Teacher(s): N. Simmons

Subject: E/LA   **Grade:** K-2 ACCESS   **Duration:** April 08 – April 12, 2024

Week 31	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: **April Foolishness!** (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 ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10	Standards ELAGSE-KRL2 ELAGSE-KRL3 ELAGSE-KSL5 ELAGSE-KRL10
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: - identify characters, settings and events from a story	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - identify characters, settings and events from a story	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - identify characters, settings and events from a story	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - identify characters, settings and events from a story	Learning Target: I am learning: -to become a better reader Success Criteria: I can: - identify characters, settings and events from a story
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: 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 are the ids trying to do to their grandpa? (trick him)	Opening/Activator: Who helps the kids?	Opening/Activator: Let's plat a funny trick on our friends!
Teaching Strategies: This section should include the instructional strategies	Teaching Strategies:	Teaching Strategies:	Teaching Strategies:	Teaching Strategies:	Teaching Strategies:

	https://www.youtube.com/watch?v=tYnIXNXV2vc	https://www.youtube.com/watch?v=zIo1giiTXCs	https://www.youtube.com/watch?v=kYDJ_d8C7gU	https://www.youtube.com/watch?v=EBHtpU1tB3E	https://www.youtube.com/watch?v=d3rRWzdHv5M
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 in book (beginning, then, end)	-problem/solution page in workbook	-character characteristics sheet	-play a funny trick on a classmate! -True or false sheet for comprehension check
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 ☐ 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. <mark>TKES : 1, 2 ,3 , 4, 5, 6, 7, 8</mark>	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 grandpa fall for the kids tricks? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: What does grandma do at the end of the book? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: Tell me one thing from our story Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	Summarizer: Did your friend like your trick?! 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) <mark>TKES 1, 2, 3, 4, 5, 7, 8, 10</mark>	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 08 – April12, 2024

Week 31	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 *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 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: -about math concepts Success Criteria: I can: -*practice identifying yellow and oval	Learning Target: I am learning: -about math concepts Success Criteria: I can: -*practice identifying yellow and oval	Learning Target: I am learning: -about math concepts Success Criteria: I can: -*practice identifying yellow and oval	Learning Target: I am learning: -about math concepts Success Criteria: I can: -*practice identifying yellow and oval	Learning Target: I am learning: -about math concepts Success Criteria: I can: -*practice identifying yellow and oval
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=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

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 213 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 214 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 215 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 216 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 225 -Math Wonder Wall
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 213 -Learning Circle (Scripted)	EQUALS Book p 214 -Solve a Problem (Scripted)	EQUALS Book p 215 -Learning Circle (Scripted)	EQUALS Book p 216 -Solve a Problem (Scripted)	EQUALS Book p 225 -Scavenger Hunt
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 ✓ 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>	<u>Summarizer:</u> Show me the color yellow	<u>Summarizer:</u> Touch the oval	<u>Summarizer:</u> Make a pattern of yellow and oval	<u>Summarizer:</u> Make a set of 5 yellow ovals	<u>Summarizer:</u> Find 5 yellow ovals in the room
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) <mark>TKES 1, 2, 3, 4, 5, 7. 8,10</mark>	<u>Differentiation:</u> EQUALS Book p 213 -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 214 -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 215 -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 216 -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 133 -challenge station B -Level 1 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:

(monthly lesson review)