**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 | **Grade** | High School | **Subject** | Daily Living |
| **Week of** | 9/6-9/17 | **Topic** | Personal Hygiene |  |  |

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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).* |
| **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 and recreate the steps its takes to correctly brush their teethStudents will be able to identify and recreate the steps that it takes to correctly was their handsStudents will be able to identify and recreate the steps that it takes to correctly clean themselves in the shower (wash body, hair, and dry off)Students will be able to show their understanding of germs and how using hand sanitizer helps kill germs.  | Students will be supplies with a pretend tooth brush and toothpaste of their own and will use these items to demonstrate how they will brush their teeth.Students will have small dots of washable marker put on their hands, students then must show that they can wash their hands and get rid of all the marker “germs” Students will use pretend shampoo and soap to demonstrate how they will keep their hair and bodies clean in the shower. Students will complete a worksheet where they must erase the germs off of Barb’s body.  |
| **Essential Question(s)**(Can be copied/pasted from Curriculum Plan.) | Are the students able to take care of their personal hygiene independently? Do students have an understanding of germs and why we must wash them away? Are students able to create their own personal hygiene routines to follow? |
| **Academic Vocabulary**(Can be copied/pasted from Content AreaProficiency Scales) |  Shampoo, conditioner, soap, shower, germs, hand sanitizer, tooth brush, tooth paste, brushing, hair brush, towel |
| **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 be involved in quite a few different assessments both formal and informal. Students will be assessed using worksheets for personal hygiene practice, they will use fake hygiene products to recreate the steps to washing their hands, using hand sanitizer, and showering.  |

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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 and recreate the steps its takes to correctly brush their teeth | Students will participate in a whole group discussion and lesson on how to brush their teeth. A video will be shown. After students will participate in an I do, We do, You do lesson where brushing teeth will be demonstrated and explained and the students must copy these steps after.  | Exit Slip: Students will demonstrate brushing their teeth “up, down, and all around” |  |
| **Lesson 2**  | Students will be able to identify and recreate the steps that it takes to correctly was their hands | Students will participate in a whole group discussion on how to properly wash their hands. Students will be shown a demonstration on how to wash their hands along with watching a video. Students will then have a washable marker germ places on their hand and they must wash it off to show that they know how to wash their hands the right way. | Exit Slip: Marker hand washing test |  |
| **Lesson 3**  | Students will be able to show their understanding of germs and how using hand sanitizer helps kill germs | Students will participate in a whole group discussion and lesson on how to use hand sanitizer properly. Students will practice using hand sanitizer and will look further into the world of germs and how they can make us sick. | Exit Slip: Students will get pump of hand sanitizer and must show how they rub their hands together to kill the germs. |  |
| **Lesson 4**  | Students will be able to identify and recreate the steps that it takes to correctly clean themselves in the shower (wash body, hair, and dry off) | Students will participate in a small group (boys and girls separated) discussions and mini lessons about keeping our bodies clean while taking a shower. Students will go through the steps of washing their hair, body (underarms especially) while using fake shampoo and soap products to practice.  | Exit Slip: Students will go through a shower checklist and pretend demonstrate each step  |  |

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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, Joselin, Erica, Brandie, Taylor | Atiya, Joselin, Erica, Brandie, Taylor | Atiya, Joselin, Erica, Brandie, Taylor | Atiya, Joselin, Erica, Brandie, Taylor | Atiya, Joselin, Erica, Brandie, Taylor |
| Group/Time | Malik, Josh, Christian | Malik, Josh, Christian | Malik, Josh, Christian | Malik, Josh, Christian | Malik, Josh, Christian |