

**Figure 1. Example of What/How/Who Approach to Lesson Planning**

WHAT/HOW/WHO Co-Planning Form		
General educator: Rick G.		Special service provider: Marcia R.
Lesson date: October 3		Subject/grade: English 8th
<b>WHAT</b> (5 minutes)	Standard	LA.1.2.1. Understand the common features of a variety of literary forms.
	Objective	Students will be able to identify and create haiku & acrostic poems.
	Big idea (all need to know)	There are different types of poems.
	Essential question (all can answer)	Do poems have to rhyme?
	Timeframe for lesson	55-minute period; only 1 period available for this.
<b>How</b> (7-10 minutes)	Comfort Level with Content	Both comfortable, but Marcia prefers acrostics
	Beginning (approach & description)	OT/OS: R take roll as M reads two poems (1 acrostic; 1 haiku) as "hook"; students briefly discuss similarities and differences (10 minutes)
	Middle (approach & description)	Parallel: R take $\frac{1}{2}$ class and teach haiku; M take $\frac{1}{2}$ and teach acrostics; Switch & repeat after 15 minutes; total 32 minutes w/ 2-minute transition time
	End (approach & description)	Alternative: R has large group do Ticket Out the Door (TOTD) with poems using Cloze procedure; M keeps small group who needs more time to finish haiku/acrostic poems (10 minutes)
	Special ed responsibilities for preparation/instruction	Copy model poems; make accommodations to poems & TOTD; try to get poems in Spanish & Braille
	General ed responsibilities for preparation/instruction	Identify poems for beginning of class; Identify model poems for SET to copy; Create TOTD poem for end; consider higher level questions for Gifted students
<b>Who</b> (5 minutes)	Needs behavioral adaptations?	Remind Javon & Tim about transition & group behavior; Sit Javon near teacher in both groups
	Needs social adaptations?	Remind Ryan how to ask for help & sit near a friend
	Needs physical adaptations?	Have large print version available for Brenda
	Needs instructional adaptations?	Have model poems & Cloze procedure poems available; let Kiernan write poems about Bionicles to keep interest; challenge Oliver by asking him to rhyme his acrostics & use multiple adjectives in haiku; provide Spanish version for Javier & Lupe
	Contact for additional input	Give poems to Ms. H for Braille translation; ask Mr. Valdez about SDAIE strategies/suggestions
	Implementing/ensuring adaptations	R - do reminders during beginning (OT/OS), have model poems ready & contact Mr. V. M - do large print, contact Ms. H & come up with challenging questions

Note. OT/OS = One Teach/One Support. SDAIE = specially designed academic instruction.

**Figure 2. Sample Co-Planned Lesson**

General Educator: Wendy M. Special Service Provider: Sally S.

**Co-Teaching Lesson Plan**

Subject Area: Language Arts

Grade level: 8th

Content Standard: LA.1.2.1. The student understands the common features of a variety of literary forms

Lesson Objective: Students will be able to identify & create a haiku and acrostic poem.

Essential Questions: Do poems have to rhyme? Big Idea: There are different types of poems.

Key Vocabulary: Poem, haiku, acrostic, rhyme

Pre-Assessment: Day before - Do Know-What-Learn (KWL) about poems to see who already knows acrostics/haikus

Materials: Model poems of haiku & acrostics; Ticket out the door w/Cloze; large print poems for Brenda; Braille version of poems for Quinn; put poems & homework on web site; powerpoints & handouts; magnetic letters & magnetic cookie sheets; dry erase boards & markers

Lesson	Co-Teaching Approach (can select more than one)	Time	General Education Teacher	Special Service Provider	Considerations (may include adaptations, differentiation, accommodations, and student-specific needs)
<b>Beginning:</b> (may include: Opening; Warm Up; Review; Anticipatory Set)	<input checked="" type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team	10 minutes	Take roll Get materials prepared Pass out cards with "Haiku" or "Acrostic" so students know which group to go to first Talk to students who need proactive reminders	Read 2 poems (haiku, acrostic) Lead students in oral discussion of similarities & differences between poems	Remind Javon & Tim about transition & group behavior; Remind Ryan how to ask for help & sit near friend during group work; Have copies of poems available for students to look at (on overhead, Braille, large copy); Ask higher order questions of Oliver
<b>Middle:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)	<input type="checkbox"/> One Teach, One Support <input checked="" type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team	32 minutes (15 per group + 2 minute switch)	Take $\frac{1}{2}$ class and teach haiku using powerpoint and examples (good for visual/auditory learners); students can use dry erase boards or paper as desired Switch after 15 minutes and repeat	Take $\frac{1}{2}$ class and teach acrostics using magnetic letters & cookie sheets (good for kinesthetic learners) Switch after 15 min and repeat	Let Kiernan write poems about Bionicles to keep interest; Challenge Oliver by asking him to rhyme his acrostics & use multiple adjectives in haiku; Have example poems available for all students to see; Use mnemonics for remembering differences; have dry erase markers and boards available for students like Amy who prefer to write and erase multiple times before committing to paper
<b>End:</b> (may include: Closing, Assessments, Extension of the Lesson)	<input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input checked="" type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team	10 minutes	Have large group do "Ticket out the Door" by completing poems using Cloze procedure Remind students to write down homework from board into their planners	Work with small group of students who need more time or assistance in understanding Haiku & Acrostics Remind students to write down homework from board into their planners	During transition to large group, both teachers can decide who needs extra time in small group. Small group can meet at back table. Have multiple copies of Cloze versions of Ticket out the Door to ensure differentiation; Allow Oliver, Kiernan, Amy, and others who want to create poems from scratch if desired; Adapt level of homework based on individual need

This section is done during the "WHAT" part of the lesson (approximately 5 minutes)

This section is done during the "How" part of the lesson (approximately 7 to 15 minutes)

This section is done during the "Who" part of the lesson (approximately 5 minutes)

Note. Adapted with permission from <http://www.2TeachLLC.com/lessons.html>. A free co-teaching lesson plan template is available at [www.2TeachLLC.com](http://www.2TeachLLC.com).