Teacher(s): N. Simmons

Subject: E/LA   Grade: K-2 ACCESS   Duration: December 16 – December 20, 2024

Week 17	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Polar Express by Chris van Allsburg (book)			**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**	Standards ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	Standards ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	Standards ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	Standards ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	Standards ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 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**	Learning Target: I am learning: -to become a better reader Success Criteria: With prompting and support: I can: -retell a story to show understanding	Learning Target: I am learning: -to become a better reader Success Criteria: With prompting and support: I can: -retell a story to show understanding	Learning Target: I am learning: -to become a better reader Success Criteria: With prompting and support: I can: -retell a story to show understanding	Learning Target: I am learning: -to become a better reader Success Criteria: With prompting and support: I can: -retell a story to show understanding	Learning Target: I am learning: -to become a better reader Success Criteria: 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	Opening/Activator: 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.	Opening/Activator: Why can't the boy hear the bell at the beginning of the story?	Opening/Activator: What does the boy lose?	Opening/Activator: Does the boy hear the bell at the end of the book?	Opening/Activator: Let's make some hot cocoa and watch The Polar Express!

personally to students. (activator) **TKES 1, 2, 3,4,5, 8,10**					
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: https://www.youtube.com/watch?v=ELy_4fH_h0E	Teaching Strategies: https://www.youtube.com/watch?v=ELy_4fH_h0E	Teaching Strategies: https://www.youtube.com/watch?v=ELy_4fH_h0E	Teaching Strategies: https://www.youtube.com/watch?v=ELy_4fH_h0E	Teaching Strategies: https://www.youtube.com/watch?v=ELy_4fH_h0E or DVD version
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. **TKES 1, 2, 3, 4, 5, 7, 8, 10** **Guided Practice:** -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.	-review story (mimio board activity) -sequencing activity (also available as smartboard)	-story map (mimio board) -writing activity- main events (also available as mimio board)	-story map (mimio board) -writing activity- personality traits (also available as mimio board)	-Polar Express writing activity (paper/pencil OR mimio board)	-cooking activity -movie

Independent Practice: *This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)*	☐ Worksheet_____ ☐ Project _____ ☐ Activity_____	☐ Worksheet_____ ☐ Project _____ ☐ Activity_____	☐ Worksheet_____ ☐ Project _____ ☐ Activity_____	☐ Worksheet_____ ☐ Project _____ ☐ Activity_____	☐ Worksheet_____ ☐ Project _____ ☐ Activity_____
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==	Assessment: ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ Reading Eggs ☐ finished product ☐ Other: _____	Assessment: ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ Reading Eggs ☐ finished product ☐ Other: _____	Assessment: ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ Reading Eggs ☐ finished product ☐ Other: _____	Assessment: ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ Reading Eggs ☐ finished product ☐ Other: _____	Assessment: ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ Reading Eggs ☐ finished product ☐ 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==	Summarizer: Do you believe in Christmas magic?	Summarizer: Where is the train heading?	Summarizer: What did Santa give the boy?	Summarizer: What did the boy hear at the end of the story?	Summarizer: Did you enjoy the movie?
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==	Differentiation: -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	Differentiation: -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	Differentiation: -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	Differentiation: -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	Differentiation: -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 16 – December 20, 2024

Week 17	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**	Standards K.NR.1.1 K.MDR.7	Standards K.NR.1.1 K.MDR.7	Standards K.NR.1.1 K.MDR.7	Standards K.NR.1.1 K.MDR.7	Standards K.NR.1.1 K.MDR.7
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**	Learning Target: I am learning: -about math concepts Success Criteria: I can- -identify objects as hot or cold	Learning Target: I am learning: -about math concepts Success Criteria: I can- -identify objects as hot or cold	Learning Target: I am learning: -about math concepts Success Criteria: I can- -identify objects as hot or cold	Learning Target: I am learning: -about math concepts Success Criteria: I can- -identify objects as hot or cold	Learning Target: I am learning: -about math concepts Success Criteria: I can- -identify objects as hot or cold
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**	Opening/Activator https://www.youtube.com/watch?v=yBnr8_wO09k	Opening/Activator https://www.youtube.com/watch?v=PvDvLC5vT74	Opening/Activator https://www.youtube.com/watch?v=_Hq6DAZjxAA	Opening/Activator https://www.youtube.com/watch?v=PvDvLC5vT74	Opening/Activator https://www.youtube.com/watch?v=BGlBs4qX4f8

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 116 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 117 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 118 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 119 - Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 134 -challenge station A -Level 1
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 116 -Learning Circle (Scripted)	EQUALS Book p 117 -Solve a Problem (Scripted)	EQUALS Book p 118 -Learning Circle (Scripted)	EQUALS Book p 119 -Solve a Problem (Scripted)	EQUALS Book p 134 -challenge station B -Level 1
Independent Practice: This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)	☐ Worksheet _____ ☐ Project _____ ☐ Activity _____ ☐ Other _____ _____ _____ _____	☐ Worksheet _____ ☐ Project _____ ☐ Activity _____ ☐ Other _____ _____ _____ _____	☐ Worksheet _____ ☐ Project _____ ☐ Activity _____ ☐ Other _____ _____ _____ _____	☐ Worksheet _____ ☐ Project _____ ☐ Activity _____ ☐ Other _____ _____ _____ _____	☐ Worksheet _____ ☐ Project _____ ☐ Activity _____ ☐ 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**	**Assessment:** ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ DTT ☐ finished product ☐ Other: _____	**Assessment:** ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ DTT ☐ finished product ☐ Other: _____	**Assessment:** ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ DTT ☐ finished product ☐ Other: _____	**Assessment:** ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ DTT ☐ finished product ☐ Other: _____	**Assessment:** ☐ ticket out the door ☐ student created learning map ☐ data sheets ☐ self-assessment ☐ DTT ☐ finished product ☐ 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**	**Summarizer:** Touch the picture of the hot object	**Summarizer:** Which one is cold?	**Summarizer:** Touch the picture of the cold object	**Summarizer:** Which one is hot?	**Summarizer:** Tell me one thing we talked about this week
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**	**Differentiation:** EQUALS Book p 116 -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	**Differentiation:** EQUALS Book p 117 -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	**Differentiation:** EQUALS Book p 118 -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	**Differentiation:** EQUALS Book p 119 -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	**Differentiation:** EQUALS Book p 134 -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: