

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: August 26 - August 30, 2024

Week 4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: The Kissing Hand			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> ELAGSEKSL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10
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: -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 <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=C5XMX5GCCe4 Do you miss your guardian/mom/dad?	<u>Opening/Activator:</u> https://www.youtube.com/watch?v=C5XMX5GCCe4 Are you nervous about school?	<u>Opening/Activator:</u> https://www.youtube.com/watch?v=C5XMX5GCCe4 What is Chester afraid of?	<u>Opening/Activator:</u> https://www.youtube.com/watch?v=C5XMX5GCCe4 What does Chester's mother give him?	<u>Opening/Activator:</u> https://www.youtube.com/watch?v=C5XMX5GCCe4 Let's make our own kissing hands

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> Introduce the title, author, and illustrator of The Kissing Hand. Ask students to look closely at the cover. What might this book be about? Have they seen an animal like this before? Read aloud for enjoyment and to see what happens to Chester.	<u>Teaching Strategies:</u> After reading the story with students while watching the YouTube video, complete the attached activity.	<u>Teaching Strategies:</u> After reading the story with students, complete the attached sequencing activity.	<u>Teaching Strategies:</u> Discuss with students the different things Chester is afraid of. Complete the comprehension activity.	<u>Teaching Strategies:</u> Complete the craft and baking cookies.
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 determine level of mastery of the learning target. (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 your favorite part about the book?	<u>Summarizer:</u> What is the name of the main character?	<u>Summarizer:</u> What is your favorite part about school?	<u>Summarizer:</u> Does your mom/dad/guardian give you kisses before school?	<u>Summarizer:</u> Now we all have kisses to help us not be afraid!
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:					

Teacher(s): N. Simmons

Subject: Math Grade: K-2 ACCESS

Duration: August 26- August 30, 2024

Week 1	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> MGSEK.G.2 MGSEK.MD.3	<u>Standards</u> MGSEK.G.2 MGSEK.MD.3	<u>Standards</u> MGSEK.G.2 MGSEK.MD.3	<u>Standards</u> MGSEK.G.2 MGSEK.MD.3	<u>Standards</u> MGSEK.G.2 MGSEK.MD.3
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 -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 shapes https://www.youtube.com/watch?v=lcl8uB2AWM0	<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=yu44JRTixSQ	<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	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 25 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 25 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 27 -Tell me about it (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 28 -Write About It (Scripted)	Teaching Strategies -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 25 -Learning Circle (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> Touch any 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					