

A Companion Instructional Planning Guide

Making Certain the Glass is Half Full to Overflowing!

The purpose of this tool is to assist teachers in designing a lesson for any student who may require modified curricular content within the context of a standards-based lesson. Follow the prompt to gain insights into ways to personalize the lesson for a student with significant challenges. By working within the on-grade level learning objectives, the instructional staff can apply their high expectations for the individual student while providing challenging and appropriate learning experiences for all students in the classroom. This process is also intended to make the planning process easier for teachers.

Instructional Design Tool					
What am I teaching? (student expectations)					
Pre-Assessment Tool/Information:					
As Designed	Instructional Strategies/Activities	Grouping			Assessment/Product
		Whole Group	Individual	Partner	Small Group
	1st				
	2nd				
	3rd				
4th					
Additional Instructional Decisions: If needed, determine instructional supports for individual students.					
Students who Require Instructional Supports	Accommodations	Modifications	Recommended	In-Class Support	Differentiated Assessment
1.					
2.					
3.					
4.					

1: What am I Teaching? What is the big idea?

- Can the student achieve on-grade level success?
- If no, can the student understand the “Big Idea” behind the concept or concepts presented in this lesson? If yes, what are they?
- How will I integrate this differential outcome into the lesson?

2: What are the Student’s Interests or Motivators?

- What does the student know about what I am teaching in this lesson?
- How do his or her interests link to this lesson?
- How can I use his strengths to contribute to this lesson?
- What are the student’s long-range post-secondary goals and how can I relate them to this lesson/learning objective?

3: What are the Functional Skill Applications?

- Are there functional skills that the student can learn within the lesson I am teaching? Are there implications for vocational and/or community skills? Recreation/leisure skills? Skills needed in daily living? If yes, how can I link these into the lesson for this student?

4: The Task Analysis Approach: Which tasks in the sequence are appropriate?



1. What is the sequence of tasks or activities that the students are expected to complete in this lesson?
2. Is there one or more tasks that this student can participate in as originally designed with his or her peers?
3. Is there one or more tasks that this student can be responsible for in the activity?
4. If needed, can we adapt one of the tasks of the lesson so that it is appropriate for this student and still provide challenging and appropriate instruction for him or her?

5: Personal Supports

- What natural supports (peers) would enable this student to participate in this lesson?
- What role could paraeducators play to enable this student to participate in this lesson?
- What role could certified or licensed personnel play in the classroom to support success?
- What pre-teaching or review play a role in the student’s success? Who might provide this support?

6: Integrated Therapy Approach

- Is it possible to integrate physical therapy, occupational therapy, speech therapy or other related service goals into the instruction activity?