


Teacher(s): N. Simmons

Subject: E/LA **Grade:** K-2 ACCESS

Duration: December 09 – December 13, 2024

Week 18	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Pete the Cat Saves Christmas by Eric Litwin					
Other Resources (i.e. Internet, books, etc.): reading companions/resources/activities					
Standards: This section should include the standard/element that is addressed in the learning target. The number is appropriate. TKES 1, 2, 3, 4, 5, 8, 10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10
Teaching Point: This section should list the learning target/s addressed in the mini lesson and work period. “I CAN statements” TKES 1, 2, 3, 4, 5, 8, 10	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding
Opening: (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participant Describe the instructional process that will be used to introduce the lesson. Connection: This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) TKES 1, 2, 3, 4, 5, 8, 10	<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 holiday is coming soon?	<u>Opening/Activator:</u> Who is sick?	<u>Opening/Activator:</u> What does Pete the Cat do in this book?	<u>Opening/Activator:</u> Let's make some cookie houses for Pete the Cat to deliver! 
Teaching Strategies: This section should include the instructional strategies used to	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>

<p>actively engage students in the teaching of the lesson. (Guided Practice, PPT, Explanation, Thinking Maps, Distributed Summarizing, Project Based Learning (PBL), Demonstration, Lecture)</p> <p>TKES 1, 2, 3, 4, 5, 8, 10</p>	https://www.youtube.com/watch?v=C2EjM3AGI3Y	https://www.youtube.com/watch?v=C2EjM3AGI3Y	https://www.youtube.com/watch?v=C2EjM3AGI3Y	https://www.youtube.com/watch?v=C2EjM3AGI3Y	https://www.youtube.com/watch?v=C2EjM3AGI3Y
<p>Work Period: (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8, 10</p>	-story map	-review story (PPT activity) -sequencing activity	-smartboard activities	-review story (PPT activity) -sequencing activity	-cooking activity https://www.youtube.com/watch?v=wGFsTX27P4
<p>Guided Practice: -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.</p>					
<p>Independent Practice: This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)</p>	<input type="checkbox"/> Worksheet_____	<input type="checkbox"/> Worksheet_____	<input type="checkbox"/> Worksheet_____	<input type="checkbox"/> Worksheet_____	<input type="checkbox"/> Worksheet_____
	<input type="checkbox"/> Project_____	<input type="checkbox"/> Project_____	<input type="checkbox"/> Project_____	<input type="checkbox"/> Project_____	<input type="checkbox"/> Project_____
	<input type="checkbox"/> Activity_____	<input type="checkbox"/> Activity_____	<input type="checkbox"/> Activity_____	<input type="checkbox"/> Activity_____	<input type="checkbox"/> Activity_____
	<input type="checkbox"/> Other_____	<input type="checkbox"/> Other_____	<input type="checkbox"/> Other_____	<input type="checkbox"/> Other_____	<input type="checkbox"/> Other_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

Assessment: This section should include options to <u>determine level of mastery of the learning target</u> . (note whether formative or summative) TKES 1, 2, 3, 4, 5, 6	<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: _____
Closing: (We Check) Describe the instructional process that will be used to close the lesson. Reflection: This section should include ways for students to <u>summarize</u> their understanding of the learning target. TKES : 1, 2, 3, 4, 5, 6, 7, 8	<u>Summarizer:</u> Does Pete save the day?	<u>Summarizer:</u> Who does Pete the Cat help?	<u>Summarizer:</u> What day does Pete save?	<u>Summarizer:</u> Is Santa happy that Pete helped?	<u>Summarizer:</u> Was your snack delicious?
Differentiation: 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) TKES 1, 2, 3, 4, 5, 7, 8, 10	<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
Additional Notes:					

Teacher(s): N. Simmons

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

Duration: December 09 – December 13, 2024

Week 18	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: EQUALS math book (TE)			Other Resources (i.e. Internet, books, etc.): EQUALS worksheets/manipulatives		
Standards: This section should include the standard/element that is addressed in the learning target. The number is appropriate. TKES 1, 2, 3,4,5, 8,10	<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
Teaching Point: This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. "I CAN statements" TKES 1, 2, 3,4,5, 8,10	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can- -count objects to 5	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can- -count objects to 5	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can- -count objects to 5	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can- -count objects to 5	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can- -count objects to 5
Opening: (I Do) 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. Connection: This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) TKES 1, 2, 3,4,5, 8,10	<u>Opening/Activator</u> https://www.youtube.com/watch?v=RB6ZWWpykCs	<u>Opening/Activator</u> https://www.youtube.com/watch?v=RB6ZWWpykCs	<u>Opening/Activator</u> https://www.youtube.com/watch?v=RB6ZWWpykCs	<u>Opening/Activator</u> https://www.youtube.com/watch?v=RB6ZWWpykCs	<u>Opening/Activator</u> https://www.youtube.com/watch?v=RB6ZWWpykCs

Teaching Strategies: 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) TKES 1, 2, 3,4,5, 8,10	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 120 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 121 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 122 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 123 - Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 135 -challenge station A -Level 1
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 120 -Learning Circle (Scripted)	EQUALS Book p 121 -Solve a Problem (Scripted)	EQUALS Book p 122 -Learning Circle (Scripted)	EQUALS Book p 123 -Solve a Problem (Scripted)	EQUALS Book p 135 -challenge station B -Level 1
Independent Practice: 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 _____ _____ _____ _____

Assessment: This section should include options to <u>determine level of mastery of the learning target</u> . (note whether formative or summative) TKES 1, 2, 3,4,5,6	<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: _____
Reflection: This section should include ways for students to <u>summarize</u> their understanding of the learning target. TKES : 1,2,3, 4,5,6,7,8	<u>Summarizer:</u> Touch five	<u>Summarizer:</u> Which one shows five bears?	<u>Summarizer:</u> Count to five	<u>Summarizer:</u> Which one shows five trucks?	<u>Summarizer:</u> Let's count to five!
Differentiation: 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) TKES 1, 2, 3, 4, 5, 7, 8,10	<u>Differentiation:</u> EQUALS Book p 120 -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 121 -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 122 -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 123 -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 135 -challenge station B -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
Additional Notes:					

Teacher(s): N. Simmons

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

Duration: December 09 – December 13, 2024

Week 18	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: The letter of the week materials			Other Resources (i.e. Internet, books, etc.): worksheets/manipulatives		
Standards: This section should include the standard/element that is addressed in the learning target. The number is appropriate. TKES 1, 2, 3,4,5, 8,10	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a
Teaching Point: This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. "I CAN statements" TKES 1, 2, 3,4,5, 8,10	<u>Learning Target:</u> I know... -the sound letter Z makes <u>Success Criteria:</u> I can- -identify the letter Z	<u>Learning Target:</u> I know... -the sound letter Z makes <u>Success Criteria:</u> I can- -identify the letter Z	<u>Learning Target:</u> I know... -the sound letter Z makes <u>Success Criteria:</u> I can- -identify the letter Z	<u>Learning Target:</u> I know... -the sound letter Z makes <u>Success Criteria:</u> I can- -identify the letter Z	<u>Learning Target:</u> I know... -the sound letter Z makes <u>Success Criteria:</u> I can- -identify the letter Z
Opening: (I Do) 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. Connection: This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) TKES 1, 2, 3,4,5, 8,10	<u>Opening/Activator</u> https://www.youtube.com/results?search_query=the+letter+z	<u>Opening/Activator</u> https://www.youtube.com/results?search_query=the+letter+z	<u>Opening/Activator</u> https://www.youtube.com/results?search_query=the+letter+z	<u>Opening/Activator</u> https://www.youtube.com/results?search_query=the+letter+z	<u>Opening/Activator</u> https://www.youtube.com/results?search_query=the+letter+z

Teaching Strategies: 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) TKES 1, 2, 3,4,5, 8,10	<u>Teaching Strategies</u> All About the Letter of the Week activity chart	<u>Teaching Strategies</u> All About the Letter of the Week activity chart	<u>Teaching Strategies</u> All About the Letter of the Week activity chart	<u>Teaching Strategies</u> All About the Letter of the Week activity chart	<u>Teaching Strategies</u> - All About the Letter of the Week activity chart
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	Rainbow writing	Letter Dobbing	Mystery box activity	Modeling the letter of the week	Letter review
Independent Practice: 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 _____ _____ _____ _____

Assessment: This section should include options to <u>determine level of mastery of the learning target</u> . (note whether formative or summative) TKES 1, 2, 3,4,5,6	<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: _____
Reflection: This section should include ways for students to <u>summarize</u> their understanding of the learning target. TKES : 1,2,3, 4,5,6,7,8	<u>Summarizer:</u> Make a mark on your paper	<u>Summarizer:</u> Trace a uppercase letter Z	<u>Summarizer:</u> Write a lowercase letter Z	<u>Summarizer:</u> Write a uppercase letter Z	<u>Summarizer:</u> Trace a lowercase letter Z
Differentiation: 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) TKES 1, 2, 3, 4, 5, 7, 8,10	<u>Differentiation:</u> EQUALS Book p 120 -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 121 -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 122 -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 123 -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 135 -challenge station B -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

Additional Notes: