

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: September 09– September 14, 2024

Week 6	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> Rainbow Fish by Marcus Pfister (book)			<b>Other Resources (i.e. Internet, books, etc.):</b> reading companions/resources/activities		
<b>Standards:</b> 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 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
<b>Teaching Point:</b> 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 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
<b>Opening: (I Do)</b> 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. <b>Connection:</b> 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> What is your favorite color on the rainbow fish?	<u>Opening/Activator:</u> <a href="https://www.youtube.com/watch?v=QFORvXhub28">https://www.youtube.com/watch?v=QFORvXhub28</a>	<u>Opening/Activator:</u> Do you like to share?	<u>Opening/Activator:</u> Let's create our own Rainbow Fish!

<b>Teaching Strategies:</b> 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)  <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Teaching Strategies:</u>  <a href="https://www.youtube.com/watch?v=r9mryuEKkKc">https://www.youtube.com/watch?v=r9mryuEKkKc</a>	<u>Teaching Strategies:</u>  As we read the book, look at the colors on the fish and see what the students like. Ask them how that color makes them feel	<u>Teaching Strategies:</u>  As we read the book, point out how the other fish feel about Rainbow Fish. Discuss how rainbow fish changes his feelings about sharing	<u>Teaching Strategies:</u>  <a href="https://www.youtube.com/watch?v=QFORvXhub28">https://www.youtube.com/watch?v=QFORvXhub28</a>	<u>Teaching Strategies:</u>  <a href="https://www.youtube.com/watch?v=r9mryuEKkKc">https://www.youtube.com/watch?v=r9mryuEKkKc</a>
<b>Work Period: (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.  <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b>  <b>Guided Practice:</b> -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.	-recreate book with visuals -story map (Story Companion)	-recreate book with visuals -story map (Story Companion)	-basic concepts practice -sentence building (Story Companion)	-comprehension questions -I can follow directions (Story Companion)	-Rainbow Fish p2 -story sequencing (PDF)
<b>Independent Practice:</b> 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 _____ _____ _____

<b>Assessment:</b> This section should include options to <u>determine level of mastery of the learning target</u> .  (note whether formative or summative)  <b>TKES 1, 2, 3, 4, 5, 6</b>	<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: _____
<b>Reflection:</b> This section should include ways for students to <u>summarize</u> their understanding of the learning target.  <b>TKES : 1,2,3, 4,5,6,7,8</b>	<u>Summarizer:</u>  Would you share your colorful scales?	<u>Summarizer:</u>  What is your favorite thing to share with friends?	<u>Summarizer:</u>  What kind of fish is the story about?	<u>Summarizer:</u>  What color scale would you want?	<u>Summarizer:</u>  What's the best thing to do with friends? (share)
<b>Differentiation:</b> 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)  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<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 09 – September 14, 2024

Week 6	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> EQUALS math book (TE)			<b>Other Resources (i.e. Internet, books, etc.):</b> EQUALS worksheets/manipulatives		
<b>Standards:</b> This section should include the standard/element that is addressed in the learning target. The number is appropriate. <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Standards</u> MFA.NSQ.1 MFA.NSQ.2 MGSE9-12.G.C.1	<u>Standards</u> MFA.NSQ.1 MFA.NSQ.2 MGSE9-12.G.C.1	<u>Standards</u> MFA.NSQ.1 MFA.NSQ.2 MGSE9-12.G.C.1	<u>Standards</u> MFA.NSQ.1 MFA.NSQ.2 MGSE9-12.G.C.1	<u>Standards</u> MFA.NSQ.1 MFA.NSQ.2 MGSE9-12.G.C.1
<b>Teaching Point:</b> This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. "I CAN statements" <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify objects as big	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify objects as big	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify objects as little	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify objects as little	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify objects as big or little
<b>Opening: (I Do)</b> 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. <b>Connection:</b> This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=gLMxjtPM Cm8">https://www.youtube.com/watch?v=gLMxjtPM Cm8</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=5kug3Q1F 3BQ&amp;t=3s">https://www.youtube.com/watch?v=5kug3Q1F 3BQ&amp;t=3s</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=ipCjtvHgd 4I">https://www.youtube.com/watch?v=ipCjtvHgd 4I</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=HKev6Qb YTVM">https://www.youtube.com/watch?v=HKev6Qb YTVM</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=OtigY6XCE 7U">https://www.youtube.com/watch?v=OtigY6XCE 7U</a>

<b>Teaching Strategies:</b> 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)  <b>TKES 1, 2, 3,4,5, 8,10</b>	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 29 -Tell me about it	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 30 -Write About It	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 31 -Tell me about it	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 32 -Write About It	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 47 -Challenge Station C  Level 1
<b>GUIDED PRACTICE</b> * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 29 -Learning Circle	EQUALS Book p 30 -Solve a Problem	EQUALS Book p 31 -Learning Circle	EQUALS Book p 32 -Solve a Problem	EQUALS Book p 47 -Challenge Station C  Level 2
<b>Independent Practice:</b> 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 _____ _____ _____ _____

<b>Assessment:</b> This section should include options to <u>determine level of mastery of the learning target</u> .  (note whether formative or summative)  <b>TKES 1, 2, 3,4,5,6</b>	<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:
<b>Reflection:</b> This section should include ways for students to <u>summarize</u> their understanding of the learning target.  <b>TKES : 1,2,3, 4,5,6,7,8</b>	<u>Summarizer:</u>  Touch the big bear	<u>Summarizer:</u>  Point to the big circle	<u>Summarizer:</u>  Touch the little circle	<u>Summarizer:</u>  Point to the little bear	<u>Summarizer:</u>  Tell me one thing we talked about this week
<b>Differentiation:</b> 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)  <b>TKES 1, 2, 3, 4, 5, 7. 8,10</b>	<u>Differentiation:</u> EQUALS Book p 29 -Let's Play  -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 30 -Do and Tell  -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 31 -Let's Play  -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 32 -Do and Tell  -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 47 -Challenge Station C Level 3  -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting ALL -independent (or verbal prompting) completion: none
<b>Additional Notes:</b>					