

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: January 08 – January 12, 2024

Week 20	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> <i>There Was a Cold Lady Who Swallowed Some Snow</i> by Lucille Colandro <b>Other Resources (i.e. Internet, books, etc.):</b> reading companions/resources/activities					
<b>Standards:</b> This section should include the standard/element that is addressed in the learning target. The number is appropriate. <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL2 ELAGSEKRL10
<b>Teaching Point:</b> This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. “I CAN statements” <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Learning Target:</u> I am learning: -reading comprehension strategies <u>Success Criteria:</u> I can: -sequence events in a read together story to show understanding	<u>Learning Target:</u> I am learning: -reading comprehension strategies <u>Success Criteria:</u> I can: -sequence events in a read together story to show understanding	<u>Learning Target:</u> I am learning: -reading comprehension strategies <u>Success Criteria:</u> I can: -sequence events in a read together story to show understanding	<u>Learning Target:</u> I am learning: -reading comprehension strategies <u>Success Criteria:</u> I can: -sequence events in a read together story to show understanding	<u>Learning Target:</u> I am learning: -reading comprehension strategies <u>Success Criteria:</u> I can: -sequence events in a read together story to show understanding
<b>Opening: (I Do)</b> An engaging process for lesson <u>introduction</u> that is specifically planned to encourage equitable and purposeful student participant Describe the instructional process that will be used to introduce the lesson. <b>Connection:</b> This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Opening/Activator:</u> Before reading the story, look at the front cover. What might our story be about? Discuss the parts of a book, the way we read, and the author and illustrator.	<u>Opening/Activator:</u> What does the old lady swallow first?	<u>Opening/Activator:</u> Who is the main character of our story?	<u>Opening/Activator:</u> What does the old lady eat? Touch three things she eats	<u>Opening/Activator:</u> Let's make a snowman inspired snack!

<b>Teaching Strategies:</b> This section should include the instructional strategies used to actively engage students in the teaching of the lesson. (Guided Practice, PPT, Explanation, Thinking Maps, Distributed Summarizing, Project Based Learning (PBL), Demonstration, Lecture)  <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Teaching Strategies:</u>  <a href="https://w3.ric.edu/sherlockcenter/dsi/MP4/Mp4oldladysnow.mp4">https://w3.ric.edu/sherlockcenter/dsi/MP4/Mp4oldladysnow.mp4</a>	<u>Teaching Strategies:</u>  <a href="https://www.youtube.com/watch?v=xigfZp8YXwk">https://www.youtube.com/watch?v=xigfZp8YXwk</a>	<u>Teaching Strategies:</u>  <a href="https://w3.ric.edu/sherlockcenter/dsi/MP4/Mp4oldladysnow.mp4">https://w3.ric.edu/sherlockcenter/dsi/MP4/Mp4oldladysnow.mp4</a>	<u>Teaching Strategies:</u>  <a href="https://www.youtube.com/watch?v=r9wV9MeK5n4">https://www.youtube.com/watch?v=r9wV9MeK5n4</a>	<u>Teaching Strategies:</u>  <a href="https://www.youtube.com/watch?v=E8VQh6et2AQ">https://www.youtube.com/watch?v=E8VQh6et2AQ</a>
<b>Work Period:</b> <b>(We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.  <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b>  <b>Guided Practice:</b> -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.	-review story  -sequencing activity (feed the old lady the objects as you read the story)	-sequencing activity  -smartboard activity (describing the books setting, characters, sequence)	-WH questions worksheet	-comprehension activity	-cooking/food activity -making donut snowmen
<b>Independent Practice:</b> This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)	<input type="checkbox"/> Worksheet _____ _____ <input type="checkbox"/> Project _____ _____ <input type="checkbox"/> Activity _____ _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ _____ <input type="checkbox"/> Project _____ _____ <input type="checkbox"/> Activity _____ _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ _____ <input type="checkbox"/> Project _____ _____ <input type="checkbox"/> Activity _____ _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ _____ <input type="checkbox"/> Project _____ _____ <input type="checkbox"/> Activity _____ _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ _____ <input type="checkbox"/> Project _____ _____ <input type="checkbox"/> Activity _____ _____ <input type="checkbox"/> Other _____ _____ _____ _____

<b>Assessment:</b> This section should include options to <u>determine level of mastery of the learning target</u> .  (note whether formative or summative)  <b>TKES 1, 2, 3,4,5,6</b>	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____
<b>Reflection:</b> This section should include ways for students to <u>summarize</u> their understanding of the learning target. <b>TKES : 1,2,3, 4,5,6,7,8</b>	<u>Summarizer:</u> <u>What Have I Learned?</u>  Which picture shows snow?	<u>Summarizer:</u> <u>What Have I Learned?</u>  What did the old lady eat last?	<u>Summarizer:</u> <u>What Have I Learned?</u>  Touch the main character	<u>Summarizer:</u> <u>What Have I Learned?</u>  What came out of the old lady at the end?	<u>Summarizer:</u> <u>What Have I Learned?</u>  Did you enjoy your snack? What did you eat?
<b>Differentiation:</b> This section should include specific accommodations of instructions made for the range of student needs, abilities, and preferences in the classroom. (Collaborative Pairs, Pair/Share, Projects, Groups, One-on-One) <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none
<b>Additional Notes:</b>					

**Teacher(s): N. Simmons**

**Subject: Math Grade: K-2 ACCESS**

**Duration: January 08 – January 12, 2024**

Week 20	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> EQUALS math book (TE)			<b>Other Resources (i.e. Internet, books, etc.):</b> EQUALS worksheets/manipulatives		
<b>Standards:</b> This section should include the standard/element that is addressed in the learning target. The number is appropriate. <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7
<b>Teaching Point:</b> This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. "I CAN statements" <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Learning Target:</u> I am learning: -about size <u>Success Criteria:</u> I can- -identify objects as big or little	<u>Learning Target:</u> I am learning: -about size <u>Success Criteria:</u> I can- -identify objects as big or little	<u>Learning Target:</u> I am learning: -about size <u>Success Criteria:</u> I can- -identify objects as big or little	<u>Learning Target:</u> I am learning: -about size <u>Success Criteria:</u> I can- -identify objects as big or little	<u>Learning Target:</u> I am learning: -about size <u>Success Criteria:</u> I can- -identify objects as big or little
<b>Opening: (I Do)</b> An engaging process for lesson <u>introduction</u> that is specifically planned to encourage equitable and purposeful student participant Describe the instructional process that will be used to introduce the lesson. <b>Connection:</b> This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=XAMtgyiU_hlo">https://www.youtube.com/watch?v=XAMtgyiU_hlo</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=QyY_a0p1JT_s">https://www.youtube.com/watch?v=QyY_a0p1JT_s</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=5kug3Q1F3BQ">https://www.youtube.com/watch?v=5kug3Q1F3BQ</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=XAMtgyiU_hlo">https://www.youtube.com/watch?v=XAMtgyiU_hlo</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=4qbRP29MXRw">https://www.youtube.com/watch?v=4qbRP29MXRw</a>

<b>Teaching Strategies:</b> This section should include the instructional strategies used to actively engage students in the teaching of the lesson. (Guided Practice, PPT, Explanation, Thinking Maps, Distributed Summarizing, Project Based Learning (PBL), Demonstration, Lecture)  <b>TKES 1, 2, 3,4,5, 8,10</b>	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 145 -Tell Me About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 146 -Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 147 -Tell Me About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 148 - Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 161 -challenge station A -Level 1
<b>GUIDED PRACTICE</b> * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 145 -Learning Circle (Scripted)	EQUALS Book p 146 -Solve a Problem (Scripted)	EQUALS Book p 147 -Learning Circle (Scripted)	EQUALS Book p 148 -Solve a Problem (Scripted)	EQUALS Book p 162 -challenge station B -Level 1
<b>Independent Practice:</b> This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____

<b>Assessment:</b> This section should include options to <u>determine level of mastery of the learning target</u> .  (note whether formative or summative)  <b>TKES 1, 2, 3,4,5,6</b>	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____
<b>Reflection:</b> This section should include ways for students to <u>summarize</u> their understanding of the learning target.  <b>TKES : 1,2,3, 4,5,6,7,8</b>	<u>Summarizer:</u> Touch the little bear	<u>Summarizer:</u> Touch the big bear	<u>Summarizer:</u> Touch the big rectangle	<u>Summarizer:</u> Which one is the small rectangle?	<u>Summarizer:</u> Tell me one thing you learned this week?
<b>Differentiation:</b> This section should include specific accommodations of instructions made for the range of student needs, abilities, and preferences in the classroom. (Collaborative Pairs, Pair/Share, Projects, Groups, One-on-One)  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<u>Differentiation:</u> EQUALS Book p 145 -Let's Play (Scripted)  -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 146 -Do and Tell (scripted)  -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 147 -Let's Play (scripted)  -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 148 -Do and Tell (scripted)  -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 163 -challenge station C -Level 2  -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none
<b>Additional Notes:</b>					

