

FIGURE 21.1

Co-Teaching Lesson Plan: Template

LESSON _____



materials _____



assessment _____



adaptations _____



objectives >
 >
 >



| time | activities/tasks | structure | teacher #1 | teacher #2 |
|------|------------------|---|------------|------------|
| | | ___ duet ___ 1 teach/1 float ___ 1 teach/1 multi ___ 1 teach/1 assist ___ parallel ___ station ___ other: | | |
| | | ___ duet ___ 1 teach/1 float ___ 1 teach/1 multi ___ 1 teach/1 assist ___ parallel ___ station ___ other: | | |
| | | ___ duet ___ 1 teach/1 float ___ 1 teach/1 multi ___ 1 teach/1 assist ___ parallel ___ station ___ other: | | |
| | | ___ duet ___ 1 teach/1 float ___ 1 teach/1 multi ___ 1 teach/1 assist ___ parallel ___ station ___ other: | | |
| | | ___ duet ___ 1 teach/1 float ___ 1 teach/1 multi ___ 1 teach/1 assist ___ parallel ___ station ___ other: | | |


FIGURE 21.2

Co-Teaching Lesson Plan: Example

LESSON "Three Generations...": Eugenic Sterilization in America

 materials articles, iPads, DVD  assessment Letters to the editor

 adaptations group work, assistive tech, varied text complexity, graphic organizer app

 objectives > Students will explore how science was used/misused to develop public policy.
 > Students will be able to explain the significance of the Buck vs. Bell decision.
 > Students will understand how historical documents can help us understand past events.



| time | activities/tasks | structure | Lacy | Ed |
|-----------|---|---|--|---|
| 8:00-8:10 | Show a video clip of "Against Her Will: The Carrie Buck Story." | <input type="checkbox"/> duet <input checked="" type="checkbox"/> 1 teach/1 float <input type="checkbox"/> 1 teach/1 multi <input type="checkbox"/> 1 teach/1 assist <input type="checkbox"/> parallel <input type="checkbox"/> station <input type="checkbox"/> other: | Set up the segment and show the clip. | Help Owen prep for lesson (e.g., find social studies page on device). |
| 8:10-8:35 | Pass out the article "Sterilization of the Defective, Aim" to one group (Ed) & the "Buck vs. Bell" to the other (Lacy). Students partner read & annotate. Pairs should read once to get the gist of the article. Then, read again & take notes on the following questions: » How did experts determine who would be sterilized? » Why were Carrie and her mother judged to be feebleminded? » How was the assessment of these women tied to their social class, gender & level of education? | <input type="checkbox"/> duet <input type="checkbox"/> 1 teach/1 float <input type="checkbox"/> 1 teach/1 multi <input type="checkbox"/> 1 teach/1 assist <input checked="" type="checkbox"/> parallel <input type="checkbox"/> station <input type="checkbox"/> other: | Support students reading Buck vs. Bell. Help Owen adjust readability of document. Supply adapted copies to Raul & Gia. | Support students reading the article. |
| 8:35-8:50 | Bring the group back together and discuss findings. | <input type="checkbox"/> duet <input type="checkbox"/> 1 teach/1 float <input checked="" type="checkbox"/> 1 teach/1 multi <input type="checkbox"/> 1 teach/1 assist <input type="checkbox"/> parallel <input type="checkbox"/> station <input type="checkbox"/> other: | Take notes on interactive white board. | Lead discussion (focus on ?s & help them find evidence from text). Call on Owen to share first. |
| 8:50-9:15 | Have students write responses based on their learnings. Explain that they will write a letter to the Courier-Journal editor. They should write the letter from the present year, using the knowledge and information they have about how views have changed on disability and human rights. | <input type="checkbox"/> duet <input type="checkbox"/> 1 teach/1 float <input type="checkbox"/> 1 teach/1 multi <input type="checkbox"/> 1 teach/1 assist <input type="checkbox"/> parallel <input type="checkbox"/> station <input checked="" type="checkbox"/> other: 2 float/facilitate | Remind students to reference docs. Check in with Raul & Gia. Provide them w/ graphic organizers. | Remind students to reference docs. Check in with Owen and make sure he can print from his device. |