

Teacher(s): N. Simmons

Subject: E/LA Grade: K-2 ACCESS

Duration: October 14 – October 18, 2024

Week 11	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Materials Needed:</b> <b>Room on the Broom</b> by: Julia Donaldson (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> NO SCHOOL	<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</u> /s 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> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: -I can identify characters, settings, and major events in a story.	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: -I can identify characters, settings, and major events in a story.	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: -I can identify characters, settings, and major events in a story.	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: -I can identify characters, settings, and major events in 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>	<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> Talk about what we remembered from the story.  <a href="https://www.youtube.com/watch?v= uQulEnxsRo">https://www.youtube.com/watch?v= uQulEnxsRo</a>	<u>Opening/Activator:</u> <a href="https://www.youtube.com/watch?v=AjzxNOOT7fs">https://www.youtube.com/watch?v=AjzxNOOT7fs</a>	<u>Opening/Activator:</u> How many animals want a ride on the broom?

<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>	<u>Teaching Strategies:</u> Introduce Vocabulary  Picture Walk through the book. Make predictions on what the book may be about.  Read the story and check to see if the predictions were true.	<u>Teaching Strategies:</u> As we read the book, point out how the witch needs help. Who helps the witch?  Who questions	<u>Teaching Strategies:</u> Read book aloud.  Have students assist in reading the book.  I have students recall key details by answering comprehension questions.	<u>Teaching Strategies:</u> Comprehension questions
<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. <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b>  <b>Guided Practice:</b> -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.		<u>Teaching Strategies:</u> Introduce Vocabulary  Picture Walk through the book. Make predictions on what the book may be about.  Read the story and check to see if the predictions were true.	<u>Teaching Strategies:</u> As we read the book, point out how the witch needs help. Who helps the witch?  Wh questions	<u>Teaching Strategies:</u> Read book aloud.  Have students assist in reading the book.  I have students recall key details by answering comprehension questions.	-sequencing cards

<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"/> 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>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>  Who is the main character in this book?	<u>Summarizer</u>  Who did the witch pick up first?	<u>Summarizer:</u>  What happened to the witch's broom?	<u>Summarizer:</u>  What happened to the witch's broom? What about at the end of the sotry?
<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	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL -gestural/partial physical prompting: ALL	<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	-gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	gestural/partial physical prompting: ALL -independent (or verbal prompting) completion: none	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 14 – October 18, 2024

Week 10	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> NO SCHOOL	<u>Standards</u> MFA.NSQ.1; MFA.NSQ.2; MGSE9-k.G.C.1	<u>Standards</u> MFA.NSQ.1; MFA.NSQ.2; MGSE9-k.G.C.1	<u>Standards</u> MFA.NSQ.1; MFA.NSQ.2; MGSE9-k.G.C.1	<u>Standards</u> MFA.NSQ.1; MFA.NSQ.2; MGSE9-k.G.C.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" <b>TKES 1, 2, 3,4,5, 8,10</b>	<u>Learning Target:</u>  <u>Success Criteria:</u> -	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- - identify sets of one object and many objects	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- - identify sets of one object and many objects	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- - identify sets of one object and many objects	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- - identify sets of one object and many objects
<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>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=uXyWsP6TUV4">https://www.youtube.com/watch?v=uXyWsP6TUV4</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=7yRPzGao_mE">https://www.youtube.com/watch?v=7yRPzGao_mE</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=2wFMdKb0cz0">https://www.youtube.com/watch?v=2wFMdKb0cz0</a>	<u>Opening/Activator</u>  <a href="https://www.youtube.com/watch?v=w1BPd3it9dQ">https://www.youtube.com/watch?v=w1BPd3it9dQ</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> -EQUALS (ACCESS math program)  EQUALS Book p 58 -Tell me about it (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 59 -Write About It (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 60 -Tell me about it (Scripted)	<a href="#">Teaching Strategies</a> -EQUALS (ACCESS math program)  EQUALS Book p 76 -Challenge Station -Level 1
<b>GUIDED PRACTICE</b> * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.		EQUALS Book p 58 -Learning Circle (Scripted)	EQUALS Book p 59 -Solve a Problem (Scripted)	EQUALS Book p 60 -Learning Circle (Scripted)	EQUALS Book p 76 -Challenge Station -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>	<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:
<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>  Match one.	<u>Summarizer:</u>  Which set shows one?	<u>Summarizer:</u>  Which set shows 3?	<u>Summarizer:</u>  Show me a set of one. Show me a set of many.
<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> EQUALS Book p 58 -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 59 -Do and Tell  --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 60 -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 76 -Challenge Station -Level 3  -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 3 & 4					