**Example Weekly Lesson Plan**

**(District Name)**

**Blind Visually Impaired**

**Teacher: \_\_Ms. Teach\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week Of: \_\_August 3-7, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Provide specific interventions in content areas for Special Education students based on student's individual IEP goals. Goals developed based upon DATA from formal multi-disciplinary evaluation, district assessments including MAP and Star and classroom performance.** | | |
| **Student:**  “John” | **School:**  Ky Elementary | **Grade:**  4 |
| **MAP (Fall)**  **Reading:**  **Math:** | **Map (Winter)**  **Reading:**  **Math:** | **Map (Spring)**  **Reading:**  **Math:** |
| **STAR (Fall)**  **Reading:**  **Math:** | **STAR (Winter)**  **Reading:**  **Math:** | **STAR (Spring)**  **Reading:**  **Math:** |
| **Notes for Connecting Individual Students to Curriculum:**“John’s” primary learning media is Braille. He is a tactile and auditory learner. All materials need to be presented in a format that he can access. Verbal descriptions may be necessary in order for him to comprehend visual materials that cannot be made tactile.  \*\*This is where you might list accommodations that made in the classroom in order for the student to access the curriculum in the general ed. setting. | | |
| **Identified Areas of Expanded Core Curriculum for Blind/Visually Impaired Students** | **IEP Goals** | **Goal Progress** |
| **\*List areas of the ECC that are currently being addressed with this student.**  I. Compensatory/Access  d. Braille reading, including fluency  e. Braille writing  f. Nemeth Code  g. slate and stylus  h. abacus  i. calculator  k. listening  l. organization  n. use of live reader  o. use of charts, graphs, maps  u. math formatting  IV. Orientation and Mobility  h. independent travel in familiar environments  i. increase strength/stamina  j. directionality  k. spatial concepts  VI. Self-Determination   1. self-awareness   m. knowledge and use of resources  VII. Sensory Efficiency (Tactual)  n. explores tactually  o. recognizes tactual characteristics of objects  p. interprets tactile stimuli  q. interprets graphic information  VIII. Social Interaction Skills  a. interaction with peers and others  b. courteous behavior  g. self-concept  h. posture | (ECC: Compensatory/Braille reading)  “John” will be able to read 100 Braille words with contractions with 100% accuracy as evidenced by cumulative weekly probes. (Baseline 20/100-20%) | **8/4/15- 24/100 words- 24%** |
| **\*Add student goals** | **\*Record progress as work is completed weekly** |
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| **Date: 8/4/15**  **\*\*Number of days will depend on student IEP. You can delete days (rows) from template as needed. As seen below, 4 of the 5 days on the template have been deleted as an example.** | | |
| **C:\Users\admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RBUIH1XV\MC900384020[1].wmfLearning Target/s (Congruent to ECC):**   * I can read Braille words/contractions | | |
| **Focused Instruction: Braille reading**  **Lesson Procedure:**  1. Review previously taught words  2. Teach new words/contractions used in spelling list words and AR reading book.  3.Use flash cards to review new words.  **Formative Assessment:**  Checklist of Braille words/contractions taught, observation | | |
| **Specially Designed Instruction Based Upon Student's IEP**  Direct instruction in Braille code | | |