

M Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: April 22 – April 26, 2022

Week 33	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: The Very Hungry Caterpillar (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> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	<u>Standards</u> ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 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> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension
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> 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, if appropriate.	<u>Opening/Activator:</u> Tell me the name of our story	<u>Opening/Activator:</u> Look at the caterpillar... is he big or little in the beginning?	<u>Opening/Activator:</u> Tell me one thing the caterpillar eats	<u>Opening/Activator:</u> Lets make caterpillar snacks!
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=tYnIXNXV2vc	https://www.youtube.com/watch?v=zlo1giiTXCs	https://www.youtube.com/watch?v=kYDJ_d8C7gU	https://www.youtube.com/watch?v=EBHtpU1tB3E	https://www.youtube.com/watch?v=d3rRWzdHv5M
<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</p> <p>-first page of workbook (title, author, characters, setting)</p>	<p>-sequencing worksheet (beginning, then, end)</p>	<p>-problem/solution page in workbook</p>	<p>-character characteristics sheet</p>	<p>-recipe time</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>_____</p> <p>_____</p> <p>_____</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>_____</p> <p>_____</p> <p>_____</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>_____</p> <p>_____</p> <p>_____</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>_____</p> <p>_____</p> <p>_____</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>_____</p> <p>_____</p> <p>_____</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	Assessment: <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: _____	Assessment: <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: _____	Assessment: <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: _____	Assessment: <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: _____	Assessment: <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	Summarizer: What is the name (or author for levels 3 & 4?) of our book this week? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: The caterpillar is very.... (hungry) Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: How does the caterpillar feel after he eats ALL that food? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: What does the caterpillar become at the end? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: Did you enjoy making your seed ball? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E
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: April 22 – April 26, 2022

Week 34	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. 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 math concepts <u>Success Criteria:</u> I can: -count objects to 6 & make sets of 6 objects	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects to 6 & make sets of 6 objects	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects to 6 & make sets of 6 objects	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects to 6 & make sets of 6 objects	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects to 6 & make sets of 6 objects
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=wiprm4CzeSE&t=15s	<u>Opening/Activator</u> https://www.youtube.com/watch?v=S4ZZUIUYg2k	<u>Opening/Activator</u> https://www.youtube.com/watch?v=TJKwtpm6MaY&t=4s	<u>Opening/Activator</u> https://www.youtube.com/watch?v=-90A573cx3w	<u>Opening/Activator</u> https://www.youtube.com/watch?v=wiprm4CzeSE&t=53s

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 236 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 237 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 238 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 239 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 252 -challenge station A -level 1
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 236 -Learning Circle (Scripted)	EQUALS Book p 237 -Solve a Problem (Scripted)	EQUALS Book p 238 -Learning Circle (Scripted)	EQUALS Book p 239 -Solve a Problem (Scripted)	EQUALS Book p 252 -challenge station B -level 2
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> Show me the #6	<u>Summarizer:</u> Count 6 bears	<u>Summarizer:</u> Make a set of 6 flowers	<u>Summarizer:</u> Count 6 rainbows and make a set of 6 umbrellas	<u>Summarizer:</u> Count 6 rainbows and make a set of 6 umbrellas
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 236 -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 237 -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 238 -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 239 -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 252 -challenge station C -level 2 -Math Wonder Wall Review (smartboard) --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:					