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| **Teacher : Rebeckah Hauss/ Robyn Decker** | | **Date: Tuesdays and Thursdays** | | **Grade: Transition** | | **Content Area:**  **Community Based Training (Technology/Media)** | | |
| **Objective/Essential Question: The student will be able to…**  **\*Symbolic: Demonstrate usage of different technology devices and how media can be used in everyday life.**  **\* Early Symbolic: Recognize how a computer or switch or other technology operates and the different types of media.**  **\* Pre-Symbolic: Be able to point out different technology devices and different media outputs.**  **Physical Skills: To be able to use a technology device and be able to read or view different media types.**   * **Cognitive Skills: Know how to operate technology devices and what they are linked to. Also to understand the various forms of media and how they can be used in daily life.** * **Social Skills (learning teams): Students will be working together towards their goals with the commonality of technology and/or media** | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | | | |
| **Curriculum Standard**  **English – OCS Extended Curriculum:**  **Competency Goal 4: Students will be able to demonstrate and obtain functional and receptive communication skills.**  **OCS EXTENSION: Following directions** | | **Technology**  Smartboard  iPads  Communication switches  Netflix  Tumble books  Youtube  Smart Talk | | | **21st Century Skills**  **Students will be able to develop the skills needed to operate certain technology devices. Students will be able to view media sources with the use of various technology.** | | | |
| **Materials**  Smartboard  iPads  Communication Switches  Netflix  Tumble books  Youtube  Smart Talk  Books | | **Vocabulary (Literacy)**  **Depends on the students goal** | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review**(Links to Prior Knowledge, Anticipatory Set)  **Previous CBT instruction and previous job sites** | | | | | | | | | |
| **What the teacher will do:**  **\*Will work with students based on their goals**  **\*Will take and input data**  **\*Will encourage and motivate students**  **\*Will assist in students needs**  **What the teacher assistants will do:**  **\*Will work with students based on their goals**  **\*Will take and input data**  **\*Will encourage and motivate students**  **\*Will assist in students needs** | | | | | | | | | |
| **Guided/Independent Practice**  Students will be able to practice their technology goals throughout the semester. We will start off as guided and eventually they will be independent | | | | | | | | | |
| **Assessment/Check for Understanding**  Students work will be assessed by the CBT supervisors or classroom staff. Determination will be made if the student should continue working at the same level or if they are able to move to a higher skill level. Data will be taken on each student’s ability to perform each task. | | | | | | | | | |
| **Closure/Summary**  Review technology skills and media that were done that day. | | | | | | | | | |
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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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