

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: February 19– February 23, 2024

Week 26	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Froggy Gets Dressed (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	<u>Standards</u> NO SCHOOL PRESIDENTS DAY	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KL6 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KL6 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KL6 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KL6 ELAGSE-KRL10
Teaching Point: This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. LT: "I am learning statements" SC: "I can statements" TKES 1, 2, 3, 4, 5, 8, 10	<u>Learning Target:</u> <u>Success Criteria:</u>	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -sequence events in a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -sequence events in a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -sequence events in a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -sequence events in a story to show understanding
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>	<u>Opening/Activator:</u> Do you always remember your jacket?	<u>Opening/Activator:</u> What is one thing Froggy forgot?	<u>Opening/Activator:</u> What is one thing Froggy remembers EVERY time?	<u>Opening/Activator:</u> Would you rather play in the cold snow or sleep in the warm bed?
Teaching Strategies: This section should include the instructional strategies	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>

<p>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)</p> <p>TKES 1, 2, 3, 4, 5, 8, 10</p>		https://www.youtube.com/watch?v=oE4UvssRheg	https://www.youtube.com/watch?v=-jBfb33_KHU	https://www.youtube.com/watch?v=oE4UvssRheg	https://www.youtube.com/watch?v=rniTmg_sVAQ
<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> <p>Guided Practice: -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.</p>		-sequence Froggy gets dressed	-sequence everything Froggy forgets as the story is read	-forgot/remembered sort	-comprehension questions page
<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"/> 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"/> 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>	<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>	<u>Summarizer:</u> What is the first thing Froggy puts on?	<u>Summarizer:</u> What does Froggy forget first?	<u>Summarizer:</u> WHY do you need your jacket in the winter??	<u>Summarizer:</u> What does Froggy WANT to do at the beginning of the story? What does he DO at the end?
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>	<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:					

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Subject: Math Grade: K-2 ACCESS

Duration: February 19 – February 23, 2024

Week 26	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> NO SCHOOL PRESIDENTS DAY	<u>Standards</u> K.NR.1.1 K.MDR.7 *denotes review	<u>Standards</u> K.NR.1.1 K.MDR.7 *denotes review	<u>Standards</u> * K.NR.1.1 K.MDR.7 *denotes review	<u>Standards</u> K.NR.1.1 K.MDR.7 *denotes review
Teaching Point: This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. LT: "I am learning statements" SC: "I can statements" TKES 1, 2, 3, 4, 5, 8, 10	<u>Learning Target:</u> I am learning: - <u>Success Criteria:</u> I can:	<u>Learning Target:</u> I am learning: -about patterns <u>Success Criteria:</u> I can: -recreate a pattern by shape and category -match & identify the shape heart & the color pink*	<u>Learning Target:</u> I am learning: -about patterns <u>Success Criteria:</u> I can: -recreate a pattern by shape and category -match & identify the shape heart & the color pink*	<u>Learning Target:</u> I am learning: -about patterns <u>Success Criteria:</u> I can: -recreate a pattern by shape and category -match & identify the shape heart & the color pink*	<u>Learning Target:</u> I am learning: -about patterns <u>Success Criteria:</u> I can: -recreate a pattern by shape and category -match & identify the shape heart & the color pink*
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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	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 183 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 184 -Tell me about it (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 186 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 190 -challenge station A
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.		EQUALS Book p 183 -Solve a Problem (Scripted)	EQUALS Book p 184 - Learning Circle (Scripted)	EQUALS Book p 185 -Solve a Problem (Scripted)	EQUALS Book p 191 -challenge station B
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_____
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:	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ 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	<u>Summarizer:</u>	<u>Summarizer:</u> Red bear, blue bear, red bear, _____ bear	<u>Summarizer:</u> Hand me the pink object	<u>Summarizer:</u> Count out 3 hearts	<u>Summarizer:</u> -find one -find eight
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>	<u>Differentiation:</u> EQUALS Book p 183 -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 184 -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 185 -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 196 -Math Wonder Wall Month-End Review (Scripted) -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:					