

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Thursday 03/18/2021	Readers Workshop Unit 4 Lesson 17- Celebration	Writers Workshop Unit 4 Lesson 17- Celebration	Eureka Math Module 6 Lesson 17 Foundations of Multiplication and Division Concept(s): Relate doubles to even numbers, and write number sentences to express the sums.	Phonics LC Units of Study: Unit 4 - Bend 3 Lesson 14 TE pages 92-98 UOS in Phonics - Learning New Prefixes: pre-, re-, and in-	Topic - Social Studies James Oglethorpe & Tomochichi
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Standard/s: <u>ELAGSE2SL2:</u> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	Standard/s: <u>ELAGSE2SL1</u> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by linking their comments to the remarks of others.	Standard/s: <u>2.OA.3</u> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. <u>2.G2</u> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. <u>2.OA.4</u> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Standards: <u>ELAGSE2L4:</u> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <u>ELAGSE2RI4:</u> Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. <u>ELAGSE2RF3:</u> Know and apply grade-level phonics and word analysis skills in decoding words.	Standard/s: SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.
	Learning Target/Teaching Point: I am learning to describe key details from a story and present it to others. Success Criteria: I know I will be successful when: -I can debate my opinions about my book. -I can give reasons to make my debate stronger.	Learning Target/Teaching Point I can participate with partners in small groups. Success Criteria: I know I will be successful when: -I can share my poems with partners.	Learning Target/Teaching Point: We are learning to investigate the patterns of even numbers in the ones place and relate them to odd numbers. Success Criteria: I know I will be successful when: - I can create a repeated addition equation. -I can skip-count by twos. -I know that an even number ends in 0, 2, 4, 6, and 8. -I know that doubled means to add two of the same number.	Learning Target/Teaching Point: We are learning that prefixes are word parts that affect the meanings of words. Success Criteria: I know I will be successful when: -I can study prefix and base words. -I can use context clues to figure out the meaning of tricky prefix words.	- Learning Target/Teaching Point: - I can tell who James Oglethorpe and Tomochichi were and explain why they were important. - - Success Criteria: - I know I will be successful when I can: - Tell that James Oglethorpe was a British man who started a new colony in America. - - Tell that Tomocchi was a Native American who

					befriended Oglethorpe and negotiated the land that became Georgia.
<p>Introduction/ Connection Celebrate the growth your readers have made across the unit and across the year. Call up a few students to the front of the room and have them stand beside a meter stick, marveling at how they've grown so much, just like Jack's fairytale beanstalk.</p> <p>Say that today you'll celebrate this final unit with mini-debates. Each club will host a debate and it will be important to prepare to make those debates even stronger.</p>	<p>Introduction/ Connection Ask students to practice reading their poems aloud to themselves.</p>	<p>Introduction/ Connection Structure of Lesson: Fluency- 10 minutes Application Problem- 6 minutes Application Problem- 34 minutes Student Debrief- 10 minutes</p> <p>Fluency (10 minutes): Subtraction Patterns Fluency Practice Set</p> <p>Application Problem: Seven students sit one side of a lunch table. Seven more students sit across from them on the other side of the table.</p> <ol style="list-style-type: none"> Draw an array to show the students Write an addition equation that matches the array. <p>Three more students sit down on each side of the table.</p> <ol style="list-style-type: none"> Draw an array to show how many students there are now. Write an addition equation that matches the new array. 	<p>Introduction/ Connection Before the lesson, prepare to display a letter from Rasheed or a past teacher.</p> <p>Reveal the "To Learn A New Prefix" chart and sentences from student's papers containing words with the prefix pre-, re-, and in-.</p> <p>Introduce the letter you found in your mailbox. Invite students to take on Rasheed's challenge! Provide students with some of the things Rasheed heard the student's say that included prefixes.</p>	<p>Introduction/ Connection Just read the first 3 sections of the website http://georgiascolonialhistory.weebly.com/tomochichi.html</p>	
<p>Direct Instruction Mini-Lesson TP- Today I want to teach you that to make your debate stronger, it's important to be able to say more about your reasons. You can use the book to give examples and say, "In the book..." or "For example..."</p> <p>Go back to the Frog and Toad debate you began during yesterday's lesson. "Watch how I use the book to say more about the reasons I think Frog is a good friend. Ready? I think Frog is a good friend because he tries to help Toad. Hmmm, now I need</p>	<p>Direct Instruction Mini-Lesson Students will perform their poems out-loud.</p>	<p>Concept Development: Have students use their fingers to hold up and create a repeated addition sentence until reaching $5 + 5 = 10$.</p> <p>Ask the students "What patterns do you see in the totals?"</p> <p>Teach the students about even numbers 2, 4, 6, and 8.</p> <p>Have the students practice doubles by one creating rows and the other</p>	<p>Direct Instruction: Teach TP: "Today I want to teach you that second grade readers can figure out what a prefix means on their own. It's important to first notice that a word starts with a prefix--to note the prefix--and then think about what the word means with and without the prefix. To really 'own' that prefix, it helps to think, 'What are some other words I know that use this prefix?'"</p> <p>Pull out or write a handful of sentences Rasheed sent that all include the same prefix.</p> <p>Write the following sentences on sentence strips or chart paper: Joseph: "It really helps to preview the cover and the pages of the book before we read it."</p>	<p>Direct Instruction Show the 8 minute video to review James Oglethorpe and Savannah River. https://youtu.be/SIH7c_XeZbw</p>	

	<p>to say more. How does he help Toad?"</p> <p>Think aloud and flip through the pages to find an example as a way of making this process replicable. "Oh yes! I think Frog is a good friend because he tries to help Toad. For example, Frog points out all the things that need to be cleaned up, like the dishes in the sink. In the book it says "Your kitchen sink is filled with dirty dishes, said Frog".</p> <p>Rename your process, highlighting how you gave a reason and then used the details from the book to give an example.</p> <p>Nudge kids to think about their side of the debate, from yesterday's lesson. "Partners who are on the side that believes their main character is a good friend, say why. Then, think about examples that show how the character is a good friend. What does the character say or do? Remember, uses the words for example or in the book to help you say more about your reasons?"</p> <p>Encourage students that today during reading, find and mark examples that support their opinions.</p>		<p>partner doubling by creating another row.</p>	<p>Adju: "Will you get me one of the premade booklets from the writing center?" Carmen: "We're writing way more than in preschool!"</p> <p>Turn & Talk: Have students read through the sentences and assist in noticing words that start with a few extra letters - letters that might change the meaning of that word. (<i>preview, premade, preschool</i>)</p> <p>Teacher will model figuring out the prefix means by studying the base word, then seeing how the prefix changes the meaning. (<i>preschool</i>)</p> <p>Remind students it can help to first cover up the prefix and zoom in on the word you know. Demonstrate covering up the <i>prefix pre-</i>. Then, determine the meaning of the word <i>school</i>. A place where kids come to learn, read, write, and play.</p> <p>Now you try! Channel students to generate words that begin with the same <i>prefix pre-</i>. (<i>preheat, prewrite, preread, prewash, pregame, prepay</i>)</p> <p>Congratulate students for doing a super job of reading words with that prefix, talking about what it means, and even thinking about other words that start the same way.</p>	
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to</p>	<p>Small Group: ___ Interactive Read Aloud ___ Strategy Group ___ Guided Reading Group ___ Shared Reading (K-2) ___ Interactive Writing ___ Word Study</p> <p>Standard:</p> <p>Teaching Point:</p> <p>Strategy:</p>	<p>Small Group Instruction: ___ Strategy Group ___ Interactive Writing (K-2) ___ Word Study ___ Shared Writing</p> <p>Standard:</p> <p>Teaching Point:</p> <p>Strategy:</p>	<p>Considerations for Differentiation: Small group re-instruction of the daily concept in order to assist students with completion of the Problem Set with use of a modified practice/whiteboards/ and/or manipulatives.</p> <p>Teaching Point: Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Active Engagement (Included in Teach) Now you try! Channel students to generate words that begin with the same <i>prefix pre-</i>. (<i>preheat, prewrite, preread, prewash, pregame, prepay</i>)</p> <p>Congratulate students for doing a super job of reading words with that prefix, talking about what it means, and even thinking about other words that start the same way.</p>	<p>Guided Practice: Read aloud pages 4-11 of the Tomochichi biography reader.</p> <p>New word you may encounter: chief- leader of a tribe of people</p>

<p>engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Reading Conferences:</p> <ul style="list-style-type: none"> ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference 	<p>Writing Conferences:</p> <ul style="list-style-type: none"> ___ RDCT Conference ___ Goal Setting Conference 	<p>Problem Set (You Do)</p> <p>Students work to complete the Problem Set in the allotted time. (10 minutes) Teachers will walk around, monitoring and supporting students as needed.</p> <p>Considerations for Differentiation:</p> <p>Scaffolding as needed with specific students. (EIP/ZEARN/SMALL GROUP/PARTNERS/Modified Practice/Exit Ticket/Assessment)</p> <p>Teaching Point:</p> <p>Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Rug Time/Apply</p> <p>Teachers will challenge students or partnerships to continue identifying prefixed words.</p> <p>Pass out the remaining sentences Rasheed shared. Make sure that half of the students receive the sheet prefix re- words and half receive the sheet with prefix in- words.</p> <p>Guide students in finding words with prefixes. Remind them they can cover the prefix of one of the words, think about what the base word means, uncover the prefix and think about what the word means with the prefix added. After that, generate words that may start the same way.</p> <p>Teachers will circulate and coach students as needed. (Possible Coaching Moves page 95)</p> <p>When students are finished, have them trade their sheets with other students or partnerships.</p>	
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>Share</p> <p>Host your unit celebration with club debates.</p> <p>Students will split up into their book clubs and debate their side with their partners. Teacher will circulate around mini-debates to coach in to support the students as needed.</p>	<p>Share</p>	<p>Debrief</p> <p>Discuss with students the lesson as a whole.</p> <p>Invite S. to review their solutions for the Problem Set.</p> <p>After debrief – Students will complete Lesson Exit Ticket. The teacher will use these to determine levels of student understanding.</p>	<p>Share</p> <p>Invite students to add words with the new prefix they studied to their scrapbooks.</p> <p>Make a pretend phone call to Rasheed’s first grade class. Inform him that second grade is ready to teach him about prefixes.</p> <p>Indicate that Rasheed is too busy assisting his first grade students right now because they really need his help.</p> <p>Since Rasheed can’t be here to learn from you, encourage students to remember to place their prefix on the page, tell what it means, and remember to give him examples of it in their scrapbooks.</p> <p>Add the new prefixes to the anchor chart.</p> <ul style="list-style-type: none"> ● in - means not, the opposite of, or reversal of ● pre-means before ● re-means again 	<p>Summarize:</p> <p>Share 3 things you learned about Tomochichi.</p>