

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

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

Duration: **October 30 – November 3, 2023**

Week 13	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Leaves! by: David Ezra Stein & When the Leaf Blew In by: Steve Metzger (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 mini lesson and work period.	<u>Standards</u> ELAGSEKRL2 ELAGSEKL5 ELAGSEKR15 ELAGSEKSL2	<u>Standards</u> ELAGSEKRL2 ELAGSEKL5 ELAGSEKR15 ELAGSEKSL2	<u>Standards</u> ELAGSEKRL2 ELAGSEKL5 ELAGSEKR15 ELAGSEKSL2	<u>Standards</u> ELAGSEKRL2 ELAGSEKL5 ELAGSEKR15 ELAGSEKSL2	<u>Standards</u> ELAGSEKRL2 ELAGSEKL5 ELAGSEKR15 ELAGSEKSL2
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> With prompting and support: I can: -answer “wh” questions about a story	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -answer “wh” questions about a story	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -answer “wh” questions about a story	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -answer “wh” questions about a story	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -answer “wh” questions about a story
Opening: (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participant Describe the	<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 season is this book about?	<u>Opening/Activator:</u> Who was the first animal to see the blowing leaf?	<u>Opening/Activator:</u> What does Bear decide to do when it snows?	<u>Opening/Activator:</u> Let’s make a delicious Autumn themed snack!!

<p>instructional process that will be used to introduce the lesson.</p> <p>Connection: This section should explain how the teacher will connect today's teaching to 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</p>	<p><u>Teaching Strategies:</u> https://www.youtube.com/watch?v=iwbrRJikLzI&t=41s</p>	<p><u>Teaching Strategies:</u> https://www.youtube.com/watch?v=FDjFHsz76vY</p>	<p><u>Teaching Strategies:</u> https://www.youtube.com/watch?v=iwbrRJikLzI&t=41s</p>	<p><u>Teaching Strategies:</u> https://www.youtube.com/watch?v=FDjFHsz76vY</p>	<p><u>Teaching Strategies:</u> -preview PPT for recipe</p>

<p>Learning (PBL), Demonstration, Lecture)</p> <p>TKES 1, 2, 3,4,5, 8,10</p>					
<p>Work Period: (We Do, You Do) Students learning by doing/demonstra ting 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>Guided Practice: -Interactive instruction between teachers & students. -Planned opportunities for</p>	<p>-recreate book with visuals (literacy/language unit) -story map</p>	<p>-Smart board & sequencing activity</p>	<p>-writing activity</p>	<p>-comprehension activity</p>	<p>-cooking activity</p>

<p>student active engagement and application.</p>					
<p>Independent Practice: This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)</p>	<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 _____
<p>Assessment: This section should include options to <u>determine level of mastery of the learning target.</u> (note whether formative or summative)</p> <p>TKES 1, 2, 3,4,5,6</p>	<p><u>Assessment:</u></p> <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: _____	<p><u>Assessment:</u></p> <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: _____	<p><u>Assessment:</u></p> <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: _____	<p><u>Assessment:</u></p> <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: _____	<p><u>Assessment:</u></p> <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> What kind of animal celebrating his first Fall/Autumn?	<u>Summarizer:</u> Touch your favorite character	<u>Summarizer:</u> Who did the spider land on?	<u>Summarizer:</u> Do you like the cool Autumn/Fall weather?	<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: **October 30 – November 3, 2023**

Week 13	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: EQUALS math book (TE) worksheets/manipulatives			Other Resources (i.e. Internet, books, etc.): EQUALS		
Standards: This section should include the standard/element that is addressed in	<u>Standards</u> K.MDR.7.3 K.NR.1.1 K.NR.1.4 K.GSR.8.1	<u>Standards</u> K.MDR.7.3 K.NR.1.1 K.NR.1.4 K.GSR.8.1	<u>Standards</u> K.MDR.7.3 K.NR.1.1 K.NR.1.4 K.GSR.8.1	<u>Standards</u> K.MDR.7.3 K.NR.1.1 K.NR.1.4 K.GSR.8.1	<u>Standards</u> K.MDR.7.3 K.NR.1.1 K.NR.1.4 K.GSR.8.1
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	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -match and identify the color brown -match and identify the shape square	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -match and identify the color brown -match and identify the shape square	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -match and identify the color brown -match and identify the shape square	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -match and identify the color brown -match and identify the shape square	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -match and identify the color brown -match and identify the shape square
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	<u>Opening/Activator</u> https://www.youtube.com/watch?v=jRHJpbzZwK0 https://www.youtube.com/watch?v=rb8Y38eilRM	<u>Opening/Activator</u> https://www.youtube.com/watch?v=nB9rFcx46g8 https://www.youtube.com/watch?v=sBDG297o1jA	<u>Opening/Activator</u> https://www.youtube.com/watch?v=jRHJpbzZwK0 https://www.youtube.com/watch?v=rb8Y38eilRM	<u>Opening/Activator</u> https://www.youtube.com/watch?v=Ynra3krzSns https://www.youtube.com/watch?v=sBDG297o1jA	<u>Opening/Activator</u> https://www.youtube.com/watch?v=nB9rFcx46g8 https://www.youtube.com/watch?v=rb8Y38eilRM

<p>used to introduce the lesson.</p> <p>Connection:</p> <p>This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students.</p> <p>(activator)</p> <p>TKES 1, 2, 3,4,5, 8,10</p>					
<p>Teaching Strategies:</p> <p>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>-EQUALS (ACCESS math program)</p> <p>EQUALS Book p 70</p> <p>-Tell me about it (Scripted)</p>	<p><u>Teaching Strategies</u></p> <p>-EQUALS (ACCESS math program)</p> <p>EQUALS Book p 71</p> <p>-Write About It (Scripted)</p>	<p><u>Teaching Strategies</u></p> <p>-EQUALS (ACCESS math program)</p> <p>EQUALS Book p 72</p> <p>-Tell me about it (Scripted)</p>	<p><u>Teaching Strategies</u></p> <p>-EQUALS (ACCESS math program)</p> <p>EQUALS Book p 73</p> <p>-Write About It (Scripted)</p>	<p><u>Teaching Strategies</u></p> <p>-EQUALS (ACCESS math program)</p> <p>EQUALS Book p 79</p> <p>-Challenge Station D -Level 1</p>

GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.	EQUALS Book p 70 -Learning Circle (Scripted)	EQUALS Book p 71 -Solve a Problem (Scripted)	EQUALS Book p 72 -Learning Circle (Scripted)	EQUALS Book p 73 -Solve a Problem (Scripted)	EQUALS Book p 80 -Challenge Station D -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> Which one is brown?	<u>Summarizer:</u> This is a ____.	<u>Summarizer:</u> Match brown	<u>Summarizer:</u> Match the square	<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 70 -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 71 -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 72 -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 73 -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 80 -Challenge Station E -Level 2 -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: This lesson will begin the very last week of October and go into the very beginning of November					