preview the next activity by saying:

- Our monocular practice is over for today.
- Let's sit down and draw a picture of what we learned!
- *Student will complete post-instructional activity (see attached).*
- Now let's go back to the classroom for story time!

### **Evaluation:**

- See data collection form below.

### **Data Collection Form**

Student Name: \_\_\_\_\_

**Objective #1:** *Using her monocular, the student will systematically scan (using a left to right, down, right to left, down, left to right, down... pattern) a grassy area to locate scattered plastic eggs with 75% (or greater) accuracy as measured by anecdotal record of teacher observation.*

<b>Date:</b>	<b># of Eggs</b>	<b># Found Independently</b>	<b>% Found Independently</b>	<b>Comments</b>

## *Data Sheets*

### **Objective:**

S = The objective on the data sheet corresponds to the lesson plan objective. The kind of data being taken relates to the objective. There is an area for note-taking of observations specific to skill area.

P = The objective on the data sheet corresponds to the lesson plan objective.

C = The data sheet does or does not correspond to the lesson plan objective.

### **Coding:**

S = Data coding is based on stated key on data sheet (% , ½ times, check/check+/check-, numerical, alphabetical). There is space to record the date and/or time. Data coding is easy to interpret results/present level of performance of student.

P = Data coding is based on stated key on data sheet (% , ½ times, check/check+/check-, numerical, alphabetical). There is space to record the date and/or time.

C = Coding is absent or is difficult for someone else to interpret.