**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** | Math |
| **Week of** | 9/6-9/17 | **Topic** | Number of the week, route counting, sequence counting |  |  |

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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).*  NS.K, A:Know the number names and sequence: Count forward beginning from a given number between 1 and 20.  Read and write numerals and represent a number of objects from 0 to 20  NS. K. B: Understand the relationship between numbers and quantities; connect counting to cardinality  NS. K. C: Comparing numbers and their values | |
| **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 numbers 1, 2, 3, 4 and 5 by name  Students will be able to make the value you numbers 1, 2, 3, 4 and 5  Students will be able to identify a given number from a field of three  Students will be able to route count to 5 correctly. (some students will count to 20 and one students will be working on double digit addition and single digit multiplication) | Students will be shown a number and asked to verbally give the correct number name, or they will correctly pick up the matching math manipulative.  Students will use manipulatives or their fingers to count to 5 or as high as they can go in the correct sequence.  Students will be asked to correctly write down or pick out the correct equation symbol when told add or subtract. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | Which students are able to do simple addition skills? Which students need more number name and value practice? Which students need more one on one hands on practice route counting with manipulatives? How can we create a group setting for Taylor when she is working at a higher level? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Add(ing), value | |
| **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.** | |
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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 numbers 1, 2, 3, 4 and 5 by name | Students will participate in a whole group lesson where we will learn and identify all number names. Students will then practice identifying numbers as a whole group and then split off into two groups, one with the teacher one with the ICA. Students will then work one on one and indecently identifying and matching numbers 1-5 using manipulatives | Exit slip: must identify at least one number verbally or using manipulatives |  |
| **Lesson 2** | Students will be able to make the value you numbers 1, 2, 3, 4 and 5 | Students will participate in a whole group lesson where we will learn all the values of numbers using visuals and manipulatives to show the higher the number the higher the value the more items there will be | Exit Slip: Students will be given a number verbally and asked to write it or match it with a manipulative |  |
| **Lesson 3** | Students will be able to identify a given number from a field of three | Continuing lesson 1 and 2 |  |  |
| **Lesson 4** | Students will be able to route count to 5 correctly. (some students will count to 20 and one students will be working on double digit addition and single digit multiplication) | Students will participate in a whole group lesson where we will learn and practice counting from 1-5 (or 1-30) in the correct sequence. Students who are struggling will get one on one time with the teacher practicing rote counting while the others continue practicing with the ICA | Exit Slip: Students will count as high as they can! |  |

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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 | Atiya, Cristian, Malik, Josh | Atiya, Cristian, Malik, Josh | Atiya, Cristian, Malik, Josh | Atiya, Cristian, Malik, Josh |  |
| Group/Time | Erica, Joseline, Taylor, Brandie | Erica, Joseline, Taylor, Brandie | Erica, Joseline, Taylor, Brandie | Erica, Joseline, Taylor, Brandie | Erica, Joseline, Taylor, Brandie |