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| **Teacher: Rebeckah Hauss** | **Date: Every Wednesday 9:00am to 9:45 am** | **Grade: Transition** | **Content Area:** **AM Jobs** |
| **Objective/Essential Question: The student will be able to…**Do jobs that are assigned to team members and can be rotated weekly or as it fits into your situation. Daily jobs provide repetitive opportunities for team members to learn practical skills, follow a sequence of steps to complete a task and learn when and how it is appropriate to ask for help in various situations. \*Will be able to improve on their IEP goals through repetition of tasks that have been individualized for each.  | **Plan for Differentiation:****Using Bloom’s Revised Taxonomy** |
| **Curriculum Standard -****Employability: Demonstrate effective personal skills and characteristics that affect employability potential.****Self-Advocacy: Demonstrate skills, behaviors and attitudes to responsibly plan and advocate for personal goals.****Daily Living: Demonstrate effective skills to participate in all aspects of age-appropriate daily living and self-help activities** | **Technology****Smartboard** **iPads** **Unique Learning Systems** **Internet** | **21st Century Skills****Students will learn how to do and complete jobs/tasks using technology. Students will also use 21st century skills to complete IEP goals.**  |
| **Materials****Job task folders****Data Sheets****Job board****Unique Learning System** **Worksheets** **Money**  | **Vocabulary (Literacy)****job, task, independent work, data, IEP’s** |
| **Lesson Procedures** |
| **Review**(Links to Prior Knowledge, Anticipatory Set)**Daily jobs are tasks that team members can do within your transition setting. These jobs are assigned to team members and can be rotated weekly or as it fits into your situation. Daily jobs provide repetitive opportunities for team members to learn practical skills, follow a sequence of steps to complete a task and learn when and how it is appropriate to ask for help in various situations.**  |
| **• Classroom staff should allow the team members to be as independent as possible. Be available if a team member approaches and asks for help or if a team member needs to be redirected in completing a task correctly.** **• For team members with more significant disabilities (level 1), the goal must be to find active ways that team members can participate in jobs. This may include making choices between activities, using physical-assistance for participation, using a voice output device to give directions for a specific task or choosing a classmate to be a partner in completing a given job. Look for any means to accommodate physical participation and increase communication during tasks.** **\*Staff will assist students in IEP goals and data collection. The IEP goals will be reached through various tasks assigned to the students.** **\*Staff will also monitor students as they complete independent tasks that have been assigned and make sure no assistance is needed.** |
| **Guided/Independent Practice**Students will work independently with some assistance on tasks outlined in their IEP Transition D goals. While they work the teacher and/or teacher assistants will work with students on Goals outlined in the IEP. Some students may also work on Job skills around the classroom (i.e. drying dishes, sweeping, setting table, and wiping tables). |
| **Assessment/Check for Understanding**The students will be assessed through data collection when completing various tasks as well as through observation when completing jobs.  |
| **Closure/Summary**Review skills and hopefully complete their goal and progress on their IEP progress.  |
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| **Reflection** **(after teaching the lesson)** | **Differentiation** | **Student Engagement** | **Data****Collection** | **Higher Level Question** | **Lesson Effectiveness** |
| **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** |
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