

Individualized Education Program

(IEP) Assignment

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Author Note

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I have no known conflict of interest to disclose.

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The Virginia Department of Education does not require that schools use this sample IEP format; it is offered as a best practice example. The sample IEP form is divided into two sections. The first section includes those pages that are the foundation of all IEPs. The second section includes those pages that will be added to the IEP as needed and sample formats for other purposes.

SECTION 1: Foundation of All IEPs

- **Cover Page:** This page contains general information about the student and documentation of those individuals who participated in the development of the IEP. (page 3)
- **Factors for IEP Team Considerations:** This form may be used to document the team's consideration of the matters that the applicable regulations require the team to consider during the process of developing the IEP, along with any decisions made by the team regarding these matters. The documentation of these considerations, while not required, is best practice. However, all members of the IEP team must be aware of the factors that need to be considered by the IEP team during the development of the IEP. (page 4)
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- **IEP Meeting Notice – Sample** (page 19-20)
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INDIVIDUALIZED EDUCATION PROGRAM

COVER PAGE

Student Name _____ Page ____ of ____

Student ID Number _____ Grade _____

DOB ____/____/____ Age _____ Disability(ies) _____

Parent(s) Name _____ Email _____

Home Address _____ Primary (____) _____

_____ Secondary (____) _____

Date of IEP meeting..... ____/____/____

Date parent notified of IEP meeting..... ____/____/____

This IEP will be reviewed no later than ____/____/____

Most recent eligibility date..... ____/____/____

Next re-evaluation, including eligibility, must occur before ____/____/____

Copy of IEP given to parent (Name) _____ On (Date) ____/____/____

IEP Teacher/Manager _____ Phone Number (____) _____

The Individualized Education Plan (IEP) that accompanies this document is meant to support the positive process and team approach. The IEP is a working document that outlines the student's vision for the future, strengths and needs. The IEP is not written in isolation. The intent of an IEP is to bring together a team of people who understand and support the student in order to come to consensus on a plan and an appropriate and effective education for the student. No two teams are alike and each team will arrive at different answers, ideas and supports and services to address the student's unique needs. The student and his/her family members are vital participants, as well as teachers, assistants, specialists, outside service providers, and the principal. When all team members are present, the valuable information shared supports the development of a rich student profile and education plan.

PARTICIPANTS INVOLVED:

The list below indicates that the individual participated in the development of this IEP and the placement decision; it does not authorize consent. Parent consent is indicated on the "Prior Notice" page.

NAME OF PARTICIPANT

POSITION

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INDIVIDUALIZED EDUCATION PROGRAM

FACTORS FOR IEP TEAM CONSIDERATION

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____

During the IEP meeting, the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page (for example: see Present Level of Academic Achievement and Functional Performance).

1. Results of the initial or most recent evaluation of the student;

2. The strengths of the student;

3. The academic, developmental, and functional needs of the student;

4. The concerns of the parent(s) for enhancing the education of their child;

5. The communication needs of the student;

6. The student's needs for benchmarks or short-term objectives;

7. Whether the student requires assistive technology devices and services. When considering whether assistive technology is required, the IEP team may refer to the [Virginia Assistive Technology Resource Guide](#) to facilitate the discussions about goals and objectives, areas of difficulty, and whether AT devices or services are needed, and whether accessible instructional materials in alternate formats are needed.

8. In the case of a **student whose behavior impedes his or her learning or that of others**, consider the use of positive behavioral interventions, strategies, and supports to address that behavior;

9. In the case of a **student with limited English proficiency**, consider the language needs of the student as those needs relate to the student's IEP;

10. In the case of a **student who is blind or is visually impaired**, provide for instruction in Braille and the use of Braille unless the IEP team determines after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the student. When considering that Braille is not appropriate for the child the IEP team may use the *Functional Vision and Learning Media Assessment for Students who are Pre-Academic or Academic and Visually Impaired in Grades K-12* (FVLMMA) or similar instrument; and

11. In the case of a **student who is deaf or hard of hearing**, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. The IEP team may use the Virginia Communication Plan when considering the student's language and communication needs and supports that may be needed.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name: Carly Smith Date 11/11/24 Page ___ of ___

Student ID Number _____ Area of Need: Math

1 MEASURABLE ANNUAL GOAL:

By the next annual review Carly will be given an addition or subtraction equation in which she will identify the symbol by applying the correct skills using two-digit numbers that equal between 1-40 with a success 70% with a trial assessment of 4 out of 5 trials with the use of manipulatives.

The IEP team considered the need for short-term objectives/benchmarks.

- ☒ Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP)
☐ Short-term objectives/benchmarks are not included for this goal.

SHORT TERM OBJECTIVES

Objective/Benchmark # One: By December 20th, Carly will be given an addition or subtraction equation in which she will identify the symbol by applying the correct skills using single digit numbers that equal between 1-10 with a success 50% with a trial assessment of 4 out of 5 trials with the use of manipulatives.

Objective/Benchmark # Two: By March 8th, Carly will be given an addition or subtraction equation in which she will identify the symbol by applying the correct skills using two-digit numbers that equal between 1-20 with a success 60% with a trial assessment of 4 out of 5 trials with the use of manipulatives.

Objective/Benchmark # Two: By March 8th, Carly will be given an addition or subtraction equation in which she will identify the symbol by applying the correct skills using two-digit numbers that equal between 1-30 with a success 60% with a trial assessment of 4 out of 5 trials with the use of manipulatives.

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|---|---|----------------------------------|
| ☒ Classroom Participation | ☒ Observation | |
| ☐ Checklist | ☒ Special Projects | Criterion-referenced test: _____ |
| ☒ Class work | ☒ Tests and Quizzes | Norm-referenced test: _____ |
| ☐ Homework | ☐ Written Reports | Other: _____ |

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*						
Actual Date of Progress Report						
Progress Code						

SP -The student is making **Sufficient Progress** to achieve this annual goal within the duration of this IEP.

ES - The student demonstrates **Emerging Skill** but may not achieve this goal within the duration of this IEP.

M -The student has **Mastered** this annual goal.

*** Progress reports will be provided at least as often as parents are informed of the progress of children without disabilities.**

IP -The student has demonstrated **Insufficient Progress** to meet this annual goal and may not achieve this goal within the duration of this IEP.

NI -The student has **Not** been provided **Instruction** on this goal.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name: Carly Smith Date 11/11/24 Page ____ of ____

Student ID Number _____ Area of Need: Math

2 MEASURABLE ANNUAL GOAL:

By the next annual review Carly will be given two separate numbers in which she will determine the greater than or lesser than value with numbers 1 through 20 with a success 70% with a trial assessment of 4 out of 5 trials with the use of manipulatives or visual aids.

The IEP team considered the need for short-term objectives/benchmarks.

- ☒ Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP)
☐ Short-term objectives/benchmarks are not included for this goal.

SHORT TERM OBJECTIVES

Objective/Benchmark # One: By December 20th, Carly will be given two separate numbers in which she will determine the greater than or lesser than value with numbers 1 through 10 with a success 50% with a trial assessment of 4 out of 5 trials with the use of manipulatives or visual aids.

Objective/Benchmark # Two: By March 8th, Carly will be given two separate numbers in which she will determine the greater than or lesser than value with numbers 1 through 20 with a success 50% with a trial assessment of 4 out of 5 trials with the use of manipulatives or visual aids.

Objective/Benchmark # Two: By March 8th, Carly will be given two separate numbers in which she will determine the greater than or lesser than value with numbers 1 through 20 with a success 60% with a trial assessment of 4 out of 5 trials with the use of manipulatives or visual aids.

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|---|---|----------------------------------|
| ☒ Classroom Participation | ☒ Observation | |
| ☐ Checklist | ☒ Special Projects | Criterion-referenced test: _____ |
| ☒ Class work | ☒ Tests and Quizzes | Norm-referenced test: _____ |
| ☐ Homework | ☐ Written Reports | Other: _____ |

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*						
Actual Date of Progress Report						
Progress Code						

SP -The student is making **Sufficient Progress** to achieve this annual goal within the duration of this IEP.

ES - The student demonstrates **Emerging Skill** but may not achieve this goal within the duration of this IEP.

M -The student has **Mastered** this annual goal.

*** Progress reports will be provided at least as often as parents are informed of the progress of children without disabilities.**

IP -The student has demonstrated **Insufficient Progress** to meet this annual goal and may not achieve this goal within the duration of this IEP.

NI -The student has **Not** been provided **Instruction** on this goal.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name: Carly Smith Date 11/11/24 Page ___ of ___

Student ID Number _____ Area of Need: Math

3 MEASURABLE ANNUAL GOAL:

By the next annual review Carly will be able to read the first twenty words on the Fry list with a success 70% with a trial assessment of 4 out of 5 trials.

The IEP team considered the need for short-term objectives/benchmarks.

- ☒ Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP)
☐ Short-term objectives/benchmarks are not included for this goal.

SHORT TERM OBJECTIVES

Objective/Benchmark # One: By December 20th, Carly will be able to read the first five words on the Fry list with a success 60% with a trial assessment of 4 out of 5 trials.

Objective/Benchmark # Two: By March 8th, Carly will be able to read the first 10 words on the Fry list with a success 60% with a trial assessment of 4 out of 5 trials.

Objective/Benchmark # Two: By March 8th, Carly will be able to read the first fifteen words on the Fry list with a success 60% with a trial assessment of 4 out of 5 trials.

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|---|---|----------------------------------|
| ☒ Classroom Participation | ☒ Observation | Criterion-referenced test: _____ |
| ☐ Checklist | ☒ Special Projects | Norm-referenced test: _____ |
| ☒ Class work | ☒ Tests and Quizzes | Other: _____ |
| ☐ Homework | ☐ Written Reports | |

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*						
Actual Date of Progress Report						
Progress Code						

SP -The student is making **Sufficient Progress** to achieve this annual goal within the duration of this IEP.

ES - The student demonstrates **Emerging Skill** but may not achieve this goal within the duration of this IEP.

M -The student has **Mastered** this annual goal.

*** Progress reports will be provided at least as often as parents are informed of the progress of children without disabilities.**

IP -The student has demonstrated **Insufficient Progress** to meet this annual goal and may not achieve this goal within the duration of this IEP.

NI -The student has **Not** been provided **Instruction** on this goal.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT

ACCOMMODATIONS/MODIFICATIONS

Student Name: Carly Smith Date 11/11/24 Page ____ of ____

Student ID Number _____

This student will be provided access to general education classes, special education classes, other school services and activities including nonacademic activities and extracurricular activities, and education related settings:

☐ with no accommodations/modifications

☒ with the following accommodations/modifications

Accommodations/modifications provided as part of the instructional and testing/assessment process will allow the student equal opportunity to access the curriculum and demonstrate achievement. Accommodations/modifications also provide access to nonacademic and extracurricular activities and educationally related settings. Accommodations/modifications based solely on the potential to enhance performance beyond providing equal access are inappropriate.

Accommodations may be in, but not limited to, the areas of time, scheduling, setting, presentation and response including assistive technology and/or accessible materials. The impact of any modifications listed should be discussed.

ACCOMMODATIONS/MODIFICATIONS (list, as appropriate)

Accommodation(s)/Modification(s)	Frequency	Location (name of school *)	Instructional Setting	Duration m/d/y to m/d/y
Carly will be able to use her wheelchair or walker when needed.	Daily or as needed.	Liberty Elementary.	Transitioning through school.	11/11/24 – 5/30/25
Visuals for unidentified words.	Daily	Liberty Elementary.	In the classroom and throughout the school.	11/11/24 – 5/30/25
Tests and assignment read aloud to student.	Daily	Liberty Elementary.	In the classroom.	11/11/24 – 5/30/25
Carly will have accommodations and modifications for P.E. with the allowance of the wheelchair or walker.	Daily	Liberty Elementary.	Classroom, gym, field, and any area P.E. will be conducted.	11/11/24 – 5/30/25
Carly will have access to a keyboard or tablet to type out her work.	Daily	Liberty Elementary.	In the Classroom.	11/11/24 – 5/30/25
Carly will have access to visuals and manipulatives for Math.	Daily	Liberty Elementary	In the Classroom.	11/11/24 – 5/30/25

* IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

Supports for School Personnel: (Describe supports such as equipment, consultation, or training for school staff to meet the unique needs for the student) Carly will have tests and reading assignments read aloud to help her understand the task. Carly will have visuals for unidentified words. Carly has cognitive impairments and visual impairments that affect her reading and comprehension ability. Carly will be provided visuals and manipulatives for her math assignments and tasks. Carly will have access to her wheelchair and walker all day due to her cerebral palsy. Carly will be provided with accommodation and modifications for her P.E. exercises. Carly will be provided access to a keyboard or table to help her type her assignments due to her frustrations and grasp with paper and pencil.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, Continued

PARTICIPATION IN THE STATE AND DIVISIONWIDE ACCOUNTABILITY/ASSESSMENT SYSTEM

Student Name: Carly Smith Date: 11/11/24 Page ____ of ____

Student ID Number _____

This student's participation in state and divisionwide assessments must be discussed annually. During the duration of this IEP:

Will the student be at a grade level or enrolled in a course for which the student must participate in a state and/or divisionwide assessment? <i>If yes, continue to next question.</i>	☒ Yes ☐ No
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the <i>Virginia Standards of Learning (SOL) Assessments (select appropriate content area)</i> ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing	☐ Yes ☒ No
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the <i>Special Permission Request Virginia Substitute Evaluation Program (VSEP)? If yes, complete the "VSEP Participation Criteria" for each content area considered. (Grades 3-8 only)</i> ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing	☐ Yes ☒ No
Does the student meet the VSEP participation criteria? <i>If yes, determine for specific content area.</i> ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing Special permission for eligible students with disabilities in grades 3-8. refer to VDOE's <i>Students with Disabilities: Guidelines for Assessment Participation</i> for guidance.	☐ Yes ☒ No
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Alternate Assessment Program (VAAP), which is based on Aligned Standards of Learning? <i>If yes, complete the "VAAP Participation Criteria".</i>	☒ Yes ☐ No
Does the student meet VAAP participation criteria?	☒ Yes ☐ No

If "yes" to any of the above, check the assessment(s) chosen and attach (or maintain in student's educational record) the assessment page(s), which will document how the student will participate in Virginia's accountability system and any needed accommodations and/or modifications.

____ SOL Assessments ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing
 ____ Virginia Substitute Evaluation Program (VSEP) ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing
 ____ Virginia Alternate Assessment Program (VAAP)

☐ Divisionwide Assessment (list):

*Refer to *Students with Disabilities: Guidelines for Assessment Participation* for additional guidance on the assessment programs.

PARTICIPATION IN THE STATE AND DIVISIONWIDE ACCOUNTABILITY/ASSESSMENT SYSTEM
(continued)

Student ID Number_____

Test	Assessment Type* (SOL, VSEP, VAAP)	Accommodations**	If yes, list accommodation(s)
Reading	☒ __ VAAP ☐ Not Assessed at this Grade Level	☒ Yes ☐ No	The student may use repeated reading to understand the context, be provided with extra time to read, and the use of visuals.
Math	☒ __ VAAP ☐ Not Assessed at this Grade Level	☒ Yes ☐ No	Provide the student with visual aids and manipulatives when appropriate. Allow the student for extra time to complete the assessment.
Science	☒ __ VAAP ☐ Not Assessed at this Grade Level	☒ Yes ☐ No	Provide the student with visual aids and manipulatives when appropriate. Allow the student for extra time to complete the assessment.
History/SS	☒ __ VAAP ☐ Not Assessed at this Grade Level	☒ Yes ☐ No	The student will be given visual for unfamiliar words, may have audio recording, or a paraeducator read to them.
Writing	☒ __ VAAP ☐ Not Assessed at this Grade Level	☒ Yes ☐ No	Student will be provided with a keyboard or tablet to type her answers and assignments.

☐ **Divisionwide Assessment (list):**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)
SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, Continued**

Student Name: Carly Smith **Date:** 11/11/24 Page ____ of ____

Student ID Number _____

Least Restrictive Environment (LRE)

When discussing the least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling or other removal of the student from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability shall be served in a program with age-appropriate peers unless it can be shown that for a particular student with a disability, the alternative placement is appropriate as documented by the IEP.

Free Appropriate Public Education (FAPE)

When discussing FAPE for this student, it is important for the IEP team to remember that FAPE may include, as appropriate:

- Educational Programs and Services
- Proper Functioning of Hearing Aids
- Assistive Technology and/or accessible materials
- Transportation
- Nonacademic and Extracurricular Services and Activities
- Physical Education
- Extended School Year Services (ESY)
- Length of School Day

SERVICES:

Identify the service(s), including frequency, duration and location that will be provided to or on behalf of the student in order for the student to receive a free appropriate public education. These services are the special education services and as necessary, the related services, supplementary aids and services based on peer-reviewed research to the extent practicable, assistive technology and/or accessible materials, supports for personnel*, accommodations and/or modifications* and extended school year services* the student will receive that will address area(s) of need as identified by the IEP team. Address any needed transportation and physical education services including accommodations and/or modifications. * These services are listed on the "Accommodations/Modifications" page and "Extended School Year Services" page, as needed.

Service(s)	Frequency	**School/location Instructional Setting (classroom)	Duration m/d/y to m/d/y
Occupational Therapy	Twice a week.	Meets once in class and once in the office.	11/11/24 to 5/30/25
Speech Therapy	Three times a week.	Meets once in the class and twice in the office.	11/11/24 to 5/30/25

** IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, Continued

Student Name: Carly Smith Date: 11/11/24 Page ___ of ___

Student ID Number _____

Extended School Year Services (ESY): (see attached summary sheet as a means to document discussion)

- ☐ The IEP team determined that the student needs ESY services.
- ☐ The IEP team determined that the student does not need ESY services. Describe.
- ☐ The IEP team will determine and/or address ESY services at a later date. Addressed by date: _____
Explain:

PLACEMENT

No single model for the delivery of services to any population or category of children with disabilities is acceptable for meeting the requirement for a continuum of alternative placements. All placement decisions shall be based on the individual needs of each student. The team may consider placement options in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials, and supports for school personnel. In considering the placement continuum options, check those the team discussed. Then, describe the placement selected in the **PLACEMENT DECISION** section below. Determination of the Least Restrictive Environment (LRE) and placement may be one or a combination of options along the continuum.

PLACEMENT CONTINUUM OPTIONS CONSIDERED: (check all that have been considered):

- ☐ general education class(es)
- ☒ special class(es)
- ☐ special education day school
- ☐ state special education program / school
- ☐ Public residential facility
- ☐ Private residential facility
- ☐ Homebound
- ☐ Hospital
- ☐ Other _____

Based upon identified services and the consideration of least restrictive environment (LRE) and placement continuum options, describe in the space below the placement. Additionally, summarize the discussions and decision around LRE and placement. This must include an explanation of why the student **will not** be participating with students without disabilities in the general education class(es), programs, and activities. Attach additional pages as needed.

Explanation of Placement Decision:

Carly will need to continue her education in special classes. Carly's disabilities impact her ability to participate in the general curriculum and requires an adapted curriculum to make progress with academic achievement and functions skills. She has difficulties focusing on her studies and instruction with prompting or assistance from another individual. She needs supports for reading, writing, and her math skills. Carly will need a paraprofessional to guide her with her assignments to help her stay focused and to provide instruction in how to properly use the support. Though Carly has access to a keyboard and computer, she needs guidance in how to use it properly.

SERVICES –Preschool (ages 0 – 5): LEAST RESTRICTIVE ENVIRONMENT–PLACEMENT

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____

Least Restrictive Environment (LRE)

When discussing the least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling or other removal of the student from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability shall be served in a program with age-appropriate peers unless it can be shown that for a particular student with a disability, the alternative placement is appropriate as documented by the IEP.

Free Appropriate Public Education (FAPE)

When discussing FAPE for this student, it is important for the IEP team to remember that FAPE may include, as appropriate:

- Educational Programs and Services
- Proper Functioning of Hearing Aids
- Assistive Technology and/or accessible materials
- Transportation
- Nonacademic and Extracurricular Services and Activities
- Physical Education
- Extended School Year Services (ESY)
- Length of School Day

SERVICES:

Identify the service(s), including frequency, duration and location that will be provided to or on behalf of the student in order for the student to receive a free appropriate public education. These services are the special education services and as necessary, the related services, supplementary aids and services based on peer-reviewed research to the extent practicable, assistive technology and/or accessible materials, supports for personnel*, accommodations and/or modifications* and extended school year services* the student will receive that will address area(s) of need as identified by the IEP team. Address any needed transportation and physical education services including accommodations and/or modifications. * These services are listed on the "Accommodations/Modifications" page and "Extended School Year Services" page, as needed.

Service(s)	Frequency	**School/location Instructional Setting (classroom)	Duration m/d/y to m/d/y

** IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

SERVICES – Preschool (ages 0-5):
LEAST RESTRICTIVE ENVIRONMENT–PLACEMENT, Continued

Student Name _____ Date ____/____/____ Page ____ of ____
Student ID Number _____

Extended School Year Services (ESY): (see attached summary sheet as a means to document discussion)

- ☐ The IEP team determined that the student needs ESY services.
☐ The IEP team determined that the student does not need ESY services. Describe.
☐ The IEP team will determine and/or address ESY services at a later date. Addressed by date: _____
Explain:

INSTRUCTIONAL SETTING/PLACEMENT

No single model for the delivery of services to any population or category of children with disabilities is acceptable for meeting the requirement for a continuum of alternative placements. All instructional setting/placement decisions shall be based on the individual needs of each student. The team may consider placement options in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials and supports for school personnel. Services may be provided as itinerant services in a community setting where the child is already attending. In considering the placement continuum options, check those the team discussed. Then, describe the setting and the reason for provision of services in that setting in the INSTRUCTIONAL SETTING DECISION section below. Determination of the Least Restrictive Environment (LRE) and instructional setting/placement may be one or a combination of options along the continuum.

PRESCHOOL INSTRUCTIONAL SETTING OPTIONS CONSIDERED: (check all that have been considered):

- | |
|---|
| <div style="border: 1px solid black; padding: 5px;"><ul style="list-style-type: none">☐ *general education class(es) – public or private☐ special class(es)☐ *separate special day school☐ *residential facility☐ *home☐ *service provider location☐ Other</div> |
|---|

*Can be considered itinerant service setting

Based upon identified services and the consideration of least restrictive environment (LRE) and instructional setting options, describe in the space below the service(s) setting(s). Additionally, summarize the discussions and decision around LRE and instructional setting. This must include an explanation of why the student **will not** be participating with students without disabilities in the general education class(es), programs, and activities. Attach additional pages as needed.

Explanation of Instructional Setting/Placement Decision:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PRIOR NOTICE AND PARENT CONSENT

Student Name: Carly Smith Date: 11/11/24 Page ____ of ____

Student ID Number _____

PRIOR NOTICE

The school division proposes to implement this IEP. This proposed IEP will allow the student to receive a free appropriate public education in the least restrictive environment. This decision is based upon a review of current records, current assessments and the student's performance as documented in the Present Level of Academic Achievement and Functional Performance. Other options considered, if any, and the reason(s) for rejection are attached, or can be found in the Placement Decision section of this IEP. Additionally, other factors, if any that are relevant to this proposal are attached. Parent and adult student rights are explained in the Procedural Safeguards. If you, the parent(s) and adult student, need another copy of the Procedural Safeguards or need assistance in understanding this information please contact

_____ at (____) _____ or e-mail _____ or
_____ at (____) _____ or e-mail _____ .

____ Parent(s) initials here indicate that the parent(s) has read the above prior notice and attachments, if any, before giving permission to implement this IEP.

PARENT/ADULT STUDENT CONSENT: Indicate your response by checking the appropriate space and sign below.

____ I give permission to implement this IEP.

____ I do not give permission to implement this IEP.

_____/_____/_____
Parent Signature Date

TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PRIOR WRITTEN NOTICE

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____

Describe the action that the school division proposes or refuses to take: (Required upon graduation with a standard or advanced diploma)

Explanation of why the school division is proposing or refusing to take action:

Description of each evaluation procedure, assessment, record or report the school division used in deciding to propose or refuse the action:

Description of any other choices that the Individualized Education Program (IEP) team considered and the reasons why those choices were rejected:

Description of other reasons or other factors relevant as to why the school division proposed or refused the action:

Resources for the parent to contact for help in understanding the Individuals with Disabilities Education Act (IDEA) and the related federal and Virginia Regulations:

If this notice is not the initial referral for evaluation, document when the parent was provided a copy of the procedural safeguards and how a copy may be obtained, if the parent requests an additional copy:

SECTION 2

Additional Forms

To Be Used

As Needed

ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PROCESS CHECKLIST

- ☐ **Meeting notices sent to parent and agency representatives, as appropriate**
- ☐ **Acquire written consent from parent for an agency representative to attend the IEP meeting**
- ☐ **Welcome and introductions of team members**
- ☐ **Review purpose of meeting**
- ☐ **Review meeting agenda**
- ☐ **Review rights and procedural safeguards pertaining to special education and the IEP meeting**
- ☐ **Review of special factors to be considered by the IEP team**
- ☐ **Develop Present Level of Academic Achievement and Functional Performance**
- ☐ **Develop measurable annual goals**
(Discuss progress report on previous annual goals, as needed.)
- ☐ **Determine progress report schedule**
- ☐ **Document that the IEP team considered the need for short-term objectives or benchmarks for students other than those who take alternate assessments aligned to alternate achievement standards**
- ☐ **Develop short-term objectives or benchmarks for the annual goals, as needed**
- ☐ **Determine any needed accommodations and/or modifications in instruction and assessment**
- ☐ **Determine participation in state and divisionwide assessments**
- ☐ **Determine services and placement**
- ☐ **Determine if student needs ESY services**
- ☐ **Review any requests proposed and/or refused**
- ☐ **Provide prior written notice and obtain parental consent**
- ☐ **Identify how staff will be informed of their responsibilities for implementation of the IEP**

Special Education Meeting Notice (School Division Letterhead)

Date: _____

To: _____ and _____
Parent(s)/Adult Student Student (if appropriate or if transition will be discussed)

You are invited to attend a meeting regarding _____
Student's Name

PURPOSE OF MEETING (check all that apply):

- | | |
|---|---|
| ☐ IEP Development or Annual Review | ☐ Eligibility Determination |
| ☐ IEP Amendment | ☐ Team Determination of Needed Data |
| ☐ Team Review of Referral | ☐ Transition: Postsecondary Goals, Transition Services |
| ☐ Team Review of Existing Data | ☐ Manifestation Determination |
| ☐ Transition: PartC to Part B | ☐ Other: _____ |

The meeting has been scheduled for: _____
Date Time Location

Meetings are scheduled at a mutually agreed upon place and time by you and the school division. If you are unable to attend this meeting you may request participation through other means. If you are unable to attend this meeting, please contact:

_____	_____	_____
Special Education Staff Contact / IEP Case Manager	Title	Phone

You and the school division may invite individuals to participate in the team meeting who have knowledge or expertise about the student's educational needs. The determination of the knowledge or special expertise shall be made by the party who invited the individual. For IEP Meetings, if the division intends to invite a representative of an agency that is likely to be responsible for providing or paying for transition services to the IEP meeting, written consent of the parent or adult student is required.

Below is a list of the participants (by name or position) the division will be inviting to attend the meeting:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please review and return the following page to assist the school staff in preparing for the meeting.

Special Education Meeting Notice Parent/Student Response Form

To the Parent(s) / Guardian(s) / Student:

Student: _____ Date of Meeting: _____

Please check your choice and **return this page to:** _____

at _____

I the ☐parent ☐student will attend the meeting as scheduled.

I the ☐parent ☐student cannot attend the meeting as scheduled. Please reschedule this meeting.

I can attend on _____ at _____
(date) (time and place)

Please contact me at _____

to determine a mutually agreeable date, time, and place for this IEP meeting.

I the ☐parent ☐student **do not wish to attend** this meeting even though I understand the importance of attending. You may hold this meeting in my absence.

I the ☐parent ☐student would like my preferences, interests, and concerns shared with the team. I will provide my input to you by:

☐ Mail ☐ Telephone Other means: _____ prior to the meeting.

☐ An IEP worksheet is enclosed.

☐ I will need the following accommodations for this IEP meeting:

☐ I plan to bring _____ individuals that I believe have knowledge or expertise regarding my child.

Parent Signature

Date

Date received by the school: _____

SAMPLE

School Division Letterhead

CONSENT TO INVITE AGENCY PERSONNEL

Date: _____

If the division intends to invite a representative of any agency that is likely to be responsible for providing or paying for transition services to the IEP meeting, written consent from the parent or adult student is required prior to the meeting date.

_____ I give my consent for an agency representative(s) named on the meeting notice to be invited to the IEP meeting.

_____ I do not give my consent for an agency representative(s) named on the meeting notice to be invited to the IEP meeting.

Parent/Adult Student Signature

Date

Parent/Adult Student Signature

Date

****Please sign and return this page to your child's IEP Case Manager.**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)
COVER PAGE – MEDICAID ELIGIBLE STUDENTS**

Student Name _____ Page ____ of ____

Student ID Number _____ Medicaid/FAMIS # _____ Grade _____

DOB ____/____/____ Age* _____ Disability(ies) (if identified) _____

Parent (s) Name _____ Email _____

Home Address _____ Primary (____) _____

_____ Secondary (____) _____

Date of IEP meeting..... ____/____/____

Date parent notified of IEP meeting..... ____/____/____

This IEP will be reviewed no later than ____/____/____

Most recent eligibility date..... ____/____/____

Next re-evaluation, including eligibility, must occur before ____/____/____

Copy of IEP given to parent (Name) _____ On (Date) ____/____/____

IEP Teacher/Manager _____ Phone Number (____) _____

Summary of previous treatment if not addressed elsewhere:

Intervention, treatment, and modalities if not addressed elsewhere:

PARTICIPANTS INVOLVED:

The list below indicates that the individual participated in the development of this IEP and the placement decision; it does not authorize consent. Parent consent is indicated on the "Prior Notice" page.

NAME OF PARTICIPANT

POSITION

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Required for Billable Services

ICD9 Code _____ Medicaid Discharge Plan/Disposition _____

PARENTAL CONSENT FOR BILLING PUBLIC INSURANCE LANGUAGE

FOR THE IEP or IEP AMENDMENT

One-Time Consent

(This document is optional and is not a necessary component of the IEP annual review)

For Medicaid or FAMIS (Family Access to Medical Insurance Securities) Insured Only

If your child is now or later becomes eligible for Medicaid or FAMIS and he or she receives health-related services written in an Individual Education Program (IEP), the federal government can help the public school division pay for these health-related services, such as, but not limited to physical, occupational or speech therapy; audiology, nursing, psychological or personal care services and health screening associated with Early Periodic Screening Diagnosis and Treatment (EPSDT). Parent/Guardian consent is required before the public school system can bill Medicaid or FAMIS.

Additional information about the one-time parental consent, the parental consent form and the procedural safeguards can be found at http://www.doe.virginia.gov/support/health_medical/medicaid/index.shtml.

If prior consent has been given, no further action is required.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT, continued

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____ Area of Need _____

_____ **MEASURABLE ANNUAL GOAL:**

The IEP team considered the need for short-term objectives/benchmarks.

- ☐ **Short-term objectives/benchmarks are included for this goal.** (Required for students participating in the VAAP)
☐ **Short-term objectives/benchmarks are not included for this goal.**

How will progress toward this annual goal be measured? (check all that apply)

☐ Classroom Participation	☐ Observation	☐ Criterion-referenced test: _____
☐ Checklist	☐ Special Projects	☐ Norm-referenced test: _____
☐ Class work	☐ Tests and Quizzes	☐ Other: _____
☐ Homework	☐ Written Reports	

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*						
Actual Date of Progress Report						
Progress Code						

SP -The student is making **Sufficient Progress** to achieve this annual goal within the duration of this IEP.

ES -The student demonstrates **Emerging Skill** but may not achieve this goal within the duration of this IEP.

M -The student has **Mastered** this annual goal.

IP -The student has demonstrated **Insufficient Progress** to meet this annual goal and may not achieve this goal within the duration of this IEP.

NI -The student has **Not** been provided **Instruction** on this goal.

*** Progress reports will be provided at least as often as parents are informed of the progress of their children without disabilities.**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SHORT TERM OBJECTIVES OR BENCHMARKS, as determined by IEP Team
(Required for students participating in the VAAP)

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____ Goal # _____ Area of Need: _____

Short Term Objectives or Benchmarks, as needed

Objective/Benchmark # _____

Objective/Benchmark # _____

Objective/Benchmark # _____

Objective/Benchmark # _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PROGRESS REPORT COMMENTS, Continued
(This document is optional)

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____

Goal # ____ Progress Report Code ____

Goal # ____ Progress Report Code ____

Goal # ____ Progress Report Code ____

Goal # ____ Progress Report Code ____

Goal # ____ Progress Report Code ____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

**EXTENDED SCHOOL YEAR SERVICES (ESY)
(Optional)**

Student Name _____ Date ____/____/____ Page ____ of ____

Student ID Number _____

Summarize the IEP team's discussions and decision about ESY:

If ESY services are to be provided identify which goals in the current IEP will be addressed by the ESY services:

Identify the Extended School Year services needed to meet these goals:

Service(s)	Frequency	**School/location Instructional Setting (classroom)	Duration m/d/y to m/d/y

** IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

Lesson Plan Assessment

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I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Evangelin Lovett. Email: eflovett@liberty.edu

LESSON PLAN TEMPLATE

PRELIMINARY INFORMATION	
Date of Lesson: 11/22/24	Grade Level: 2nd Grade
Subject/Topic: Vocabulary	Learning Segment Theme: Words that mean the same and words that are different.
Where in the learning segment does this lesson occur? ☐ Beginning ☒ Middle ☐ End	Lesson Structure or Grouping: ☒ Whole Class ☐ Small Group ☐ 1:1 Other (specify): Click or tap here to enter text.
Student Assets (Knowledge of Students)	
Personal (Interests, family backgrounds, experiences, etc.)	NA
Cultural (Traditions, dialects, worldview, literature, arts, etc.)	NA
Community (Landmarks, community events, etc.)	NA
Developmental (Cognitive, physical, social, and emotional)	Exceptional Learning Needs.
CONSIDER THE FOLLOWING QUESTION FOR THE NEXT SECTION OF THIS FORM:	
What are your goals for student learning and why are they appropriate for these students at this time?	
BIG IDEA OR CONCEPT BEING TAUGHT – CENTRAL FOCUS	
The central focus is to teach the students to recognize what words mean the same thing and which words have different meanings. That Synonyms and an Antonyms can be used every day to share similar concepts and feelings.	
RATIONALE/CONTEXT FOR LEARNING – JUSTIFICATION FOR YOUR PLANS	
Why this lesson at this time, for this group of learners? How does it connect to previous learning or succeeding lessons?	
The students have been learning new vocabulary and writing the words down. It is important for the student's language skills to learn new concepts about vocabulary and what words mean and how they relate to one another. This is important for the student's communication skills for them to know when someone replies with a word different than what they are familiar with, that they made understand the concept. Or that they can use different words to expand their vocabulary. This will also be useful for the students that have limited language skills or who have assistive technology.	
PRIOR KNOWLEDGE AND CONCEPTIONS	
What <u>prior knowledge</u> must students already know to be successful with this lesson?	The students will need to know the concept of opposites and the sameness. They will need to understand the words “opposite”, “different”, “differences”, “same”, and “meaning.” The teacher will review these words and concepts for the students.
What <u>prior skills</u> must students already know to be successful with this lesson?	The students will need to have listening skills, patience, and effective writing, oral communication, or assistant communication.
What <u>prior academic language</u> must students already know to be successful with this lesson?	The students will need to know the words “definition”, “opposite”, “different”, “differences”, “same”, and “meaning.”
STANDARDS	
State Standards	2.6 The student will use semantic clues and syntax to expand vocabulary when reading.

	<p>a) Use information in the story to read words.</p> <p>b) Use knowledge of sentence structure.</p> <p>c) Use knowledge of story structure and sequence.</p> <p>d) Reread and self-correct.</p> <p>2.7 The student will expand vocabulary when reading.</p> <p>a) Use knowledge of homophones.</p> <p>b) Use knowledge of prefixes and suffixes.</p> <p>c) Use knowledge of antonyms and synonyms.</p> <p>d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</p> <p>e) Use vocabulary from other content areas.</p>
National Standards	<p>Standard #1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>Standard #3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>
InTASC Alignment	<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each</p>

	learner.
<p align="center">LEARNING OBJECTIVE(S)</p> <p align="center"><i>These must be behavioral and measurable.</i></p> <p>Statements of what students will know, understand and be able to do at the end of the lesson (<i>consider all three domains</i>). Include condition, performance, and criterion.</p>	
<p>After instruction, the student will independently use the correct synonym in the sentence given by the teacher with 70% accuracy.</p> <p>After instruction, the student will independently use the correct synonym in the sentence given by the teacher with 70% accuracy.</p>	
<p align="center">ACADEMIC LANGUAGE DEMANDS</p>	
Language Demand(s)	The students will need to understand basic language skills including emotions, descriptors, and simple sentences.
Language Support(s)	The teacher will answer any questions that the students have about the words used in the PowerPoint presentation, videos, and book reading. The teacher will explain any concepts to the students. In PowerPoint, the teacher will use visuals to support the words. The teacher uses video as an audio guide for the students with visuals. The teacher will have a printed guide sheet for Synonyms and Antonyms. In all printed material, the teacher will have visuals to help the students understand the concept.
Essential Vocabulary	“Same”, “Different”, “Synonym”, and “Antonym”
<p align="center">CONSIDER THE FOLLOWING QUESTION FOR THE NEXT SECTION OF THIS FORM:</p> <p align="center">How will you know and document students’ progress towards meeting your learning objective?</p>	
<p align="center">EVIDENCE AND ASSESSMENT OF STUDENT LEARNING</p> <p>How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress?</p> <p>How will you provide feedback to promote student learning?</p>	
Diagnostic/Pre-assessment(s)	The teacher will use the beginning hook in class to understand if the students know that words can have the same meaning and other words have opposite meaning. The students answering the questions at the beginning in class will help the teacher know what the students already understand.
Formative Assessments/ Feedback to Learners	The teacher will assess their understanding of synonyms and antonyms by listening to the students’ oral answers in the beginning of the lesson, when they are playing Kahoot, and when they are doing the standing and sitting assessment. The teacher will also use the oral answers from Read aloud to understand their understanding of synonyms.
Summative Assessments	The teacher will use synonym worksheet to assess the students understanding of synonyms. The teacher will use the students’ answers for the PowerPoint questions to assess their understanding.
<p align="center">EXPECTATIONS FOR STUDENT LEARNING – STANDARDS AND CRITERIA</p> <p>Describe in detail the following levels of student performance and what student’s work will look like in each circumstance. How will you communicate your expectations to students? Provide any rubrics you will use.</p>	
Exceeds Expectations	If the student is answering all the questions correctly from the activity and the extra worksheet.
Meets Expectations	If the student is correctly answering 70% correct on their question activities.
Below Expectations	If the student is answering their question below 65% and not paying attention to the lesson.

CONSIDER THE FOLLOWING QUESTION FOR THE NEXT SECTION OF THIS FORM:

How will you support students to meet your goals? Describe EXPLICITLY what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus).

Character Education	English is important to know for the country in which they live in. People like to use different describers. In every culture and family, people have different words that they like to use. It is important for people to identify with these words and to know how to use them. This will improve the student's active listening skills, how to respond to other people's choice words, and how to under culture.
Planned Supports	The teacher will use different activities and learning placements to keep the students engaged with the lesson. This includes using PowerPoint, YouTube, Song, movement, and Reading Circle. The videos will have subtitles and some extra pairs of noise canceling headphones.
Resources and Materials	20 pencils, 20 worksheets, whiteboard, white eraser marker, computer, speaker, USB adaptor, and 1 story books.
Technology Connection	PowerPoint, YouTube, Kahoot, and Story Book.

BEGINNING: LAUNCH/HOOK/ANTICIPATORY SET

How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?

The teacher will begin the class by acting out the different words for the students to understand. The teacher will run fast for the word "fast" and then run slow for the word "slow". The teacher will pretend to be hot and then cold. The teacher will ask students if these actions are the same or different. The teacher can use the different examples of the worksheet posted. Then after going through all the words, the teach will explain that some words have the same meaning while other words have different meanings.

SYNONYMS OR ANTONYMS?	
Check the correct box for each row.	
Synonyms	Antonyms
fast and slow	☐
hot and cold	☐
chilly and cool	☐
speedy and quick	☐
quiet and loud	☐
begin and start	☐
save and toss	☐
cry and sob	☐

MIDDLE: INSTRUCTIONAL STRATEGIES TO FACILITATE STUDENT LEARNING

For example: How will you engage students with ideas/texts to develop understanding? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning—for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? Detail your plan.

Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson—with the correct answers.

Instruction/Modeling	<ul style="list-style-type: none"> - The teacher will begin the class with a video of a worm singing about Synonyms and Antonyms. The teacher will ask the students their thoughts about the song and the worm. Then, the teacher will ask the students what a Synonym and an Antonym are. - The teacher will have the students watch a video called Pitch and Throw. - The teacher will then explain what a Synonyms is and show examples of the words through a PowerPoint with pictures of the words. - teacher will then explain to the students what the definition of an antonym is. An antonym is the opposite meaning of the word. - The teacher will then have all the students gather on the floor to read the book "Stop
-----------------------------	--

	<p>and Go, Yes and No.”</p> <p>- The teacher will then present a PowerPoint presentation with antonymous words. The slides will then contain pictures of the words and what their antonyms are on the side of the slide.</p>
Guided Practice	<p>- he teacher will play a game of Kahoot with the students that they have created. The teacher will have the game on her computer hooked up to the projector. The teacher may play multiple rounds with the students,</p> <p>- The teacher will have a practice sheet to complete with the students. The teacher will complete the first 3 or 4 with the students, and then go around the classroom taking turns. Instead of coloring the sheet. The students will stand up if the words are Synonyms and if the words are Antonyms, the students will sit on the floor.</p> 
Independent Practice	<p>- he students will complete a worksheet circling the words that have the same meanings.</p> <p>- he teacher will present sentences on the PowerPoint Presentation and the students will have to answer the correct antonym for the word in bold on a piece of paper. Sentence examples are “The car was “slow.”, It was a “hot” day. The baby was “asleep.”</p> 
<p align="center">END: CLOSURE</p> <p align="center">How will you end the lesson in a way that promotes student learning and retention?</p>	
<p>The teacher will explain to the students the importance of using synonyms and antonyms. If everyone used the word happy to describe themselves, the world would be a boring place. The teacher will have the students pick an emotion. They will use Antonyms or Synonyms to describe it. Then, they will pick a favorite character and use Antonyms and Synonyms to describe them. As the students are packing up their materials and getting ready to dismiss, the teacher will play the opposite song.</p>	
<p align="center">SUPPORTS: DIFFERENTIATION/EXTENSION</p> <p align="center">How will you provide successful access to the key concepts by all the students at their ability levels?</p>	
Exceptionalities (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.)	<p>- For students who have ADHD or need mobility, the teacher provides the opportunity for the students to get up from their desk to stand up or sit down while answering the questions for Synonyms and an Antonyms.</p>

	<ul style="list-style-type: none"> - The teacher provides the opportunity for the students to stretch and sit on the floor for story time. - Students who have a visual impairment will have their worksheets in bigger print and certain words in bold text. - The students with hearing impairments can sit closer to the teacher or speakers and will have subtitles for the videos. - The worksheets can be adjusted for assistive technology. - If the student cannot do the standing and sitting activity, they can instead raise a different hand to answer or write on an assistive technology device. - Any adjustment that needs to be done due to an IEP or 504 can be adjusted.
ELL	The teacher will provide subtitles for the videos. The teacher will provide a chart to the students with the vocabulary words in English and their first language to help them understand. The teacher will have visuals provided in PowerPoint and printed sheets.
Learning Styles/Student Engagement	The teacher has a reading circle to build rapport with the students. The teacher uses the song at the beginning and end of the lesson to show how fun learning can be and to give the students a brain break and to use their other senses. The teacher uses Kahoot, a game to stimulate interest in learning and to use different methods.
Extension	<p>The students will have to read a short story. They will circle as many words as possible that they can find and will have to write antonyms and synonyms for the word circled. They will need to at least circle 10 words.</p>  <p>Going to the Movies</p> <p>My class is going to the movies on a field trip next week. We have to get permission slips signed before we go. We also need to ask our parents if they will drive to the movie theater. We are going to see a movie that tells the story from a book we read. We love it when movies are made from books. It is fun to compare the movie to the book. I usually like the book better.</p> <p>We get to the movie early so we can buy popcorn. Some of us buy candy and slushes too. We all enjoy watching the movie. When we return to school, we talk about things that were in the movie and the book. The movie and book are similar. We all agree that we like the book better though. Books let you picture the characters any way you want to picture them.</p> <p><small>Reading and Math for K-5 © www.illustrations.com</small></p>
<p align="center">WHAT IF S</p> <p align="center">Be proactive. Consider what might not go as planned with the lesson. What will you do about it?</p>	
What if students...	<p>What if the students do not like the song. The teacher can use that time to play a game with the students or use a brain break in the classroom to help the students with their annoyance when they are de-escalated.</p> <p>What if a student freezes when it's their turn to answer the question. The teacher could attempt to help with clues.</p> <p>What if the students cannot play Kahoot. Then the teacher could have different colored cards and have the students call out the color matching the words on the White Board.</p>
What if students cannot...	What if the students cannot complete their worksheet due to the assistive technology not working. The teacher could use a para-educator or an assistant to help with the writing or coloring. Or ask

another student to write down the answer for them.

REFERENCES: MATERIALS AND RESOURCES

Cite all sources used in the development of the lesson materials and resources, including URLs or other references.

Synonym and Antonym Song: <https://www.youtube.com/watch?v=1uAs44DbHE4>

Read Aloud: Pitch and Throw: <https://www.youtube.com/watch?v=PdwVCXufa5I>

Book; Stop and Go, Yes and No: <https://www.amazon.com/Stop-Go-Yes-No>

Categorical/dp/0822590255/ref=pd_bxgy_sccl_1/147-7179772-8490440?pd_rd_w=zc2iM&content
id=amzn1.sym.26a5c67f-1a30-486b-bb90-b523ad38d5a0&pf_rd_p=26a5c67f-1a30-486b-bb90
b523ad38d5a0&pf_rd_r=MZ818NWP9FBSKAS0MHP1&pd_rd_wg=CwQpS&pd_rd_r=96d1141c-f3eb-
4c07-a78e da9bd56d1c5d&pd_rd_i=0822590255&psc=1

Kahoot: <https://kahoot.com/>

The Opposite Song: <https://www.youtube.com/watch?v=HGeuA4iJ8vI>

REFERENCES: RESEARCH TO SUPPORT INSTRUCTIONAL DESIGN

Cite all research used to support instructional design, including URLs or other references.

Overturf, B. J., Montgomery, L. H., & Margot Holmes Smith. (2013). Word nerds: teaching all students to learn and love vocabulary. Stenhouse Publishers.

Weintraub, A. (2003). 2nd Grade Vocabulary Development. The Rosen Publishing Group, Inc.