



# Planning Flowchart for Co-Teaching

The process of  
thinking through a  
lesson

## How to use this chart as a planning tool:

- If possible, both co-teachers plan together (or at least be sure to both contribute to planning)
- Use the template as a guide in considering all of the most important parts of your small group lessons
- Structure your planning time by using the chart to guide your conversation

We have found that the more thoughtful teachers are when planning the lesson components included here, the more success they have with the small group models!

Happy planning!

# PLANNING FLOWCHART

**GRADE/SUBJECT:**

**DATE:**

**TIME/PERIOD:**

Standards &  
Objectives

- Class Objective
- Individual Student Objectives

Lesson Steps/  
Co-Teaching  
Models

- Parallel, Stations, Alternative, Teaming, One Teach/One Assist, One Teach/One Observe
- Does this lesson lend itself to multiple models?

Differentiated  
Instruction  
Strategies

- How will we differentiate for the whole class? (Learning modalities, color-coding, pre-assessment activities, exit activities, grouping, tiering, student choice, etc.)

Role of  
Each Teacher

- How will we each have an instructional role?
- Who is responsible for each material needed?

Individualizations

- Does any student need a job, task, or material that will provide greater access to/success with this lesson?

Modifications

- Does any student need the quantity adjusted? (Workload)
- Does any student work on a very different level? (Leveled)
- Is there an IEP skill/goal that can be addressed? (Embedded)

Assessment  
Follow-Up

- How will students' learning be assessed?
- What will the next steps be?

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**DATE:**

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Standards &  
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Lesson Steps/  
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Differentiated  
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Role of  
Each Teacher

Individualizations

Modifications

Assessment  
Follow-Up

**EXAMPLE**

# PLANNING FLOWCHART

**GRADE/SUBJECT:** 2ND/ELA    **DATE:** 10/9    **TIME/PERIOD:** 11:30AM

## Standards & Objectives

- CC RL.2.5. Describe the overall structure of a story, describing how the beginning introduces the story and the ending concludes the action.
- CC W.2.3; Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- Class Objectives: I can write sentences to describe each plot point, use sequencing vocabulary, and work cooperatively to sequence sentences.
- Individual Student Objectives: I can sequence pictures (SL); I can sequence first and last (AB); I can wait for my turn (MK)

## Lesson Steps/ Co-Teaching Models

- Alternative teaching - Large group: morning work; Small group: review temporal words – GR, AB, SL, and 2 peer models (put out one extra invite for someone to choose)
- Parallel teaching - review elements of class read aloud in order for students to sequence major plot points, using temporal words first, next, then, and last. Each teacher plans as they wish within their group.

## Differentiated Instruction Strategies

- Sets of pictures for both groups to hang up
- Some blank sentence strips, some with sentence starters in each group for kids to choose
- Laminated cards with the temporal words and graphic
- Cloze notes sheets
- Group using two different color popsicle sticks (keep AB and DS separate)

## Role of Each Teacher

- Ms. S: prepare temporal word visuals and take small group for Alt. Teaching; one parallel group
- Mr. P: hand out popsicle sticks; print out two large sets of pictures and two small sets; make sentence starter sentence strips

## Individualizations

- Checklist of 3 peers who will have a turn before his turn (MK)
- Boxes to write work in (SN, MK)

## Modifications

- Individual set of pictures to sequence when students are writing sentences (SL)
- Works on first and last only (AB)

## Assessment Follow-Up

- Write a personal sequence of events in their journals
- Create sequencing center activity with laminated sheets for dry erase

**EXAMPLE**

# PLANNING FLOWCHART

**GRADE/SUBJECT:** 7TH/MATH

**DATE:** 10/9

**TIME/PERIOD:** 5TH

## Standards & Objectives

- CC 7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Class Objectives: Solve multi-step equations that include any of the four operations
- Individual Student Objectives: Identify addition and subtraction keywords (PN); identify parts of an equation (variable, coefficient, operation) (MD)

## Lesson Steps/ Co-Teaching Models

- Part One: Station Teaching -
  - Station 1 (teacher-led): Balancing equations
  - Station 2 (teacher-led): PEMDAS
  - Station 3 (Independent): Spiral review
- Part Two: Alternative Teaching - large group: HW review; small group: re-teach properties of equations

## Differentiated Instruction Strategies

- Choice of paper worksheet or Chromebook for independent station
- Prepare real-world application problems for each station for students who need extra challenge

## Role of Each Teacher

- Ms. S: Plan and teach station one; take the small group during Alternative
- Mr. P: Plan and teach station two; take the large group during Alternative; print hard copies of spiral review for independent station (for students who choose paper)

## Individualizations

- Key vocab words given to select students to define for the group as they come up (KH)
- Index card with color-coded vocabulary for parts of an equation (PN, MD)

## Modifications

- Identify each step of PEMDAS in the group examples (PN)
- Using index card described above as reference, use colored pencils on equations to identify each part of the equation (MD)

## Assessment Follow-Up

- Exit tickets given in both teacher stations. Use exit tickets to plan Alternative Teaching for the next day.
- Use independent work to inform any needed ongoing review of concepts.

**EXAMPLE**

# PLANNING FLOWCHART

**GRADE/SUBJECT:** 10TH/ENGLISH

**DATE:** 10/9

**TIME/PERIOD:** 2ND

## Standards & Objectives

- CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Class Objectives: Students will be able to identify and discuss the significance of repetition in the poem "First They Came."
- Individual student objectives: Student will provide definitions of newly learned words and use words in sentences (DK); student will use word attack skills to decode content-area vocab (SP)

## Lesson Steps/ Co-Teaching Models

- Alternative teaching - Large group: Do Now question: why do musicians repeat certain words/phrases in songs? Students have 2 minutes to jot, then 5 minutes to discuss. Small group: pre-teach vocab (repetition, bystander, socialist, communist) (DK, FA, BH, leave 2 passes at the front for students to choose to join)
- Parallel teaching - Both groups introduce quotes and information on bystanders. Read and annotate "First They Came."

## Differentiated Instruction Strategies

- One parallel group looks at/discusses quotes as a group; other parallel group reads and discusses quotes with a partner, then briefly shares with the group
- Printed annotation guides available to students in parallel groups
- Exit ticket tiered to 3 levels of complexity

## Role of Each Teacher

- Ms. S: take the small group for Alternative; parallel group has students reading/discussing quotes in partnerships
- Mr. P: take the large group for alternative, parallel group is reading/discussing quotes all together
- Both teachers facilitate reading and annotation of "First They Came"

## Individualizations

- Provide printed song lyrics for students to reference during Do Now (CB, MR)
- Vocabulary words written on cards with definitions on the back (repetition, bystander, communist, socialist) (DK)

## Modifications

- Student highlights vocab words as they come up in the poem, uses each word in an original sentence (DK)
- Pre-select a few short sentences/lines/phrases for student to read from the poem (SP)

## Assessment Follow-Up

- Reflection exit ticket in parallel groups on color-coded post-its so teachers know who gets which level (students don't know which color is for which level)