

Lesson Planning Questions for incorporating *Specially Designed Instruction*

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- What about this lesson will students find difficult?
- What have students had trouble with in the past?
- What are the key vocabulary terms – content and academic?
- What visual material will be presented?
- What communication skills might challenge students?
- What prompts can we provide during group discussion times?
- Are there opportunities to provide a mini-lesson on reading, note-taking, summarizing, studying, etc.?
- Are there specific IEP objectives that can be addressed during this lesson?
- Any benefit in color-coding?
- What directions/tasks will be given that might need greater task analysis? scaffolding? chunking?
- What executive function skills will be required? (planning and prioritizing, time management, organization, working memory, metacognition, self-regulation, persistence, attention, processing, flexibility)
- Are there individualized behavior management concerns?
- Does our progress monitoring data suggest any needs?
- Have we addressed any required accommodations?

Lesson Planning Questions for incorporating *English Language Development*

- What language in this lesson will be a barrier?
- What content will students find difficult?
- What have students had trouble with in the past when you have taught this lesson?
- What are the key vocabulary terms – academic (Tier2) and content (Tier 3)?
- How will the information be presented? Auditory? Visual? Kinesthetic?
- What directions/tasks will be given that might need greater task analysis? scaffolding? chunking?
- What structures are in place to ensure full participation?
- How will small group participation be supported?
- Are there opportunities to provide a mini-lesson on word attack or other reading strategies?
- What executive function skills will be required? (planning and prioritizing, time management, organization, working memory, metacognition, self-regulation, persistence, attention, processing, flexibility) How will these be addressed?
- How will we support students who struggle with some of the processes of learning? (technology, collaboration, etc.)
- Does our progress monitoring data suggest any needs?
- Is there extra time for rehearsal/practice for those who need it?
- Are we trying to do too much in too short a time? What are the priorities?