

**Teacher(s):** N. Simmons

**Subject:** E/LA    **Grade:** K-2 ACCESS

**Duration:** March 10 – March 14, 2025

Week 28	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> Tacky the Penguin (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. <b>TKES 1, 2, 3, 4, 5, 8, 10</b>	<u>Standards</u> ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10	<u>Standards</u> ELAGSEKSL5 ELAGSEKRL2 ELAGSEKRL10
<b>Teaching Point:</b> This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. LT: "I am learning statements" SC: "I can statements"  <b>TKES 1, 2, 3, 4, 5, 8, 10</b>	<u>Learning Target:</u> I am learning: -to become a better reader  <u>Success Criteria:</u> I can: - identify characters, settings and events from a story	<u>Learning Target:</u> I am learning: -to become a better reader  <u>Success Criteria:</u> I can: - identify characters, settings and events from a story	<u>Learning Target:</u> I am learning: -to become a better reader  <u>Success Criteria:</u> I can: - identify characters, settings and events from a story	<u>Learning Target:</u> I am learning: -to become a better reader  <u>Success Criteria:</u> I can: - identify characters, settings and events from a story	<u>Learning Target:</u> I am learning: -to become a better reader  <u>Success Criteria:</u> I can: - identify characters, settings and events from a story
<b>Opening: (I Do)</b> 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. <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> 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, if appropriate.	<u>Opening/Activator:</u> Tell me the name of our story	<u>Opening/Activator:</u> What is one thing Tacky wears?	<u>Opening/Activator:</u> What kind of animal is Tacky?	<u>Opening/Activator:</u> Let's make our own penguins!
<b>Teaching Strategies:</b> This section should include the instructional strategies	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u>

<p>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><b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<a href="https://www.youtube.com/watch?v=tYnIXNXV2vc">https://www.youtube.com/watch?v=tYnIXNXV2vc</a>	<a href="https://www.youtube.com/watch?v=zlo1giiTXCs">https://www.youtube.com/watch?v=zlo1giiTXCs</a>	<a href="https://www.youtube.com/watch?v=kYDJ_d8C7gU">https://www.youtube.com/watch?v=kYDJ_d8C7gU</a>	<a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<a href="https://www.youtube.com/watch?v=d3rRWzdHv5M">https://www.youtube.com/watch?v=d3rRWzdHv5M</a>
<p><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.</p> <p><b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p> <p><b>Guided Practice:</b> -Interactive instruction between teachers &amp; students. -Planned opportunities for student active engagement and application.</p>	<p>-review story</p> <p>-first page of workbook (title, author, characters, setting)</p>	<p>-sequencing worksheet in book (beginning, then, end)</p>	<p>-problem/solution page in workbook</p>	<p>-Penguin characteristics sheet</p> <p>-COMPARE (how Tacky helped and how we helped our friends)</p>	<p>-Make our own penguin!</p> <p>-True or false sheet for comprehension check</p>
<p><b>Independent Practice:</b> This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<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>	<b>Assessment:</b> <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>Assessment:</b> <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>Assessment:</b> <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>Assessment:</b> <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>Assessment:</b> <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>Closing: (We Check)</b> Describe the instructional process that will be used to close the lesson.  <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>	<b>Summarizer:</b>  What is the name (or author for levels 3 & 4?) of our book this week? Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<b>Summarizer:</b>  How do the other penguins treat Tacky in the beginning?  Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<b>Summarizer:</b>  What does Tacky say to the animals? Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<b>Summarizer:</b>  Tell me one thing about a REAL penguin  Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<b>Summarizer:</b>  Do animals really wear clothes? Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>
<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>	<b>Differentiation:</b> - small group instruction - individual instruction as needed (1:1) - HOH prompting: ALL - gestural/partial physical prompting: JALL - independent (or verbal prompting) completion: none	<b>Differentiation:</b> - small group instruction - individual instruction as needed (1:1) - HOH prompting: ALL - gestural/partial physical prompting: ALL - independent (or verbal prompting) completion: none	<b>Differentiation:</b> - small group instruction - individual instruction as needed (1:1) - HOH prompting: ALL - gestural/partial physical prompting: ALL - independent (or verbal prompting) completion: none	<b>Differentiation:</b> - small group instruction - individual instruction as needed (1:1) - HOH prompting: ALL - gestural/partial physical prompting: ALL - independent (or verbal prompting) completion: none	<b>Differentiation:</b> - 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>					

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Subject: Math Grade: K-2 ACCESS

Duration: March 10 – March 14, 2025

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<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> K.NR.1. K.MDR.7	<u>Standards</u> K.NR.1. K.MDR.7	<u>Standards</u> K.NR.1. K.MDR.7	<u>Standards</u> K.NR.1. K.MDR.7	<u>Standards</u> K.NR.1. K.MDR.7
<b>Teaching Point:</b> This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. LT: "I am learning statements" SC: "I can statements" <b>TKES 1, 2, 3, 4, 5, 8, 10</b>	<u>Learning Target:</u> I am learning: -about empty and full <u>Success Criteria:</u> I can: -identify an container as full or empty	<u>Learning Target:</u> I am learning: -about empty and full <u>Success Criteria:</u> I can: -identify an container as full or empty	<u>Learning Target:</u> I am learning: -about empty and full <u>Success Criteria:</u> I can: -identify an container as full or empty	<u>Learning Target:</u> I am learning: -about empty and full <u>Success Criteria:</u> I can: -identify an container as full or empty	<u>Learning Target:</u> I am learning: -about empty and full <u>Success Criteria:</u> I can: -identify an container as full or empty
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<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 203 -Tell Me About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 204 -Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 205 -Tell Me About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 206 -Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 221 -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 203 -Learning Circle (Scripted)	EQUALS Book p 204 -Solve a Problem (Scripted)	EQUALS Book p 205 -Learning Circle (Scripted)	EQUALS Book p 206 -Solve a Problem (Scripted)	EQUALS Book p 221 -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>	<a href="#">Assessment:</a> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	<a href="#">Assessment:</a> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	<a href="#">Assessment:</a> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	<a href="#">Assessment:</a> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	<a href="#">Assessment:</a> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ 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>  Which one is full?	<u>Summarizer:</u>  Put all of the bears in this cup to make it full.	<u>Summarizer:</u>  Pour out this cup to make it empty.	<u>Summarizer:</u>  Which one is empty?	<u>Summarizer:</u>  -show me empty -show me full
<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 203 -Let's Play (Scripted)  -small group instruction -individual instruction as needed (1:1) HOH prompting: E; N -gestural/partial physical prompting: J; C; A -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 204 -Do and Tell (Scripted)  -small group instruction -individual instruction as needed (1:1) HOH prompting: E; N -gestural/partial physical prompting: J; C; A -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 205 -Let's Play (Scripted)  -small group instruction -individual instruction as needed (1:1) HOH prompting: E; N -gestural/partial physical prompting: J; C; A -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 206 -Do and Tell (Scripted)  -small group instruction -individual instruction as needed (1:1) HOH prompting: E; N -gestural/partial physical prompting: J; C; A -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 221 Challenge Station C -level 3 -Math Wonder Wall Review (smartboard)  -small group instruction -individual instruction as needed (1:1) HOH prompting: E; N -gestural/partial physical prompting: J; C; A -independent (or verbal prompting) completion: none
<b>Additional Notes:</b>					