

Teacher: N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: September 23 – September 27, 2024

Week 8	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Momma, Will You? by Dori Chaconas (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.	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 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 Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -make predictions about a text	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -make predictions about a text	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -make predictions about a text	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -make predictions about a text	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -make predictions about a text
Opening: (I Do) An engaging process for lesson <u>introduction</u> that is specifically planned to encourage equitable and purposeful student participation. 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	<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> Where is Mama?	<u>Opening/Activator:</u> Where does the family live?	<u>Opening/Activator:</u> If you were in charge of your family, would you do any of the things the brother asked for?	<u>Opening/Activator:</u> : Let’s make some ants on a log!

<p>ongoing work and/or personally to students. (activator)</p> <p>TKES 1, 2, 3,4,5, 8,10</p>					
<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>https://www.youtube.com/watch?v=KHe6CKTWcq0</p>	<p><u>Teaching Strategies:</u></p> <p>https://www.youtube.com/watch?v=KHe6CKTWcq0</p>	<p><u>Teaching Strategies:</u></p> <p>https://www.youtube.com/watch?v=KHe6CKTWcq0</p>	<p><u>Teaching Strategies:</u></p> <p>https://www.youtube.com/watch?v=KHe6CKTWcq0</p>	<p><u>Teaching Strategies:</u></p> <p>-preview PPT for recipe</p>
<p>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.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8, 10</p>	<p>-recreate book with visuals (literacy/language unit) -story map (smartboard)</p>	<p>-story map (smartboard) -spatial concepts (literacy/language unit)</p>	<p>-following directions (literacy/language unit) -comprehension (no prep resource)</p>	<p>-farm map and writing</p>	<p>-cooking activity</p>

Guided Practice: -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.					
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> Are you a big brother or sister?	<u>Summarizer:</u> Touch your favorite character	<u>Summarizer:</u> Touch Mama	<u>Summarizer:</u> How do we know they live on a farm?	<u>Summarizer:</u> How was your snack?
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 23 – September 27, 2024

Week 8	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 MFA.NSQ.1 MFA.NSQ.2 MGSEK.G.C.1	Standards MFA.NSQ.1 MFA.NSQ.2 MGSEK.G.C.1	Standards MFA.NSQ.1 MFA.NSQ.2 MGSEK.G.C.1	Standards MFA.NSQ.1 MFA.NSQ.2 MGSEK.G.C.1	Standards MFA.NSQ.1 MFA.NSQ.2 MGSEK.G.C.1
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	Learning Target: I am learning -about math concepts Success Criteria: I can- -imitate patterns -identify red objects -identify a circle	Learning Target: I am learning -about math concepts Success Criteria: I can- -imitate patterns -identify red objects -identify a circle	Learning Target: I am learning -about math concepts Success Criteria: I can- -imitate patterns -identify red objects -identify a circle	Learning Target: I am learning -about math concepts Success Criteria: I can- -imitate patterns -identify red objects -identify a circle	Learning Target: I am learning -about math concepts Success Criteria: I can- -imitate patterns -identify red objects -identify a circle
Opening: (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation 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=MBjixSx45-Q	Opening/Activator https://www.youtube.com/watch?v=hoFhVdYsmPg	Opening/Activator https://www.youtube.com/watch?v=sP9yiM1htqQ	Opening/Activator https://www.youtube.com/watch?v=YRWbpsREIVU	Opening/Activator https://www.youtube.com/watch?v=05UReKP0GCO

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 37 -Tell me about it (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 38 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 39 -Tell me about it (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 40 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 48 -Challenge Station A -level 1
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 37 -Learning Circle (Scripted)	EQUALS Book p 38 -Solve a Problem (Scripted)	EQUALS Book p 39 -Learning Circle (Scripted)	EQUALS Book p 40 -Solve a Problem (Scripted)	EQUALS Book p 48 -Challenge Station A -level 2
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 comes next?	<u>Summarizer:</u> The next object is a _____	<u>Summarizer:</u> Match red	<u>Summarizer:</u> Match the circle	<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> EQUALS Book p 37 -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 38 -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 39 -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 40 -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 49 -Challenge Station B -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: Lessons 7 thru 9					