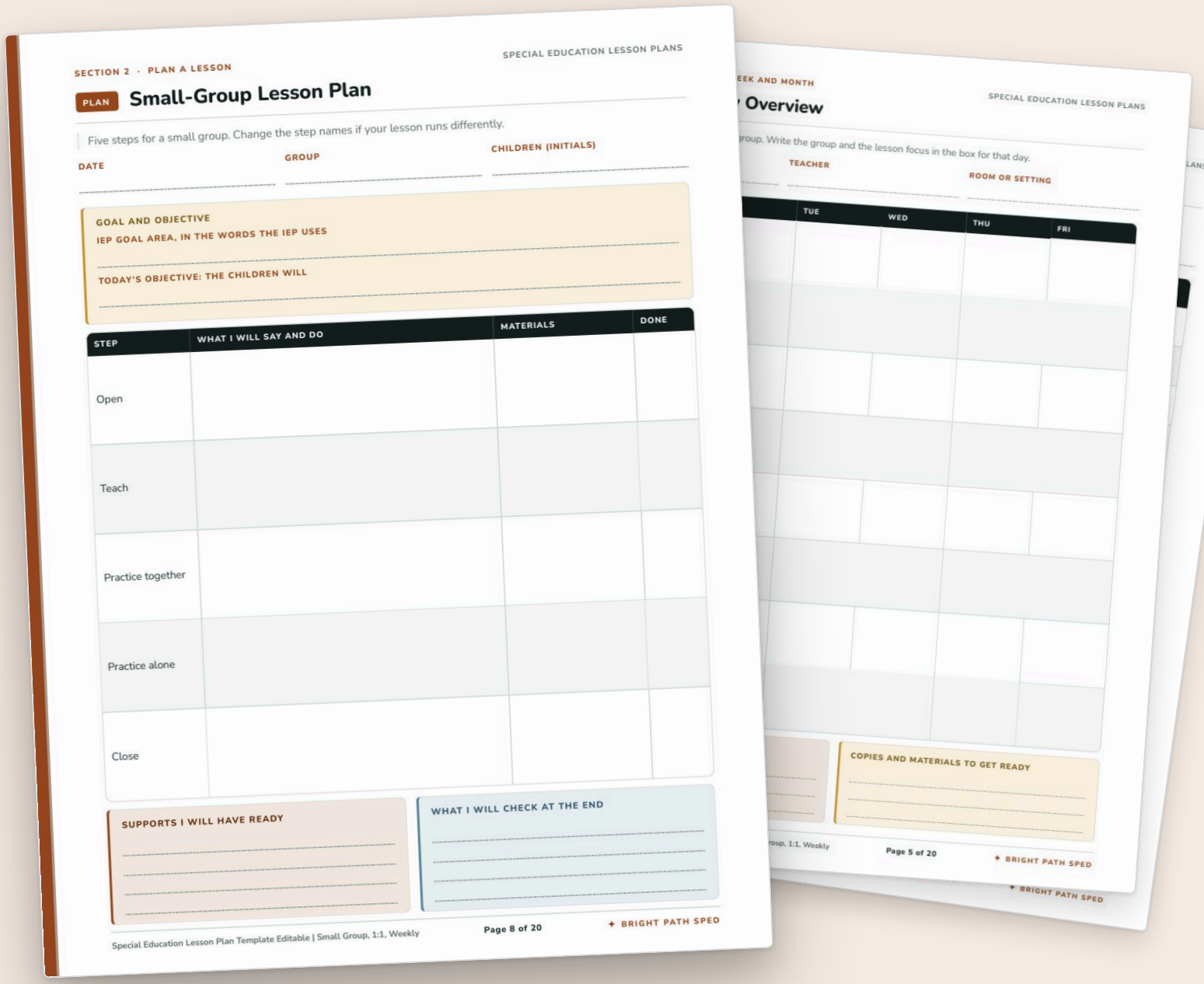
SPECIAL EDUCATION · SMALL GROUP AND 1:1

EDITABLE

Special Ed Lesson Plans



20 PAGES | SMALL GROUP | 1:1 PLANS | FILLABLE PDF

✦ BRIGHT PATH SPED

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What Is Inside, and Where

20 pages of weekly and monthly plans, group and 1:1 lesson plans, data pages and a binder set.

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☆ START HERE Start Here — Three Steps

> Type the week, plan the lesson, write down what you saw.

1

Set up your plan

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Start with the week on page 5, then Save As. Make one copy for each week or each group.

2

Plan the lesson

Plan a group on page 8 or one student on page 9. Copy each IEP goal onto the lines on page 10.

Get ready on page 11, and list the accommodations the IEP names on page 12.

3

Check and look back

Write down what you saw on page 13, then keep the running count on page 14.

Look back on page 15. Leave page 16 with the plan when another adult runs the group.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file or a Google Doc, and it does not write the plan for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE FOLLOWS

The goals, the accommodations and the school's rules come from the IEP and your school. These pages hold the words you copy in; they do not write or change any of it. See the blank lines on pages 10 and 12.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.
My printer cuts off the border. Print at 100 percent, not "fit to page."
Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

KEEP NAMES PRIVATE

Use initials or first names on plans that leave your desk. Keep the saved copies where your school keeps student papers.

MAKE IT YOURS

Save one copy for each week, each group or each student. Name each copy with the group and the date so it is easy to find again.

WHO IT IS FOR

Special education teachers, resource and self-contained teachers, co-teachers and anyone planning small-group or one-to-one lessons.

PLANNER

Weekly Overview

One row for each block or group. Write the group and the lesson focus in the box for that day.

WEEK OF

TEACHER

ROOM OR SETTING

BLOCK OR GROUP	MON	TUE	WED	THU	FRI

SKILLS I AM TEACHING THIS WEEK

COPIES AND MATERIALS TO GET READY

PLAN

Small-Group Lesson Plan

Five steps for a small group. Change the step names if your lesson runs differently.

DATE

GROUP

CHILDREN (INITIALS)

GOAL AND OBJECTIVE

IEP GOAL AREA, IN THE WORDS THE IEP USES

TODAY'S OBJECTIVE: THE CHILDREN WILL

STEP	WHAT I WILL SAY AND DO	MATERIALS	DONE
Open			
Teach			
Practice together			
Practice alone			
Close			

SUPPORTS I WILL HAVE READY

WHAT I WILL CHECK AT THE END

PLAN

IEP Goal-Linked Objective Lines

> Three lines that tie a lesson back to a goal. The goal itself stays the IEP team's.

HOW TO USE A LINE

Copy the goal from the IEP exactly as written. Do not reword it. The small step is yours: one thing you will teach in this lesson that points at that goal. The last line says what you will see or hear, in plain words.

OBJECTIVE LINE 1

IEP GOAL, COPIED WORD FOR WORD FROM THE IEP

WHERE IT IS IN THE IEP

STUDENT (INITIALS)

THIS LESSON'S SMALL STEP: THE STUDENT WILL

I WILL SEE IT WHEN THE STUDENT

OBJECTIVE LINE 2

IEP GOAL, COPIED WORD FOR WORD FROM THE IEP

WHERE IT IS IN THE IEP

STUDENT (INITIALS)

THIS LESSON'S SMALL STEP: THE STUDENT WILL

I WILL SEE IT WHEN THE STUDENT

OBJECTIVE LINE 3

IEP GOAL, COPIED WORD FOR WORD FROM THE IEP

WHERE IT IS IN THE IEP

STUDENT (INITIALS)

THIS LESSON'S SMALL STEP: THE STUDENT WILL

I WILL SEE IT WHEN THE STUDENT

LOG

Data and Exit Check

One row for each child. Count the tries and the correct answers you saw, nothing more.

DATE _____ GROUP _____ SKILL _____

CHILD (INITIALS)	SKILL CHECKED	TRIES	CORRECT	HELP I GAVE	NEXT STEP

EXIT QUESTION I ASKED

_____

_____

_____

QUICK COUNT

GOT IT _____ ALMOST _____ NOT YET _____

EXAMPLE

A Small-Group Plan, Filled In

SAMPLE · INVENTED STUDENT

The group is invented, and so is every mark. Every total can be re-added from its own rows.

SMALL-GROUP PLAN (PAGE 8), INVENTED GROUP

Group: Group B, three children (A.K., M.R., T.L.). **Goal area (invented words, not an IEP):** reads short words by blending sounds. **Today's objective:** the children will read three-sound words from a list.

STEP	WHAT I WILL SAY AND DO	MATERIALS	DONE
Open	Show the three picture cards. Say each sound with me.	Picture cards	Yes
Teach	Model blending two sounds, then three, on the whiteboard.	Whiteboard, markers	Yes
Practice together	Read the first word list aloud together, finger under each sound.	Word list 1	Yes
Practice alone	Each child reads word list 2 to me, one at a time.	Word list 2, data sheet	Yes
Close	Each child picks a favorite word and reads it again.	Exit question	Yes

DATA AND EXIT CHECK (PAGE 13), THE SAME INVENTED GROUP

CHILD (INITIALS)	SKILL CHECKED	TRIES	CORRECT	HELP I GAVE	NEXT STEP
A.K.	Read 10 words	10	8	Finger under each sound	Same list again
M.R.	Read 10 words	10	6	Finger under each sound	Same list again
T.L.	Read 10 words	10	9	Finger under each sound	Same list again

Tries added down: 10 + 10 + 10 = **30**. Correct added down: 8 + 6 + 9 = **23**. 23 of 30 words read correctly in all.

GROUP TRACKER (PAGE 14), ONE INVENTED ROW

DATE	SKILL STEP	CHILDREN THERE	GOT IT	ALMOST	NOT YET	NEXT LESSON
Oct 8	Blend 3 sounds	3	2	1	–	Word list 3

2 + 1 + 0 = 3 children, the same 3 as the exit check. The date and the three-sound skill are invented.

REFLECTION (PAGE 15), INVENTED

What went well: all three children read the first list with a finger under each sound. **What I will change:** start with two-sound words for M.R. **Next lesson:** reteach one step.

YOUR TURN: ONE GROUP, ONE LESSON

GROUP

OBJECTIVE

NEXT LESSON