

Daily Lesson Plan for SPECIAL PROGRAMS

Teacher: Fuller

Date of Instruction: 04/02/2021

All lessons should follow the GMETS expectations of Gradual Release as described below.

Opening (I Do)

An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.
TKES 1, 2, 3,4,5, 8,10

Work Period (We Do, You Do)

Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. Measuring and monitoring progress towards mastery of success criteria through formative assessment.
TKES 1, 2, 3, 4, 5, 7, 8,10

Closing (We Check)

Describe the instructional process that will be used to close the lesson and check for student understanding.
TKES : 1,2,3, 4,5,6,7,8

Reading

Standard/s: IEP Goals/ IEP Goals

Learning Target: Students choose a book from a field of 2 to 3 choices

Success Criteria: I will choose a book to read.

Direct Instruction: Review the learning goal with students. Explain that when choosing a book, it is important to think about the topic, or what the book is about. Model previewing a book to determine if the topic interests you.

Guided Practice: Model previewing a book to determine whether it is too hard, too easy or just right.

Independent/Differentiation: Provide the students with a field of 2 to 3 appropriate books to choose from. Have the students use their active participation mode to select a book to read.

Closing: Revisit the learning goal.

Writing

Standard/s: ELAGSE3RL1: Answer questions and locate information from the text to support the main idea and key details.

Learning Target: Respond to a question by touching the smartboard to make the correct selection.

Success Criteria: Answer questions from the classroom text by touching the correct picture symbol.

Direct Instruction: Discuss the text, show students how to find the answers in the story.

Guided Practice: Model marking or selecting answers on the comprehension questions page.

	<p>Independent/Differentiation: Students touch the smartboard activity to make selections with hand over hand assistance.</p> <p>Closing: Review the learning goal. Talk with students about where they found the answers to the questions.</p>
Math	<p>Standard/s: IEP Goals/Understanding Statistics and Probability</p> <p>Learning Target: I will ask questions to gather information for a survey.</p> <p>Success Criteria: Students use their communication mode to ask a survey question.</p> <p>Direct Instruction: Review the survey question. Identify and explain the Survey Cards. and discuss the steps of counting and adding numbers.</p> <p>Guided Practice: Model how to conduct a survey.</p> <p>Independent/Differentiation: Students use their communication mode to ask a survey question. Have students answer the survey question by making a selection from a field or single choice.</p> <p>Closing: Review what students have learned.</p>
Science, Social Studies Skills for Adolescents	<p>Skill: Science Project</p> <p>Learning Target: I can organize questions to answer data.</p> <p>Success Criteria: Answer questions correctly after participating in the project</p> <p>Direct Instruction: Introduce the activity, model the steps needed to complete project.</p> <p>Independent/Differentiation: Students participate in the activity and answer the questions with assistance.</p> <p>Closing: Review the learning goal.</p>