

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: September 30 – October 4, 2024

Week 9	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> <u>The Little Old Lady Who Wasn't Afraid of Anything</u> by: Linda Williams (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> Hurricane NO SCHOOL	<u>Standards</u> TEACHER PLANNING NO SCHOOL	<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. "I CAN statements" <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Learning Target:</u>  <u>Success Criteria:</u>	<u>Learning Target:</u>  <u>Success Criteria:</u>	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - retell a familiar story, including key details, with prompting and support	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - retell a familiar story, including key details, with prompting and support	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: - retell a familiar story, including key details, with prompting and support
<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>	<u>Opening/Activator:</u>	<u>Opening/Activator:</u>  <a href="https://www.youtube.com/watch?v=yhWDT1tG5s">https://www.youtube.com/watch?v=yhWDT1tG5s</a>	<u>Opening/Activator:</u>  <a href="https://www.youtube.com/watch?v=yhWDT1tG5s">https://www.youtube.com/watch?v=yhWDT1tG5s</a>	<u>Opening/Activator:</u>  Sing the following song to students: Scarecrow, Scarecrow How scary can you be? You scared (insert name) But you didn't scare me! Insert a different students name each time

<p><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)</p> <p><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><u>Teaching Strategies:</u></p>	<p><u>Teaching Strategies:</u></p>	<p><u>Teaching Strategies:</u></p> <p>To gain students attention, there will a pair of shoes, a pair of pants, a shirt, a pair of gloves, a hat, and a pumpkin scattered throughout the room. Students will be asked to wander through the classroom looking for the mystery items. They will then think-pair-share with their neighbor about what they think the mystery items mean</p>	<p><u>Teaching Strategies:</u></p> <p>Discuss story elements with children. Who was the main character? Where did the story take place? What was the problem? What was the solution? What happened in the beginning of the story? What happened in the middle of the story? What happened at the end of the story?</p>	<p><u>Teaching Strategies:</u></p> <p>Students will sequence the events of the story in a small group using flannel board with felt pieces. They will also be provided with flannel numbers to help them sequence the events</p>

<p><b>Work Period:</b> <b>(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>- Students will cut out five main events from the story and glue them in the correct order. With prompting and modeling, they can write the numeral reflecting the ordinal number based on the sequence in the story if able.)</p>	<p>-comprehension (answering “wh” questions)</p>	<p>-comprehension assessment</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><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</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><input type="checkbox"/> Worksheet_____</p> <p><input type="checkbox"/> Project_____</p> <p><input type="checkbox"/> Activity_____</p> <p><input type="checkbox"/> Other_____</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)</p> <p><b>TKES 1, 2, 3,4,5,6</b></p>	<p><u>Assessment:</u></p> <p><input type="checkbox"/> ticket out the door</p> <p><input type="checkbox"/> student created learning map</p> <p><input type="checkbox"/> data sheets</p> <p><input type="checkbox"/> self-assessment</p> <p><input type="checkbox"/> Reading Eggs</p> <p><input type="checkbox"/> finished product</p> <p><input type="checkbox"/> Other: _____</p>	<p><u>Assessment:</u></p> <p><input type="checkbox"/> ticket out the door</p> <p><input type="checkbox"/> student created learning map</p> <p><input type="checkbox"/> data sheets</p> <p><input type="checkbox"/> self-assessment</p> <p><input type="checkbox"/> Reading Eggs</p> <p><input type="checkbox"/> finished product</p> <p><input type="checkbox"/> Other: _____</p>	<p><u>Assessment:</u></p> <p><input type="checkbox"/> ticket out the door</p> <p><input type="checkbox"/> student created learning map</p> <p><input type="checkbox"/> data sheets</p> <p><input type="checkbox"/> self-assessment</p> <p><input type="checkbox"/> Reading Eggs</p> <p><input type="checkbox"/> finished product</p> <p><input type="checkbox"/> Other: _____</p>	<p><u>Assessment:</u></p> <p><input type="checkbox"/> ticket out the door</p> <p><input type="checkbox"/> student created learning map</p> <p><input type="checkbox"/> data sheets</p> <p><input type="checkbox"/> self-assessment</p> <p><input type="checkbox"/> Reading Eggs</p> <p><input type="checkbox"/> finished product</p> <p><input type="checkbox"/> Other: _____</p>	<p><u>Assessment:</u></p>

<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>	<u>Summarizer:</u>	<u>Summarizer:</u>  What did the little old lady come across first?	<u>Summarizer:</u>  What did the little old lady come across second?	<u>Summarizer:</u>  What did the little old lady come across third and fourth?
<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> -	<u>Differentiation:</u>	<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>					

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Subject: Math Grade: K-2 ACCESS

Duration: September 30 – October 4, 2024

Week 9	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. TKES 1, 2, 3,4,5, 8,10	<u>Standards</u> Hurricane NO SCHOOL	<u>Standards</u> TEACHER PLANNING NO SCHOOL for students	<u>Standards</u> K.PAR.6.1 K.MDR.7.1	<u>Standards</u> K.PAR.6.1 K.MDR.7.1	<u>Standards</u> K.PAR.6.1 K.MDR.7.1
<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" TKES 1, 2, 3,4,5, 8,10	<u>Learning Target:</u>  <u>Success Criteria:</u>	<u>Learning Target:</u>  <u>Success Criteria:</u>	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -match & identify the color orange -match & identify a triangle	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -match & identify the color orange -match & identify a triangle	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -match & identify the color orange -match & identify a triangle
<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) TKES 1, 2, 3,4,5, 8,10	<u>Opening/Activator</u>	<u>Opening/Activator</u>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=2jaEAVxl5Rk">https://www.youtube.com/watch?v=2jaEAVxl5Rk</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=w1BPd3it9dQ">https://www.youtube.com/watch?v=w1BPd3it9dQ</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=2jaEAVxl5Rk">https://www.youtube.com/watch?v=2jaEAVxl5Rk</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>	<a href="#">Teaching Strategies</a>	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 56 -Tell me about it (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 56 -Tell me about it (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 57 -Write About It (Scripted)
<b>GUIDED PRACTICE</b> * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.			EQUALS Book p 55 -Solve a Problem (Scripted)	EQUALS Book p 56 -Learning Circle (Scripted)	EQUALS Book p 57 -Solve a Problem (Scripted)
<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 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>	<u>Summarizer:</u>	<u>Summarizer:</u>  Which one is orange?	<u>Summarizer:</u>  Match the triangle	<u>Summarizer:</u>  Match the orange triangle
<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>	<u>Differentiation:</u>	<u>Differentiation:</u> EQUALS Book p 55 -Do and Tell (Scripted)  -small group instruction -individual instruction as needed (1:1) HOH prompting: ALL -gestural/partial physical prompting: JALL -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 56 -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 57 -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
<b>Additional Notes:</b>  Lessons 1 & 2					

