

## WEDNESDAY Daily Lesson Plan for CABS

Teacher: Haley Shaw	Date of Instruction: March 24th, 2021	
<b>All lessons should follow the GMETS expectations of Gradual Release as described below.</b>		
<p style="text-align: center;"><b>Opening (I Do)</b> <b><u>TKES 1, 2, 3,4,5, 8,10</u></b></p> <p>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.</p>	<p style="text-align: center;"><b>Work Period (We Do, You Do)</b> <b><u>TKES 1, 2, 3, 4, 5, 7, 8,10</u></b></p> <p>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.</p>	<p style="text-align: center;"><b>Closing (We Check)</b> <b><u>TKES : 1,2,3, 4,5,6,7,8</u></b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p>
<p style="text-align: center;"><b>Reading</b> <b><u>Topics:</u></b></p> <p>ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds</p> <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable word</li> </ol> <p style="text-align: center;"><b><u>Learning Target and Success Criteria:</u></b></p> <p>I will identify a long vowel. I will identify a short vowel. I will be able to tell the difference between long and short vowel sounds.</p>	<p style="text-align: center;"><b>Math</b> <b><u>Topic:</u></b></p> <p>Topics will vary for each student, math is based on IEP goals and deficits from the general education setting.</p> <p style="text-align: center;"><b><u>Learning Target and Success Criteria:</u></b></p> <p>I am learning to work on my personal goals in order to further my knowledge in math.</p> <p>I will know I am successful when I can achieve my current goal and set a new goal in math.</p> <p style="text-align: center;"><b>Direct Instruction:</b></p> <p>The teacher will guide the students through the lesson content by showing them how to correctly solve the equations.</p> <p style="text-align: center;"><b>Guided Practice:</b></p> <p>The students will solve equations with the teacher to ensure their understanding.</p> <p style="text-align: center;"><b>Independent/Differentiation:</b></p>	<p style="text-align: center;"><b>Social Skills</b> <b>Skill:</b></p> <p>Ask an Adult for Help</p> <p style="text-align: center;"><b>Learning Target:</b></p> <p>I can an adult to help me by raising my hand and waiting my turn. I can wait patiently if the teacher is busy when I need help.</p> <p>I will be kind if teacher is busy when I need help. I will wait my turn to get help from my teacher. I will use my words to describe what I need help with.</p> <p style="text-align: center;"><b>Success Criteria:</b></p> <p>I will know I am successful when I can join a group of my friends playing by asking to play. I will know I am successful when I can remain calm if my friends do not want to play in the moment. I will know I am successful when I can fix my problem in order to be more responsible.</p>

I will know I am successful when I can identify the vowel(s) in words.  
I will know I am successful when I can identify the sounds vowels make in words.

**Direct Instruction:**

We will look at different words and break apart the letters to determine each vowel and consonant.

Students will break the words into different letters by using red and blue letters to identify each vowel and consonant.

**Guided Practice:**

Using a base word, we will sort and match the letters into the consonant/vowel chart.

**Independent/Differentiation:**

I will sort letters into the consonant and vowel sections my teacher has provided and color the words with long and short vowels with specific colors.

**Writing**

**Writing Standard/s:**

L1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

**Learning Target and Success Criteria:**

I will be able to write or dictate sentences using a subject (noun), action (verb), nouns, and adjectives.

I will demonstrate knowledge of writing complete sentences using a subject and action verb.

I will demonstrate the ability to add details to my writing by adding in adjectives when writing.

**Direct Instruction:**

I will lead a discussion of what we read about in our story and talk about each event. I will then write with suggestions from the kids several simple sentences

The students will complete questions independently to show their understanding and confusion if present. Due to privacy of the student, IEP goals will not be included in lesson plans. See teacher for specific content being taught (in data notebook as well)

**Direct Instruction:**

Students will watch Ask an Adult for Help on Teach Town

**Guided Practice:**

The students and the teachers will discuss ways they can ask or help in the classroom when they become confused or stuck. The teachers and students will practice these actions while in the classroom.

**Independent:**

The students will show what they have learned by earning an 80% or higher on their Ask Before Interrupting Play quiz in Teach Town.

**Closing:**

Students will lead a discussion with the teacher about how to successfully ask for help.

incorporating a subject and verb for each sentence.  
The theme this week will focus on kindness and Spring.

**Guided Practice:**

I will ask the students to find the subject and verb in each sentence written on our chart. The students will add details to their writing after we have created simple sentences.

**Independent/Differentiation:**

The students will identify the subject, verb, adjectives and nouns in each of the 5 sentences with 8 out of 10 answers correct.

**Closing:**

We will share our corrections for sentences from our stories with each other.