


Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: February 27– March 3, 2024

Week 27	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Dr. Seuss books (variety)			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> ELAGSE-KRL2 ELAGSE-KSL5 ELAGSE-KRL2 ELAGSE-KRL10	<u>Standards</u> ELAGSE9-10RL2 ELAGSE9-10SL5 ELAGSE9-10RL2 ELAGSE9-10RL10	<u>Standards</u> ELAGSE9-10RL2 ELAGSE9-10SL5 ELAGSE9-10RL2 ELAGSE9-10RL10	<u>Standards</u> ELAGSE9-10RL2 ELAGSE9-10SL5 ELAGSE9-10RL2 ELAGSE9-10RL10	<u>Standards</u> ELAGSE9-10RL2 ELAGSE9-10SL5 ELAGSE9-10RL2 ELAGSE9-10RL10
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: -to become a better reader <u>Success Criteria:</u> I can: -use rhyming words in a variety of ways	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -use rhyming words in a variety of ways	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -use rhyming words in a variety of ways	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -use rhyming words in a variety of ways	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -use rhyming words in a variety of ways
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>  Does anyone know how to rhyme?!	<u>Opening/Activator:</u> Who remembers rhyming words from yesterday?	<u>Opening/Activator:</u> Look at my silly socks! Does anyone else have silly sock on?	<u>Opening/Activator:</u> Who is wearing red? Blue?	<u>Opening/Activator:</u> Would you eat green eggs and ham?
Teaching Strategies: This section should include the instructional strategies used to actively engage	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u> https://www.youtube.c	<u>Teaching Strategies:</u>

<p>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>	<p>https://www.youtube.com/watch?v=COUduwxlHCQ</p> <p>or read: Hop on Pop</p>	<p>https://www.youtube.com/watch?v=rMTiYBD3uKQ</p> <p>or read: Cat In the Hat</p>	<p>https://www.youtube.com/watch?v=aENSMZMlNh0</p> <p>or read: Fox In Socks</p>	<p>om/watch?v=miXEcql2W8s</p> <p>or read: One Fish, Two Fish, Red Fish, Blue Fish</p>	<p>https://www.youtube.com/watch?v=2KRkR8HaR9c</p> <p>or read: Green Eggs & Ham</p>
<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>	<p>-review story Hop On Pop -positional words worksheet -have children pick two words that rhyme to create their own sentence (ex: there's a star on a car")</p>	<p>-go over more rhyming words -sort rhyming words on Cat in the Hat -big red box activity</p>	<p>-Fox in Socks packet</p>	<p>-following day/ matching worksheet "one", "two" "red" etc.</p>	<p>-follow direction to make green eggs and ham (pretzels, frosting and m&m) -sequence directions</p>
<p>Independent Practice: This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p>

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> What does your rhyming sentence say?	<u>Summarizer:</u> Pick two words that rhyme	<u>Summarizer:</u> Surprise the kids with their own crazy socks to wear!	<u>Summarizer:</u> How many of your fish were red? Blue?	<u>Summarizer:</u> Who liked green eggs and ham!?
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: February 26 – March 1, 2024

Week 27	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 *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	<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: -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*	<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*
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> https://www.youtube.com/watch?v=EdFKbWJ3fMw	<u>Opening/Activator</u> https://www.youtube.com/watch?v=hoFhVdYsmPg	<u>Opening/Activator</u> https://www.youtube.com/watch?v=bDIroFGK5Sg	<u>Opening/Activator</u> https://www.youtube.com/watch?v=EdFKbWJ3fMw	<u>Opening/Activator</u> https://www.youtube.com/watch?v=BQ9q4U2P3ig

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 182 -Tell me about it (Scripted)	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 182 - Learning Circle (Scripted)	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_____	<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: ✓ 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:_____	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> Hand me the pink bear	<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> EQUALS Book p 182 -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 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:					