

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: September 16 – September 20, 2024

Week 5	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Click, Clack, Moo- Cows That Type by Doreen Cronin (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	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 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 Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events
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> 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.	<u>Opening/Activator:</u> Today we're going to make our own cows!	<u>Opening/Activator:</u> https://www.youtube.com/watch?v=19YXU8QQXhA	<u>Opening/Activator:</u> Have you ever visited a farm?	<u>Opening/Activator:</u> Let's create our own blankets for our farm animals!

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> https://www.youtube.com/watch?v=WTPqIXA8VTM Follow along with the book as the animated version plays	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=WTPqIXA8VTM Follow along with the book as the animated version plays	<u>Teaching Strategies:</u> As we read the book, discuss why the cows and hens want blankets. It's Fall now, and cooler outside. Is it fair to give the cows and hens blankets?	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=3rhGzi6Dt1E	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=WTPqIXA8VTM
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.	recreate book with visuals -story map (Story Companion) -cow craft	-recreate book with visuals -story map (Story Companion) -cow craft	-basic concepts practice -sentence building (Story Companion)	-comprehension questions -I can follow directions (Story Companion)	-blanket craft
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"/> 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> Did you like the story?	<u>Summarizer:</u> Did Farmer Brown give the cows blankets?	<u>Summarizer:</u> What did the hens ask for?	<u>Summarizer:</u> What did the cows trade for the blankets?	<u>Summarizer:</u> Did you like the story?
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: September 16 – September 20, 2024

Week 5	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 <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 Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -identify the color red -identify the shape circle	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -identify the color red -identify the shape circle	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -identify the color red -identify the shape circle	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -identify the color red -identify the shape circle	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -identify the color red -identify the shape circle
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> This is red (objects/pictures) https://www.youtube.com/watch?v=yu44JRTIxsQ	<u>Opening/Activator</u> This is red (objects/pictures) https://www.youtube.com/watch?v=yu44JRTIxsQ	<u>Opening/Activator</u> This is a circle (objects/pictures) https://www.youtube.com/watch?v=OEBRDtCAFDU	<u>Opening/Activator</u> Who is wearing red? https://www.youtube.com/watch?v=SV6iC34a46w	<u>Opening/Activator</u> Am I wearing any circles? https://www.youtube.com/watch?v=SLZcWGOQsmg

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 26 -Write About It (scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS book p 26 -Write 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 45 -Challenge Station A -Explore
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS book p 26 -Solve a Problem (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 46 -Challenge Station B -Explore
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 the red car	<u>Summarizer:</u> Touch the red bear	<u>Summarizer:</u> Touch the circle	<u>Summarizer:</u> Point to 2 red circles	<u>Summarizer:</u> Tell me one thing we talked about this week
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 one
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