

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: August 12 - August 16, 2024

Week 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Pete the Cat Rocking in his School Shoes companions/resources/activities					
Other Resources (i.e. Internet, books, etc.): reading					
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> ELAGSESEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSESEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSESEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSESEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSESEKRL2 ELAGSEKRL5 ELAGSEKRL10
Teaching Point: This section should list the learning target/s addressed in the mini lesson and work period. "I CAN statements" TKES 1, 2, 3,4,5, 8,10	<u>Learning Intention:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -attend to small group & listen to a read aloud book	<u>Learning Intention:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -attend to small group & listen to a read aloud book	<u>Learning Intention:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -attend to small group & listen to a read aloud book	<u>Learning Intention:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -attend to small group & listen to a read aloud book	<u>Learning Intention:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -attend to small group & listen to a read aloud book
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=DrwvZugKWEY What do you think is going to happen to Pete and his school shoes?	<u>Opening/Activator:</u> https://www.youtube.com/watch?v=DrwvZugKWEY Does Pete worry when he discovers something new?	<u>Opening/Activator:</u> What do you do when you discover something new?	<u>Opening/Activator:</u> What do you like to do in the library?	<u>Opening/Activator:</u> Will you worry if you try something new?

<p>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)</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p><u>Teaching Strategies:</u></p> <p>Introduce the title, author, and illustrator of Pete the Cat Rocking in my School Shoes. Ask students to look closely at the cover. What might this book be about? Have they seen a cat like this before? What is the name of the instrument he is holding? You may wish to share real photos of a guitar. Read aloud for enjoyment and to see what happens to Pete the Cat at School.</p>	<p><u>Teaching Strategies:</u></p> <p>Introduce the title, author, and illustrator of Pete the Cat Rocking in my School Shoes. Ask students to look closely at the cover. What might this book be about? Have they seen a cat like this before? What is the name of the instrument he is holding? You may wish to share real photos of a guitar. Read aloud for enjoyment and to see what happens to Pete the Cat at School.</p>	<p><u>Teaching Strategies:</u></p> <p>After reading the story with students, complete the attached sequencing activity.</p>	<p><u>Teaching Strategies:</u></p> <p>Discuss with students the different things Pete did at school in his school shoes. Make a list of other places Pete can visit in the school and other things he can do in his school shoes at school (You will need this for tomorrow's activity).</p>	<p><u>Teaching Strategies:</u></p> <p>Show a You Tube video of the book. (I show my book, while we listened to the song.) When your students are familiar with the words, create your own class book or PowerPoint that will focus on verbs ending in -ing. To begin, create a class list of things kids can do in their school shoes. For example, "I'm counting in my school shoes." Next take a picture of each child performing an action in his school shoes. Combine the pictures in a class book or PowerPoint along with the simple, repetitive text. Finally, invite the class to read and sing along. It's all good</p>
<p>Independent Practice: This section should include evidence of student learning. (Assignment,</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p>

Activity, Project, Lab, etc.)	<input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Other _____ _____ _____	<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	<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: _____
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 is the name of the main character?	<u>Summarizer:</u> What color are Pete's shoes?	<u>Summarizer:</u> What is your favorite part about school?	<u>Summarizer:</u> What do you do in your school shoes?	<u>Summarizer:</u> When do you sing songs?
Differentiation: This section should include specific accommodations of instructions made for the range of student needs, abilities, and	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL	<u>Differentiation:</u> -small group instruction -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL	<u>Differentiation:</u> -small group instruction -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL

<p>preferences in the classroom. (Collaborative Pairs, Pair/Share, Projects, Groups, One-on-One)</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>-gestural/partial physical prompting: ALL</p> <p>-independent (or verbal prompting) completion: none</p>	<p>-independent (or verbal prompting) completion: none</p>	<p>-gestural/partial physical prompting: ALL</p> <p>-independent (or verbal prompting) completion: none</p>	<p>-gestural/partial physical prompting: ALL</p> <p>-independent (or verbal prompting) completion: none</p>	<p>-independent (or verbal prompting) completion: none</p>
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Additional Notes:

Teacher(s): N. Simmons

Subject: Math Grade: K-2 ACCESS Duration: August 12 - August 16, 2024

Week 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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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.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2
Teaching Point: This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. "I CAN statements" TKES 1, 2, 3,4,5, 8,10	<u>Learning Intention:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -tolerate attending small group	<u>Learning Intention:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -tolerate attending small group	<u>Learning Intention:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -tolerate attending small group	<u>Learning Intention:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -tolerate attending small group	<u>Learning Intention:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -tolerate attending small group
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> We're reviewing colors, shapes, and numbers to 5! https://www.youtube.com/watch?v=-Ouon-1zRds	<u>Opening/Activator</u> We're reviewing colors, shapes, and numbers to 5! https://www.youtube.com/watch?v=-Ouon-1zRds	<u>Opening/Activator</u> Who is wearing a primary color? https://www.youtube.com/watch?v=yu44JRTlxSQ	<u>Opening/Activator</u> Let's listen to a song about shapes! Show me the.... https://www.youtube.com/watch?v=OEBRDtCAFdU	<u>Opening/Activator</u> Let's count 5 crayons! https://www.youtube.com/watch?v=SV6iC34a46w

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	<u>Teaching Strategies</u> -EQUALS (Access math program) EQUALS Book p 25 -Tell Me About It (Scripted)	<u>Teaching Strategies</u> -EQUALS (Access math program) EQUALS Book p 26 -Write About It (Scripted)	<u>Teaching Strategies</u> -EQUALS (Access math program) EQUALS Book p 27 -Tell me about it (Scripted)	<u>Teaching Strategies</u> -EQUALS (Access math program) EQUALS Book p 28 -Write About It (Scripted)	<u>Teaching Strategies</u> -EQUALS (Access math program) EQUALS Book p 39 -Tell me about it (Scripted)
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 25 -Learning Circle (Scripted)	EQUALS Book p 26 -Solve a Problem (Scripted)	EQUALS Book p 27 -Learning Circle (Scripted)	EQUALS Book p 28 -Solve a Problem (Scripted)	EQUALS Book p 39 -Learning Circle (Scripted)
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	<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"/> DTT <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"/> DTT <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"/> DTT <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"/> DTT <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"/> DTT <input type="checkbox"/> finished product <input type="checkbox"/> 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> What's your favorite color?	<u>Summarizer:</u> Touch any number	<u>Summarizer:</u> Which one is red?	<u>Summarizer:</u> Point to the circle	<u>Summarizer:</u> Touch any number, color, or shape
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: Concepts Review					