

Teacher(s): N. Simmons

Subject: E/LA

Grade: K-2 ACCESS

Duration: November 11– November 15, 2024

Week 15	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: <u>Run, Turkey, Run!</u> by: Diane Mayr (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 learning target. The number is appropriate. <u>TKES 1, 2, 3,4,5, 8,10</u>	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL3 ELAGSEKL6 ELAGSEKRL10
Teaching Point: This section should list the learning target/s addressed in the mini lesson and work period. “I CAN statements” <u>TKES 1, 2, 3,4,5, 8,10</u>	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> With prompting and support: I can: -retell a story to show understanding
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)	<u>Opening/Activator:</u> What animal is this story about?	<u>Opening/Activator:</u> Why is the turkey nervous?	<u>Opening/Activator:</u> What does the turkey do?	<u>Opening/Activator:</u> Let's make a thankfulness turkey ☺	<u>Opening/Activator:</u> Let's make some turkey cookie snacks!!

TKES 1, 2, 3,4,5, 8,10					
ing 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: Introduce the title, author, and illustrator of Run Turkey, Run. Ask students to look closely at the cover. What might this book be about? Have you ever seen a turkey? What sound does a turkey make? Read aloud for enjoyment and to see what happens to the turkey in the story.	Teaching Strategies: https://www.youtube.com/watch?v=lvMKKlvZPW&t=2s	Teaching Strategies: https://www.youtube.com/watch?v=lvMKKlvZPW&t=2s	Teaching Strategies: https://www.youtube.com/watch?v=VxfajHBG9Rg	Teaching Strategies: -preview PPT for recipe
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.	-recreate book with visuals (literacy/language unit)	-story map	-story map (mimio board) -comprehension activity	-turkey craft	-cooking activity

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: _____
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> Touch the turkey	<u>Summarizer:</u> Where did turkey hide first?	<u>Summarizer:</u> Did the turkey escape?	<u>Summarizer:</u> Let's make a turkey!	<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

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Subject: Math

Grade: K-2 ACCESS

Duration: November 11– November 15, 2024

Week 15	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> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7	<u>Standards</u> K.NR.1.1 K.MDR.7
Teaching Point: This section should list the learning target/s 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: -count objects up to 4 -sort objects to make sets by category (cookies and crayons) & shape (square and triangle)	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects up to 4 -sort objects to make sets by category (cookies and crayons) & shape (square and triangle)	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects up to 4 -sort objects to make sets by category (cookies and crayons) & shape (square and triangle)	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects up to 4 -sort objects to make sets by category (cookies and crayons) & shape (square and triangle)	<u>Learning Target:</u> I am learning: -about math concepts <u>Success Criteria:</u> I can: -count objects up to 4 -sort objects to make sets by category (cookies and crayons) & shape (square and triangle)
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	<u>Opening/Activator</u> https://www.youtube.com/watch?v=u4_L7CM46M4	<u>Opening/Activator</u> https://www.youtube.com/watch?v=wiprm4CzeSE	<u>Opening/Activator</u> https://www.youtube.com/watch?v=V7Ds6-rnvi0	<u>Opening/Activator</u> https://www.youtube.com/watch?v=TJKwtpm6MaY	<u>Opening/Activator</u> https://www.youtube.com/watch?v=TJKwtpm6MaY

<p>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 Learning (PBL), Demonstration, Lecture)</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p><u>Teaching Strategies</u> -EQUALS (ACCESS math program)</p> <p>EQUALS Book p 91 -Tell me about it (Scripted)</p>	<p><u>Teaching Strategies</u> -EQUALS (ACCESS math program)</p> <p>EQUALS Book p 92 -Write About It (Scripted)</p>	<p><u>Teaching Strategies</u> -EQUALS (ACCESS math program)</p> <p>EQUALS Book p 93 -Tell me about it (Scripted)</p>	<p><u>Teaching Strategies</u> -EQUALS (ACCESS math program)</p> <p>EQUALS Book p 94 -Write About It (Scripted)</p>	<p><u>Teaching Strategies</u> -EQUALS (ACCESS math program)</p> <p>EQUALS Book p 103 -Challenge Station A -Level 1</p>
<p>GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.</p>	<p>EQUALS Book p 91 -Learning Circle (Scripted)</p>	<p>EQUALS Book p 92 -Solve a Problem (Scripted)</p>	<p>EQUALS Book p 93 -Learning Circle (Scripted)</p>	<p>EQUALS Book p 94 -Solve a Problem (Scripted)</p>	<p>EQUALS Book p 104 -Challenge Station B -Level 2</p>
<p>Independent Practice: 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"/> Worksheet _____</p> <p><input type="checkbox"/> Project _____</p> <p><input type="checkbox"/> Activity _____</p>	<p><input type="checkbox"/> Worksheet _____</p> <p><input type="checkbox"/> Project _____</p> <p><input type="checkbox"/> Activity _____</p>	<p><input type="checkbox"/> Worksheet _____</p> <p><input type="checkbox"/> Project _____</p> <p><input type="checkbox"/> Activity _____</p>	<p><input type="checkbox"/> Worksheet _____</p> <p><input type="checkbox"/> Project _____</p> <p><input type="checkbox"/> Activity _____</p>

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> Fill the cup	<u>Summarizer:</u> Empty the cup	<u>Summarizer:</u> Which one full?	<u>Summarizer:</u> Which one empty?	<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 91 -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 92 -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 93 -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 94 -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 105 -Challenge Station C -Level 1 -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: November Lessons 5 &6					

