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| **Teacher: Rebeckah Hauss** | | **Date: Monday, Tuesday, Wednesday and Friday**  **2:15pm to 3:00pm** | | **Grade: Transition** | | **Content Area:**  **PM Jobs** | | |
| **Objective/Essential Question: The student will be able to…**  Do jobs that are assigned to students and can be rotated weekly or as it fits into your situation. Daily jobs provide repetitive opportunities for students 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 (for those not completed in the AM job on Wednesday or Academic Enrichment) | | | | | **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. Students will use 21st Century skills to comprehend current events that are happening.** | | | |
| **Materials**  **Job task folders**  **Data Sheets**  **Job board**  **Unique Learning System**  **Worksheets**  **Money** | | **Vocabulary (Literacy)**  **job, task, independent work, data, IEP’s, News** | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review**(Links to Prior Knowledge, Anticipatory Set)  **Daily jobs are tasks that students can do within your transition setting. These jobs are assigned to students 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.**  **Keeping up with current events can help the students stay informed in their surroundings. To help students build this skill it is their job on Wednesday to read the most current N2Y article and answer comprehension questions to check their understanding.** | | | | | | | | | |
| **• Classroom staff should practice standing back and allowing the team members to be as independent as possible. Be available if a student approaches and asks for help or if a team member needs to be redirected in completing a task correctly.**  **• For students with more significant disabilities (level 1), the goal must be to find active ways that the team member can participate in jobs. This may include making choices between activities using physical assistance for participation and 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.**  **Level 1-Students will participate in classroom jobs with physical assistance or use of assistive technology.**  **Level 2-Students will locate assigned job on the chart and complete assigned job task with decreasing support.**  **Level 3- Students will independently read the job chart and complete daily and weekly job 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.  -Students will work on Job skill and tasks they will help them with CBT jobs as well as jobs in the future (i.e. sorting, folding, organizing , etc.)  -Students will help in reflecting on their day when teacher is writing in notebooks. | | | | | | | | | |
| **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. Review the jobs tasks they are working on. | | | | | | | | | |
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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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