

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: April 7, 2025 – April 7, 2025

Week 31	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> <u>April Foolishness!</u> (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> 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 <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 are the ids trying to do to their grandpa? (trick him)	<u>Opening/Activator:</u> Who helps the kids?	<u>Opening/Activator:</u> Let's plat a funny trick on our friends!
<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>-character characteristics sheet</p>	<p>-play a funny trick on a classmate!</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>	<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>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>	<u>Summarizer:</u>  What is the name or author 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>	<u>Summarizer:</u>  Does grandpa fall for the kids' tricks? Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<u>Summarizer:</u>  What does grandma do at the end of the book? Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<u>Summarizer:</u>  Tell me one thing from our story Optional get moving: <a href="https://www.youtube.com/watch?v=EBHtpU1tB3E">https://www.youtube.com/watch?v=EBHtpU1tB3E</a>	<u>Summarizer:</u>  Did your friend like your trick?! 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>	<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
<b>Additional Notes:</b>					

Teacher(s): N. Simmons

Subject: Math Grade: K-2 ACCESS

Duration: April 7, 2025 – April 7, 2025

Week 31	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> 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
<b>Teaching Point:</b> 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" <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: -*practice identifying purple and rhombus	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -*practice identifying purple and rhombus	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -*practice identifying purple and rhombus	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -*practice identifying purple and rhombus	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -*practice identifying purple and rhombus
<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=wiprm4CzeSE&amp;t=15s">https://www.youtube.com/watch?v=wiprm4CzeSE&amp;t=15s</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=S4ZZUIUYg2k">https://www.youtube.com/watch?v=S4ZZUIUYg2k</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=TJKwtpm6MaY&amp;t=4s">https://www.youtube.com/watch?v=TJKwtpm6MaY&amp;t=4s</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=-90A573cx3w">https://www.youtube.com/watch?v=-90A573cx3w</a>	<u>Opening/Activator</u> <a href="https://www.youtube.com/watch?v=wiprm4CzeSE&amp;t=53s">https://www.youtube.com/watch?v=wiprm4CzeSE&amp;t=53s</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 213 -Tell Me About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 214 -Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 215 -Tell Me About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 216 -Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 225 -Math Wonder Wall
<b>GUIDED PRACTICE</b> * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 213 -Learning Circle (Scripted)	EQUALS Book p 214 -Solve a Problem (Scripted)	EQUALS Book p 215 -Learning Circle (Scripted)	EQUALS Book p 216 -Solve a Problem (Scripted)	EQUALS Book p 225 -Scavenger Hunt
<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>  Show me the color yellow	<u>Summarizer:</u>  Touch the oval	<u>Summarizer:</u>  Make a pattern of yellow and oval	<u>Summarizer:</u>  Make a set of 5 yellow ovals	<u>Summarizer:</u>  Find 5 yellow ovals in the room
<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 213 -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 214 -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 215 -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 216 -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>  -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>  March Lessons 8, 9 & 10 (monthly lesson review)					

Teacher(s): N. Simmons

Subject: Writing

Grade: K-2 ACCESS

Duration: April 7, 2025 – April 7, 2025

Week 32	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> ELAGSEKL1.a.	<u>Standards</u> ELAGSEKL1.a.	<u>Standards</u> ELAGSEKL1.a.	<u>Standards</u> ELAGSEKL1.a.	<u>Standards</u> ELAGSEKL1.a.
<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 know: the sound letter "B" makes  <u>Success Criteria:</u> I can: Identify the letter "B"	<u>Learning Target:</u> I know: the sound letter "B" makes  <u>Success Criteria:</u> I can: Identify the letter "B"	<u>Learning Target:</u> I know: the sound letter "B" makes  <u>Success Criteria:</u> I can: Identify the letter "B"	<u>Learning Target:</u> I know: the sound letter "B" makes  <u>Success Criteria:</u> I can: Identify the letter "B"	<u>Learning Target:</u> I know: the sound letter "B" makes  <u>Success Criteria:</u> I can: Identify the letter "B"
<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. ( <u>activator</u> )  <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Opening/Activator</u> Introduce the letter of the week using the video <a href="https://www.youtube.com/watch?v=fxm0j1YU4wE">https://www.youtube.com/watch?v=fxm0j1YU4wE</a>	<u>Opening/Activator</u> Introduce the letter of the week using the video <a href="https://www.youtube.com/watch?v=fxm0j1YU4wE">https://www.youtube.com/watch?v=fxm0j1YU4wE</a>	<u>Opening/Activator</u> Introduce the letter of the week using the video <a href="https://www.youtube.com/watch?v=fxm0j1YU4wE">https://www.youtube.com/watch?v=fxm0j1YU4wE</a>	<u>Opening/Activator</u> Introduce the letter of the week using the video <a href="https://www.youtube.com/watch?v=fxm0j1YU4wE">https://www.youtube.com/watch?v=fxm0j1YU4wE</a>	<u>Opening/Activator</u> Introduce the letter of the week using the video <a href="https://www.youtube.com/watch?v=fxm0j1YU4wE">https://www.youtube.com/watch?v=fxm0j1YU4wE</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>	<u>Teaching Strategies</u> HWT rainbow letter ___www.makinglearn ngfun.com ___complete tracing exercise on <a href="http://www.havefunlearning.com">www.havefunlearning.com</a> ___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.makinglearn ngfun.com ___complete tracing exercise on <a href="http://www.havefunlearning.com">www.havefunlearning.com</a> ___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.makinglearn ngfun.com ___complete tracing exercise on <a href="http://www.havefunlearning.com">www.havefunlearning.com</a> ___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.makinglearn ngfun.com ___complete tracing exercise on <a href="http://www.havefunlearning.com">www.havefunlearning.com</a> ___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.makinglearn ngfun.com ___complete tracing exercise on <a href="http://www.havefunlearning.com">www.havefunlearning.com</a> ___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
<b>GUIDED PRACTICE</b> * 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
<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> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ Math Seeds ✓ finished product ✓ Other: _____	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ Math Seeds ✓ finished product ✓ Other: _____	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ Math Seeds ✓ finished product ✓ Other: _____	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ Math Seeds ✓ finished product ✓ Other: _____	<u>Assessment:</u> ✓ ticket out the door ✓ student created learning map ✓ data sheets ✓ self-assessment ✓ Math Seeds ✓ 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>  ___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
<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 -HOH prompting for ALL -verbal & gestural prompting for ALL -use of AT comm devices (ex: single & multi-switch; go-talk; turn-it-all) -highlighted letters -weighted pencils; -triangular colored pencils	<u>Differentiation:</u> small group instruction -individual instruction as needed -HOH prompting for ALL -verbal & gestural prompting for ALL -use of AT comm devices (ex: single & multi-switch; go-talk; turn-it-all) -highlighted letters -weighted pencils; -triangular colored pencils	<u>Differentiation:</u> small group instruction -individual instruction as needed -HOH prompting for ALL -verbal & gestural prompting for ALL -use of AT comm devices (ex: single & multi-switch; go-talk; turn-it-all) -highlighted letters -weighted pencils; -triangular colored pencils	<u>Differentiation:</u> small group instruction -individual instruction as needed -HOH prompting for ALL -verbal & gestural prompting for ALL -use of AT comm devices (ex: single & multi-switch; go-talk; turn-it-all) -highlighted letters -weighted pencils; -triangular colored pencils	<u>Differentiation:</u> small group instruction -individual instruction as needed -HOH prompting for ALL -verbal & gestural prompting for ALL -use of AT comm devices (ex: single & multi-switch; go-talk; turn-it-all) -highlighted letters -weighted pencils; -triangular colored pencils