Teacher(s): N. Simmons

Subject: <u>E/LA</u> Grade: K-2 ACCESS Duration: April 08 – April 12, 2024 Week 31 **THURSDAY** MONDAY TUESDAY **WEDNESDAY** FRIDAY Materials Needed: April Foolishness! (book) Other Resources (i.e. Internet, books, etc.): reading companions/resources/activities **Standards** Standards: **Standards Standards Standards** Standards This section should include ELAGSE-KRL2 ELAGSE-KRL2 ELAGSE-KRL2 ELAGSE-KRL2 ELAGSE-KRL2 the standard/element that is ELAGSE-KRL3 ELAGSE-KRL3 ELAGSE-KRL3 ELAGSE-KRL3 ELAGSE-KRL3 addressed in the learning target. **ELAGSE-KSL5** ELAGSE-KSL5 ELAGSE-KSL5 ELAGSE-KSL5 ELAGSE-KSL5 The number is appropriate. ELAGSE-KRL10 ELAGSE-KRL10 ELAGSE-KRL10 ELAGSE-KRL10 ELAGSE-KRL10 TKES 1, 2, 3, 4, 5, 8, 10 **Teaching Point:** Learning Target: Learning Target: Learning Target: Learning Target: Learning Target: This section should list the I am learning: learning target/s addressed in -to become a better the mini lesson and work period. reader reader reader reader reader LT: "I am learning statements" Success Criteria: Success Criteria: Success Criteria: Success Criteria: Success Criteria: SC: "I can statements" I can: I can: I can: I can: I can: TKES 1, 2, 3, 4, 5, 8, 10 - identify characters, settings and events from settings and events settings and events settings and events from settings and events a story from a story from a story a story from a story Opening: (I Do) **Opening/Activator:** Opening/Activator: Opening/Activator: Opening/Activator: **Opening/Activator:** An engaging process for lesson introduction that is Before reading the story, Tell me the name of our What are the ids trying Who helps the kids? Let's plat a funny trick specifically planned to encourage equitable and to do to their grandpa? look at the front cover. on our friends! story purposeful student (trick him) What might our story be participant Describe the instructional process that will about? be used to introduce the Discuss the parts of a lesson. Connection: book, the way we read, This section should explain and the author and how the teacher will connect today's teaching to ongoing illustrator, if work and/or personally to appropriate. students. (activator) TKES 1, 2, 3, 4, 5, 8, 10 Teachina Strateaies: Teachina Teachina **Teaching Strategies:** Teachina Teaching Strategies: This section should include Strategies: Strategies: Strategies: 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	https://www.youtube.c om/watch?v=tYnIXNXV 2vc	<u>https://www.youtube.</u> <u>com/watch?v=zlo1giiT</u> <u>XCs</u>	https://www.youtube. com/watch?v=kYDJ_d8 C7gU	https://www.youtube.c om/watch?v=EBHtpU1t B3E	https://www.youtube. com/watch?v=d3rRWz dHv5M
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 				

Assessment: This section should include	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
options to <u>determine level of</u>	ticket out the door	ticket out the door	ticket out the door	ticket out the door	ticket out the door
mastery of the learning target.	student created	student created	student created	student created	student created
	learning map	learning map	learning map	learning map	learning map
(note whether formative or summative)	data sheets	data sheets	data sheets	data sheets	data sheets
,	self-assessment	self-assessment	self-assessment	self-assessment	self-assessment
TKES 1, 2, 3, 4, 5, 6	Reading Eggs	Reading Eggs	Reading Eggs	Reading Eggs	Reading Eggs
	finished product	finished product	finished product	finished product	finished product
	Other:	□ Other:	□ Other:	Other:	□ Other:
Closing: (We Check) Describe the instructional	<u>Summarizer:</u>	<u>Summarizer:</u>	<u>Summarizer:</u>	<u>Summarizer:</u>	<u>Summarizer:</u>
process that will be used to close the lesson.	What is the name (or author for levels 3 & 4?)	Does grandpa fall for the kids tricks?	What does grandma do at the end of the book?	Tell me one thing from our story	Did your friend like your trick?!
Reflection:	of our book this week?		Optional get moving:	ourstory	Optional get moving:
This section should include ways for students to	Optional get moving:	Optional get moving:	https://www.youtube.c	Optional get moving:	https://www.youtube.c
summarize their	https://www.youtube.c	https://www.youtube.c	om/watch?v=EBHtpU1t	https://www.youtube.c	om/watch?v=EBHtpU1t
understanding of the learning target.	om/watch?v=EBHtpU1t	om/watch?v=EBHtpU1t	B3E	om/watch?v=EBHtpU1t	B3E
TKES:1, 2 ,3 , 4, 5, 6, 7, 8	B3E	B3E		B3E	
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
This section should include specific accommodations of	-small group	-small group	small group	small group	-small group
instructions made for the	instruction	instruction	instruction	instruction	instruction
range of student needs, abilities, and preferences in	-individual instruction as	-individual instruction	-individual instruction	-individual instruction as	-individual instruction
the classroom. (Collaborative	needed (1:1)	as needed (1:1)	as needed (1:1)	needed (1:1)	as needed (1:1)
Pairs, Pair/Share,	-HOH prompting: ALL	-HOH prompting: ALL	-HOH prompting: ALL	-HOH prompting: ALL	-HOH prompting: ALL
Projects, Groups, One-on- One)	-gestural/partial	-gestural/partial	-gestural/partial	-gestural/partial	-gestural/partial
TKES 1, 2, 3, 4, 5, 7, 8, 10	physical prompting: ALL	physical prompting: ALL	physical prompting:	physical prompting: ALL	physical prompting:
	-independent (or verbal	-independent (or verbal	ALL	-independent (or verbal	ALL
	prompting) completion:	prompting)	-independent (or	prompting) completion:	-independent (or
	none	completion: none	verbal prompting)	none	verbal prompting)
			completion: none		completion: none
Additional Notes:					
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Teacher(s): <u>N. Simmons</u>

Subject: <u>Math</u> Grade: K-2 ACCESS

Duration: April 08 – April 12, 2024

Week 31	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: EQUALS math book (TE) Other Resources (i.e. Internet, books, etc.): EQUALS worksheets/manipulative					
Standards: This section should include the standard/element that is addressed in the learning target.	<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
The number is appropriate. TKES 1, 2, 3,4,5, 8,10	*denotes review	*denotes review	*denotes review	*denotes review	*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" TKES 1, 2, 3, 4, 5, 8, 10	Learning Target: I am learning: -about math concepts <u>Success Criteria:</u> 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 <u>Success Criteria:</u> 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 <u>Success Criteria:</u> 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.c om/watch?v=wiprm4Cz eSE&t=15s	Opening/Activator https://www.youtube.c om/watch?v=S4ZZUIUY g2k	Opening/Activator https://www.youtube.c om/watch?v=TJKwtpm6 MaY&t=4s	Opening/Activator https://www.youtube.c om/watch?v=- 90A573cx3w	Opening/Activator https://www.youtube.c om/watch?v=wiprm4Cz eSE&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)	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)	<u>Teaching Strategies</u> -EQUALS (ACCESS math program) EQUALS Book p 225 -Math Wonder Wall
TKES 1, 2, 3,4,5, 8,10 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</u> <u>mastery of the learning</u> <u>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	<u>Summarizer:</u>	<u>Summarizer:</u>	<u>Summarizer:</u>	<u>Summarizer:</u>	<u>Summarizer:</u>	
ways for students to <u>summarize</u> their	Show me the color	Touch the oval	Make a pattern of	Make a set of 5 yellow	Find 5 yellow ovals in	
understanding of the learning target.	yellow		yellow and oval	ovals	the room	
TKES : 1,2,3, 4,5,6,7,8						
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:	
This section should include specific accommodations of	EQUALS Book p 213	EQUALS Book p 214	EQUALS Book p 215	EQUALS Book p 216	EQUALS Book p 133	
instructions made for the	-Let's Play	-Do and Tell	-Let's Play	-Do and Tell	-challenge station B	
range of student needs, abilities, and preferences in	(Scripted)	(Scripted)	(Scripted)	(Scripted)	-Level 1	
the classroom. (Collaborative						
Pairs, Pair/Share,	-small group	small group	small group	small group	small group	
Projects, Groups, One-on- One)	instruction	instruction	instruction	instruction	instruction	
TKES 1, 2, 3, 4, 5, 7. 8,10	-individual instruction					
	as needed (1:1)					
	-HOH prompting: ALL					
	-gestural/partial	-gestural/partial	-gestural/partial	-gestural/partial	-gestural/partial	
	physical prompting:					
	ALL	ALL	ALL	ALL	ALL	
	-independent (or					
	verbal prompting)					
	completion: none					
Additional Notes:						
	(monthly lesson review)					