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| METRO SCHOOL LESSON PLAN |
| **NAME: Tiffany White DATE: Daily TIME: See schedule for specific times**    **CONTENT AREA: Independent Work Area** |
| **NCSCOS GRADE LEVEL STANDARD**: Literacy – Gr.k/1/2/3/4 – Goals 1,2,3,4  Math – Gr.k/1/2/3/4 – Goals 1,2,3.5  **GRADE LEVEL EXTENSION:**  Literacy - 2nd – 1a,b: 2a,d: 3a,b,c: 4a,b 3rd - 1a,b: 2a: 3a,b: 4b  Math - 2nd – 1a,b,c: 2b: 3a: 5a 3rd - 1a,b,c: 2b: 3a: 5a |
| **OBJECTIVE**: **1. The students will be able to….**  **SYMBOLIC – The students follow a structured work model to complete tasks at their desks, using a matching system of pictures, letters, numbers, colors, etc. The students can use a work schedule with little or no assistance. Students follow work schedule, complete tasks in each box, moving from verbal, gestural assist to independence. Most activities done at their desks are IEP objectives, and range from independent activities to new tasks their working on. Most activities done at their desks are independent activities, with few assists. When students complete tasks, they go to the choice board to choose an activity for free time or check schedule for next cue.**    **EARLY SYMBOLIC** - **The students also can follow a work schedule, usually matching like objects – blocks, large shapes, moving left to right, to learn the concept of a work system. Many are still moving only left to right to get their first job box, putting work in finished box, completing tasks, remain seated. Many of these activities will require some type of assistance, from physical prompts – verbal, independence is always expected, but many are not at that level yet. Students are able to go to free play area when finished with tasks, but may require more help with choosing activity, may need more help with staying in designated area for play, and to stay engaged with activity.**  **PRE-SYMBOLIC – These students are following a directional system, moving left to right, learning to get 1task at a time, putting finished work on shelf to the right of desk, completing tasks, staying in seat until finished. These activities require more assist, hand over hand to gestural, verbal assist. There may be some independent tasks, but usually require assistance with most tasks. Free time choices again are same, objects, or the actual object for play itself.** |
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| **MATERIALS/TECHNOLOGIES NEEDED**: **Current IEP objectives, data notebook, desks, work boxes, individualized work systems, first/then boards, copies of various** **printed materials, folder tasks, assembly tasks, manipulatives, individualized materials made per student objective, Free time choice board, choices for play, pic symbols, other materials, tasks, within the room.** |
| **LESSON PROCEDURES**: **During IWT teacher and assistants will monitor student’s progress on various tasks/objectives at their individual desks. Students will be assisted as needed, on an individual basis according to the level of prompts an assistance they need to complete tasks.**  **1. TTW assemble materials in student work boxes that meet their IEP goals and objectives while providing them with appropriate work structure to meet individual needs.**  **2.TTW provide instruction on various tasks. Working to decrease amount of prompting needed for student to complete each activity. (prompting levels posted in room)**    **3.TTW assist students in choice making skills, upon completion of work, from a variety of activities. (ie. computer, games, cause/effect toys, books, music, TV, other individual activities per child’s interest)**  **4.TTW re-assemble materials, upon completion, to insure work is ready when needed and appropriate to meet the needs of their IEP goals** |
| **INDEPENDENT PRACTICE** **See above, Students will continue to work on transitioning skills by following a daily schedule to transition through the day.** |
| **SUMMARY/CLOSURE/ASSESSMENT**: **Students will be assessed daily for levels of ability, to either increase/decrease amount of structure, level of prompting. etc Data is kept on each IEP objective to see when students master each objective, or to further assess if changes need to be made according to current needs.** |
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