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| **Teacher: Rebeckah Hauss** | | **Date: Everyday 12:45pm to 1:30 pm** | | **Grade: Transition** | | **Content Area:**  **Salary Sheets/ Rec-Leisure** | | |
| **Objective/Essential Question: The student will be able to…**  reflect a positive work experience. One of the most effective tools in molding positive work behaviors is the receiving of a paycheck. Filling out a daily salary sheet is the basis for earning this paycheck.  \*choose a recreation/leisure activity  \*to plan a leisure activity with others | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy** | | | |
| **Curriculum Standard -**  **Communication: Demonstrate effective communication skills and strategies within school and community activities. 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.**  **Social Strategies: Demonstrate interpersonal skills that have potential to develop healthy relationships.**  **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 complete salary sheets using 21st century skills. Using 21st century skills students will choose and complete a recreation/ leisure activity as well as plan one.** | | | |
| **Materials**  **Salary Sheets**  **Rec Leisure Activities**  **Rec Leisure Board**  **iPads**  **Internet** | | **Vocabulary (Literacy)**  **Salary Sheet, Rec-Leisure, money** | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review**(Links to Prior Knowledge, Anticipatory Set)  **Students will select goals for their salary sheets from the five Transitional Core Rubrics in the GPS: Communication, Employability, Daily Living, Social Strategies and Self-Advocacy. Student self-evaluation rubrics are included here. Students will initially complete these rubrics by checking a column to indicate a skill that they use most of the time, sometimes, or need to work on. Next, four skills from the rubric that are marked need to work on will be copied onto the weekly salary sheet. Selecting the skills for the salary sheet may be a joint decision between the student and teacher. These skills will now be focused on each day. A new skill(s) may be traded in when a student shows he or she is using a skill on the salary sheet most of the time. Keep in mind that repetition is imperative for skills to become habit. Additional goals may be added which are specific to the team members’ IEP goals**  **Students will review what a leisure activity is and the choices that they will have during the school year. Students will also review details needed to plan a leisure activity.** | | | | | | | | | |
| **\*\* Team Member = student\*\***  **Individuals are monitored throughout their workdays, and specific problems and praises are addressed individually when an incident occurs.**  **• Keep the goal chart in the team members’ personal binders for daily and weekly monitoring.**  **• Team members with the most significant needs can also select goals from this form. For example, the communication goal, “I can ask for things I want”, may be facilitated by the use of picture cards or a voice output device.**  **Level 1-Team members will make a selection of “Great Job” or “Keep Working on It” when asked about a personal goal.**  **Level 2-Team members will use a coin stamp to mark daily progress on goals for improvement.**  **Level 3-• Team members will self-monitor selected goals for improvement.**  **\*Teacher and/or TA will go a\over rec/leisure activities and have the students make a decision from the list created**  **\*Make sure that the students are staying on task during rec leisure time**  **\*When assignment to plan leisure activities is given - teacher/teacher assistants will assist students when creating and planning** | | | | | | | | | |
| **Guided/Independent Practice**  Students will work independently(to their capability) to complete salary sheet and/ or rec leisure activity. Students will work on planning leisure events sometimes during this time. | | | | | | | | | |
| **Assessment/Check for Understanding**  The students will be assessed through data collection when completing various tasks as well as through observation when completing rec/leisure. | | | | | | | | | |
| **Closure/Summary**  Review Leisure/recreation activities and how they benefit us as people. Review how they can continue to use rec and leisure activities in their lifetime. Review how completing a job equals money/paycheck. | | | | | | | | | |
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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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