**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** – To build positive character and have a successful transition from school to post-secondary independence.

**Nottingham CAJT Bi-Weekly Lesson Plan**

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| **Name** | Caroline Baker | **Grade** | High school | **Subject** | ELA |
| **Week of** | 9/6-9/17 | **Topic** | Letter names and sounds |  |  |

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| **Planning and Preparation** | | |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. | | |
| **Standards Based Objective(s)**  Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards (Essential Elements and LCCE)**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).*  1.D.a: Develop and add skills to the reading process  3. A. a,b: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction(e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| **Learning Target(s)**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson PLAN*  (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| Students will be able to identify the name and sound of the letters A,B,C and D.  Students will be able to correctly handwrite or type the letters A, B, C and D when prompted. (adaption: some students will trace independently)  Students will be able to identify the two sight words: I and is  Students will be able to correctly hold a book right side up and open to the first page when asked. | Students will correctly say or point to (out of a field of three) the letters A, B, C and D in 3 out of 4 occasions.  Students will write or type the letters A, B, C and D when asked by the teacher or ICA. (some students will be asked to trace letters)  Students will be asked to identify the sight word cards for words I and Is when given a choice from a field of two. (some students may be asked to find the words match)  Students will have a book placed down in front of them and will be asked to correctly hold and open the book to the first page. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | Are all students able to correctly identify the letters of the first 4 weeks? Are students forgetting previous letters when learning new ones? How can we assess more for fully nonverbal students to know if they can correctly identify the letter sounds? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | I, is, trace, letter, sound, book, write | |
| **Summative Assessment Performance Tasks /** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Students will complete short one on one assessments with the ICA and teacher daily during the school week. Some assessments will be formal and student work samples will be collected, others will be informal where student answers are recorded as correct or incorrect. Students will be assessed on their ability to identify A, B, C and D’s letter name and sound and correctly type or write these letters. Students will also be assessed on their ability to correctly identify the two sight words I and is. Students will also be assessed on their ability to correctly orient a book. | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
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| **Lesson 1** | Students will be able to identify the name and sound of the letters A,B,C and D. | Students will participate in whole group instruction over our letters of the week identification. Students will be spilt into two groups (higher level, lower level) and will practice working on letter name and sound identification using flash cards, plastic letters, and dry erase boards. Students will practice saying and writing letters and student work samples will go into their folders. | Exit slip: Students will be asked to identify the new letter of the week |  |
| **Lesson 2** | Students will be able to correctly handwrite or type the letters A, B, C and D when prompted. (adaption: some students will trace independently) | Students will practice writing (or using plastic letters) to correctly correlate with the letter that is given to them orally. “Write down the letter A, B, C or D.” Students will practice the differences between capital and lower case letters. | Exit slip: students will correctly identify the new and previous letters of the week. |  |
| **Lesson 3** | Students will be able to identify the two sight words: I and is | Students will participate in a daily mini lesson over the two sight words I and is. We will use these words in a sentence while practicing how to identify them quickly. Students will also complete tracing activities for these sight words along with songs and videos via tecahertube | Exit slip: Students will be asked to correctly find the sight word flash card when given the choice in a field of two. |  |
| **Lesson 4** | Students will be able to correctly hold a book right side up and open to the first page when asked. | Students will join in a whole group lesson over how to hold and open a book properly. We will practice holding the book right side up and open to the first page. Students will be asked to hold a book properly and get to the first page of the story. Students will need to flip the book right side up and have the front cover facing them. | Exit slip: Students will have a book placed in front of them and asked to please open the book to page one |  |
| **Lesson 5** | Continued name tracing and identification work | Students will all practice identifying the letters in their first name. We will practice sounding out our names, writing our name on our white board (tracing if needed) | Worksheets for student samples |  |

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| **Weekly Small Group & Differentiated Learning Planner**  *Afternoons, when applicable, teachers and ICA’s will work with students on IEP goals, reteaching and extending lessons* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time | Taylor, Erica, Joseline, Brandi | Taylor, Erica, Joseline, Brandi | Taylor, Erica, Joseline, Brandi | Taylor, Erica, Joseline, Brandi | Taylor, Erica, Joseline, Brandi |
| Group/Time | Malik, Cristian, Atiya, Josh | Malik, Cristian, Atiya, Josh | Malik, Cristian, Atiya, Josh | Malik, Cristian, Atiya, Josh | Malik, Cristian, Atiya, Josh |