

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: April 28– May 2, 2025

Week 34	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: <u>Plant a Seed/One Bean</u> (book) companions/resources/activities					
Other Resources (i.e. Internet, books, etc.): reading					
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 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. LT: "I am learning statements" SC: "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: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - with prompting, identify story elements to chow comprehension
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, if appropriate.	<u>Opening/Activator:</u> Tell me the name of our story	<u>Opening/Activator:</u> What grows in the spring?	<u>Opening/Activator:</u> If we plant a seed, what will it do?	<u>Opening/Activator:</u> Let's make seed balls!

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=tYnIXNXV2vc	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=zlo1giiTxCs	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=kYDJ_d8C7gU	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=EBHtpU1tB3E	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=d3rRWzdHv5M
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.	-review story -first page of workbook (title, author, characters, setting)	-sequencing worksheet in book (beginning, then, end)	-problem/solution page in workbook	-character characteristics sheet	-spring 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: _____
Closing: (We Check) Describe the instructional process that will be used to close the lesson. 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 the name (or author for levels 3 & 4?) of our book this week? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	<u>Summarizer:</u> Tell me 1 thing a seed needs to grow? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	<u>Summarizer:</u> Should we water our seeds? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	<u>Summarizer:</u> What does a seed need to grow? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E	<u>Summarizer:</u> Did you enjoy making your seed ball? Optional get moving: https://www.youtube.com/watch?v=EBHtpU1tB3E
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: April 28 – May 2, 2025

Week 34	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 MGSEK.MD.1; MGSE3.G.1; MGSEK.CC.4	<u>Standards</u> MGSEK.G.2; MGSEK.MD.3 MGSEK.MD.1; MGSE3.G.1; MGSEK.CC.4	<u>Standards</u> MGSEK.G.2; MGSEK.MD.3 MGSEK.MD.1; MGSE3.G.1; MGSEK.CC.4	<u>Standards</u> MGSEK.G.2; MGSEK.MD.3 MGSEK.MD.1; MGSE3.G.1; MGSEK.CC.4	<u>Standards</u> MGSEK.G.2; MGSEK.MD.3 MGSEK.MD.1; MGSE3.G.1; MGSEK.CC.4
Teaching Point: This section should list the learning target/s addressed in the mini lesson and work period. LT: "I am learning statements" SC: "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 objects that may be hot or cold	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -identify objects that may be hot or cold	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -identify objects that may be hot or cold	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -identify objects that may be hot or cold	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -identify objects that may be hot or cold
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> https://www.youtube.com/watch?v=wiprm4CzeSE&t=15s	<u>Opening/Activator</u> https://www.youtube.com/watch?v=S4ZZUIUYg2k	<u>Opening/Activator</u> https://www.youtube.com/watch?v=TJKwtpm6MaY&t=4s	<u>Opening/Activator</u> https://www.youtube.com/watch?v=-90A573cx3w	<u>Opening/Activator</u> https://www.youtube.com/watch?v=wiprm4CzeSE&t=53s

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 232 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 233 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 234 -Tell Me About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 235 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 250 -challenge station A -level 1
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 232 -Learning Circle (Scripted)	EQUALS Book p 233 -Solve a Problem (Scripted)	EQUALS Book p 234 -Learning Circle (Scripted)	EQUALS Book p 235 -Solve a Problem (Scripted)	EQUALS Book p 250 -challenge station B -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	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ Other:_____	Assessment: ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ MathSeeds ✓ finished product ✓ 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> Show me something hot	<u>Summarizer:</u> Show me something cold	<u>Summarizer:</u> Sort the pictures that are hot and cold	<u>Summarizer:</u> What should I wear sort	<u>Summarizer:</u> I can sort items by hot and cold
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> -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> -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> -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> -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> -Math Wonder Wall Review (smartboard) -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: Writing

Grade: K-2 ACCESS

Duration: April 28 – May 2, 2025

Week 34	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> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a	<u>Standards</u> ELAGSEKL1.a
Teaching Point: 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" TKES 1, 2, 3, 4, 5, 8, 10	<u>Learning Target:</u> I know: -the sound letter M makes <u>Success Criteria:</u> I can: -identify the letter "M"	<u>Learning Target:</u> I know: -the sound letter M makes <u>Success Criteria:</u> I can: -identify the letter "M"	<u>Learning Target:</u> I know: -the sound letter M makes <u>Success Criteria:</u> I can: -identify the letter "M"	<u>Learning Target:</u> I know: -the sound letter M makes <u>Success Criteria:</u> I can: -identify the letter "M"	<u>Learning Target:</u> I know: -the sound letter M makes <u>Success Criteria:</u> I can: -identify the letter "M"
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=YiK7IL0kqd0	<u>Opening/Activator</u> https://www.youtube.com/watch?v=WFMI-cV9sq8&t=1s	<u>Opening/Activator</u> https://www.youtube.com/watch?v=YiK7IL0kqd0	<u>Opening/Activator</u> https://www.youtube.com/watch?v=WFMI-cV9sq8&t=1s	<u>Opening/Activator</u> https://www.youtube.com/watch?v=YiK7IL0kqd0

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> HWT rainbow letter ___www.makinglearnin gfun.com ___complete tracing exercise on www.havefunlearning.c om ___bingo dotter letter ___match & glue pictures that start with sound ___stamp the letter & match upper case & lower case ___circle map ___playdough letters ___letter sort ___mini book	<u>Teaching Strategies</u> HWT rainbow letter ___www.makinglearnin gfun.com ___complete tracing exercise on www.havefunlearning.c om ___bingo dotter letter ___match & glue pictures that start with sound ___stamp the letter & match upper case & lower case ___circle map ___playdough letters ___letter sort ___mini book	<u>Teaching Strategies</u> HWT rainbow letter ___www.makinglearnin gfun.com ___complete tracing exercise on www.havefunlearning.c om ___bingo dotter letter ___match & glue pictures that start with sound ___stamp the letter & match upper case & lower case ___circle map ___playdough letters ___letter sort ___mini book	<u>Teaching Strategies</u> HWT rainbow letter ___www.makinglearnin gfun.com ___complete tracing exercise on www.havefunlearning.c om ___bingo dotter letter ___match & glue pictures that start with sound ___stamp the letter & match upper case & lower case ___circle map ___playdough letters ___letter sort ___mini book	<u>Teaching Strategies</u> HWT rainbow letter ___www.makinglearnin gfun.com ___complete tracing exercise on www.havefunlearning.c om ___bingo dotter letter ___match & glue pictures that start with sound ___stamp the letter & match upper case & lower case ___circle map ___playdough letters ___letter sort ___mini book
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	Handwriting without Tears: Guided letter worksheet	Bingo Dotter with letter of the week worksheet	Chalkboard, Mystery Box with letter worksheet	Playdough letters and letter of the week worksheet	Letter Review and letter of the week worksheet
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> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ finished product ✓ Other:	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ finished product ✓ Other:	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ finished product ✓ Other:	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ finished product ✓ Other:	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ finished product ✓ 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> __draw/color a picture __complete circle graph with the letter of the week __choose the letter from a field of 3	<u>Summarizer:</u> __draw/color a picture __complete circle graph with the letter of the week __choose the letter from a field of 3	<u>Summarizer:</u> __draw/color a picture __complete circle graph with the letter of the week __choose the letter from a field of 3	<u>Summarizer:</u> __draw/color a picture __complete circle graph with the letter of the week __choose the letter from a field of 3	<u>Summarizer:</u> __draw/color a picture __complete circle graph with the letter of the week __choose the letter from a field of 3
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:					

