Teacher(s): N. Simmons

Subject: E/LA   Grade: K-2 ACCESS   Duration: April 29 – May 3, 2024

Week 34	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Penguin on Vacation (book) companions/resources/activities			**Other Resources (i.e. Internet, books, etc.):** reading		
Standards: This section should include the standard/element that is addressed in	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KRL10 ELAGSE-KSL5	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KRL10 ELAGSE-KSL5	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KRL10 ELAGSE-KSL5	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KRL10 ELAGSE-KSL5	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KRL10 ELAGSE-KSL5
Teaching Point: This section should list the learning target/s 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==	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - with prompting, identify story elements to show comprehension	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - with prompting, identify story elements to show comprehension	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - with prompting, identify story elements to show comprehension	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - with prompting, identify story elements to show comprehension	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - with prompting, identify story elements to show comprehension
Opening: (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participant	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, if appropriate.	Opening/Activator: Tell me the name of our story	Opening/Activator: What animal is our story about?	Opening/Activator: Where does Penguin want to go?	Opening/Activator: Does Crab visit Penguin?

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) <mark>TKES 1, 2, 3, 4, 5, 8, 10</mark>					
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	Teaching Strategies: https://www.youtube.com/watch?v=tYnIXNXV2vc	Teaching Strategies: https://www.youtube.com/watch?v=zIo1giiTXCs	Teaching Strategies: https://www.youtube.com/watch?v=kYDJ_d8C7gU	Teaching Strategies: https://www.youtube.com/watch?v=EBHtpU1tB3E	Teaching Strategies: https://www.youtube.com/watch?v=d3rRWzdHv5M

  TKES 1, 2, 3, 4, 5, 8, 10					
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 -first page of workbook (title, author, characters, setting)	-sequencing worksheet (beginning, then, end)	-problem/solution worksheet	-character characteristics sheet	-comprehension sheet
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 ☐ 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: _____
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: Does Penguin live in a cold or hot environment? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: What kind of animal is Penguin's friend? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: Tell me one thing that happened in our story Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: Did you enjoy the story? 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	-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:

Week 35	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: EQUALS math book (TE) EQUALS worksheets/manipulatives			**Other Resources (i.e. Internet, books, etc.):**		
Standards: This section should include the standard/element that is addressed in	Standards K.NR.1.1 K.MDR.7 *denotes review	Standards K.NR.1.1 K.MDR.7 *denotes review	Standards K.NR.1.1 K.MDR.7 *denotes review	Standards K.NR.1.1 K.MDR.7 *denotes review	Standards K.NR.1.1 K.MDR.7 *denotes review
Teaching Point: This section should list the <u>learning target</u>/s addressed in the mini lesson and work period. LT: "I am learning statements" SC: "I can statements" <mark>TKES 1, 2, 3, 4, 5, 8, 10</mark>	Learning Target: I am learning: -about math concepts Success Criteria: I can: -count objects to 6 & make sets of 6 objects	Learning Target: I am learning: -about math concepts Success Criteria: I can: -count objects to 6 & make sets of 6 objects	Learning Target: I am learning: -about math concepts Success Criteria: I can: -count objects to 6 & make sets of 6 objects	Learning Target: I am learning: -about math concepts Success Criteria: I can: -count objects to 6 & make sets of 6 objects	Learning Target: I am learning: -about math concepts Success Criteria: 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	Opening/Activator https://www.youtube.com/watch?v=wiprm4CzeSE&t=15s	Opening/Activator https://www.youtube.com/watch?v=S4ZZUIUYg2k	Opening/Activator https://www.youtube.com/watch?v=TJKwtpm6MaY&t=4s	Opening/Activator https://www.youtube.com/watch?v=-90A573cx3w	Opening/Activator https://www.youtube.com/watch?v=wiprm4CzeSE&t=53s

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==					
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 257 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 258 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 259 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 260 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 271/272 -challenge station A -level 1
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 257 -Learning Circle (Scripted)	EQUALS Book p 258 -Solve a Problem (Scripted)	EQUALS Book p 259 -Learning Circle (Scripted)	EQUALS Book p 260 -Solve a Problem (Scripted)	EQUALS Book p 271/272 -challenge station B -level 2

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) <mark>TKES 1, 2, 3,4,5,6</mark>	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. <mark>TKES : 1,2,3, 4,5,6,7,8</mark>	Summarizer: Touch your favorite color	Summarizer: Touch the color _____ (ask each student to id a different color)	Summarizer: Which shape is your favorite?	Summarizer: Show me the _____ (ask each student to id a different shape)	Summarizer: Touch your favorite shape or color

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 257 -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 258 -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 259 -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 260 -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 271/272 -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:

May Lessons 1 & 2- colors/shapes REVIEW