

**Department of Special Education
Preparing to Teach a Lesson**

	Lesson Elements	Explanation
Needs of the Students as Determined by Informal Assessment Data Reflected in IEP Goals and STOs	A. Instructional Objectives (I Os): Statements of what you expect your students to learn written in behavioral terms.	Behavioral terminology is wording that is specific and measurable.
	B. Prerequisite skills: Skills that you are depending on the students already knowing. Skills that are required in order to learn what is expressed in the I Os	These are foundational skills that you are assuming the students are already accurate and fluent in. They form the foundation for the lesson you are about to teach.
	C. Materials: A listing of what the students will need in order to participate in the tasks that you have planned for them.	Curriculum materials, pencils, paper, scissors, recording equipment, etc.
Introductory Setup	D. Transition: Establish attention and focus of the students	Expectations, routines and rules associated with classroom conduct are taught/reviewed.
	E. Relevance: Establish the relevance of the lesson to future tasks, both short term and long term relevance.	Identification of what this lesson is about and why it is important to the students.
Instructional Phase	F. Instructional phase: 1) Warm-up activities practicing prerequisite skills, 2) explicit instruction and task development and 3) corrective feedback.	Unambiguous language that progresses in a logical order. It consists of direct statements and precisely positioned questions posed to the students. The answers to these questions provide feedback to the teacher on the progress of the students' learning within the context of the lesson.
	G. Guided practice: A within-lesson transition from teacher guided participation to independent participation.	The teacher guides the students through an initial sequence of tasks that reflect the I Os. The teacher coaches the students and observes their performance, gradually withdrawing his/her support or alternatively providing more explicit instruction, depending on the needs of the students.
	H. Independent practice: Several tasks that relate specifically to the I Os. This section also contains review tasks that are made up of prerequisite skills and/or previously learned tasks.	Tasks that have been selected that represent the scope of the skills identified in the I Os. The tasks must be appropriate for skill development of the students, sufficient in number to provide adequate practice without tedium, and sufficiently variable so as to provide a level of unpredictability. Review elements should be evident.
	I. Supplemental tasks (optional): Novel tasks related to program objectives given to students who accurately complete their independent practice tasks ahead of other students.	
Feedback Loop	J. Assessment: Teacher observation of students' performance relative to I Os.	Teacher monitors the students' performance and determines if I Os have been met or if further instruction and/or modification is necessary.

