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| <b>Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson</b>  |   | <b>Grade: 2nd</b>  |   |   |   |
| <b>Date of Instruction:</b><br><b>Thursday</b><br><b>04/22/2021</b>   | <b>Readers Workshop</b><br>If/Then Unit: Reading and Role Playing-Fairy Tales, Folktales, Fables, and Fantasy<br><br>Bend I<br>Lesson 4   | <b>Writers Workshop</b><br>If/Then Fantasy Unit<br>Lesson 5  | <b>Eureka Math</b><br>Module <u>7</u> Lesson 12<br>Problem Solving with Length, Money, and Data<br>Concept(s): Solve Word Problems Involving Different Ways to Make Change from \$1.  | <b>Phonics</b><br>LC Units of Study: Unit 1- <b>Beginning Bend 2</b><br>Lesson 8 TE pages 53-60<br>UOS in Phonics - Second-Graders Are More Careful Spellers, Especially With Troublemaker Words<br><br><b>Digital Read &amp; Spell LC SNAP Word Practice:</b><br><a href="https://www.youtube.com/watch?v=3VZS2W2TP6A">https://www.youtube.com/watch?v=3VZS2W2TP6A</a><br><br><b>*Note this session is a full one. You'll need to pay attention to pacing!</b>                               | <b>Science</b><br><b>Topic- Life Science-</b>   |
| <b>Opening (I Do)</b><br><br>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.<br><br><b>TKES 1, 2, 3,4,5, 8,10</b> | <b>Standard/s:</b> <b>ELAGSE2RL1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><b>ELAGSE2RL7:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                                     | <b>Standard/s:</b><br><b>ELAGSERL1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><b>ELAGSE2W3:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | <b>Standard/s:</b><br><b>MGSE2.MD.8:</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and cent symbols appropriately.<br><b>MGSE.NBT.5:</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.   | <b>Standards:</b><br><b>ELAGSE2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.  | <b>Standard/s:</b><br>S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.<br>a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans. |
|   | <b>Learning Target/Teaching Point:</b><br>I am learning to uncover the magic in fairy tales, folktales, fables, and fantasy.<br><br><b>Success Criteria:</b><br>I know I will be successful when:<br>-I can compare our world we live in and the magical world in some of our fiction books.<br>-I can determine the magic and fantastical elements in different fiction stories. | <b>Learning Target/Teaching Point</b><br>I am learning to write a fiction narrative.<br><br><b>Success Criteria:</b><br>I know I will be successful when:<br>-I can create a setting for my story.<br>-I can provide details to describe my setting.   | <b>Learning Target/Teaching Point:</b><br>We are learning to solve problems involving money.<br><br>We are learning to solve word problems involving different ways to make change from \$1.<br><br><b>Success Criteria:</b><br>I know I will be successful when:<br>-I can solve problems involving money.<br>-I can solve word problems involving different ways to make change from \$1, so I can use money correctly. | <b>Learning Target/Teaching Point:</b><br>We are learning to look out for and spell troublemaker words.<br><br>We are learning to develop strategies for remembering how to spell commonly misspelled HFW.<br><br><b>Success Criteria:</b><br>I know I will be successful when:<br>-I can review HFW.<br>-I can study HFW by noticing tricky parts.<br>-I can invent new ways to help me learn a troublesome word.<br>-I can use a variety of strategies to help me spell a troublesome word. | <b>Learning Target/Teaching Point:</b><br>I can communicate information about the lifecycle of a bird.<br><br><b>Success Criteria:</b><br><ul style="list-style-type: none"><li>understand and use expert vocabulary</li><li>identify the stages of a bird's (chicken) life cycle</li><li>ask questions to determine the</li></ul>  |

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| <p><b>Introduction/ Connection</b><br/> <b>Materials:</b><br/> Several books to help point out the different types of magic</p> <p>SAY: "When's the last time you traveled in a spinning tree house or cast a magic spell using your magical wand?"</p> <p>What? You've never done this in real life? Wouldn't you love to try it out?"</p>   | <p><b>Introduction/ Connection</b><br/> Now that you have characters for your fiction narrative, we need to plan the setting. Who remembers what a setting is?</p>   | <p><b>Introduction/ Connection</b><br/> <b>Structure of Lesson:</b><br/> Fluency- 12 minutes<br/> Application Problem- 5 minutes<br/> Concept Development- 33 minutes<br/> Student Debrief- 10 minutes</p> <p><b>Fluency (10 minutes):</b><br/> *Sprint: Adding Across Ten 2.OA.2 (9 minutes)<br/> * Making \$1 2.NBT.5 (3 minutes)</p> <p><b>Application Problem:</b><br/> Teacher: we can write 100 cents as \$1 in our number sentence.<br/> Richie has 24 cents. How much more money does he need to make \$1?</p>  | <p><b>Introduction/ Connection</b><br/> Before the lesson, prepare an envelope from the principal with a letter containing a list of "troublemaker words" inside. (Fig 8-1 page 54)</p> <p>Display the "Tackle a Word Chart and Gus's letter to the class."</p> <p>Get ready to introduce Gus to the class with a name tag, seating, and letter.</p> <p>Teachers will reveal the principal's letter asking the class to stop nine things that are the biggest troublemakers in the whole school. Then reveal the culprits: nine of the trickiest spelling words.</p>  | <p>sequence of the bird lifecycle.</p> <p><b>Introduction/ Connection</b></p> <p>Display the EPIC book Amazing Animals: Pelican <a href="https://www.getepic.com/app/read/61877">https://www.getepic.com/app/read/61877</a></p> <p>Before reading, ask students to pay attention to the text features and how the text is laid out. (It is VERY SIMILAR to our TIGERS mentor text we've read for nonfiction). Have them listen for vocabulary terms they've heard before and terms they haven't heard.</p>             |
| <p><b>Direct Instruction Mini-Lesson</b><br/> TP- Today I want to teach you that readers pay close attention to the magic and other fantastical elements (imaginary creatures, talking animals or objects) in fairy tales, folktales, fables, and fantasy. Readers ended to be able to understand how the magic in the story works, and one way to understand it is to dramatize it!</p> <p>Discuss the magic that your readers have discovered in their books. Discuss spells and curses, talking animals, coming back to life, granting wishes.</p> <p>Have students look through their book baggies and point out magic they have read about with their partner.</p> <p>As you go off and read today, be on the lookout for different types of magic you may discover. Mark those places with a post-it.</p> | <p><b>Direct Instruction Mini-Lesson</b><br/> The setting is where and when the story takes place. Our story might have scenes in more than one place and time, but let's start by planning the setting of the majority of the story. We want to close our eyes and come up with as many details as possible to describe our setting.</p> <p>Fill out the anchor chart in the booklet.</p> <p>Teacher Example:<br/> <b>Where-</b> Dominic's bedroom: It is messy. It has babyish looking decorations and lots of clothes and books on the floor. There is one window, but the curtains are closed. The room is dark.<br/> <b>When:</b> After school and evenings in the fall.</p> <p><b>Additional Scene Settings:</b> An alley between Dominic's school and his house after school.</p> | <p><b>Concept Development:</b><br/> TP- Today, I want to teach you different ways to solve problems that involve making change from \$1.</p> <ul style="list-style-type: none"> <li>Part 1: Solve a take from with result unknown type problem.<br/> Shay buys a balloon for 57 cents. She hands the cashier 1 dollar. How much change will she receive?</li> <li>Part 2: Solve a take from with change unknown type problem.<br/> Jamie buys a baseball card. He gives the cashier 1 dollar. Jamie gets 2 dimes, 1 quarter, and 1 penny in change. How much did Jamie's baseball card cost?</li> <li>Part 3: Solve a multi-step add to with change unknown type problem.<br/> Penelope wants to buy a toy whistle that costs \$1. She has 15 pennies, 2 nickels, 2 dimes, and 1 quarter. How much more money does Penelope need to buy the whistle?</li> </ul> | <p><b>Direct Instruction: Teach &amp; Active Engagement/Link (included)</b><br/> TP - "Today, I want to teach that you become a second- grader by pushing yourself to do second -grade work. Second-graders aren't just older first graders. They are also more careful spellers. Specifically, second -graders are always on the lookout for troublesome words -when they come to one, they know to spell that word carefully."</p> <p>Teachers will remind students of all the work they did earlier with the words they learned to read in a snap during kindergarten and first grade, and of their SNAP Words Books.</p> <p>Recap &amp; recite the verse:<br/> Make new knowledge<br/> But keep the old<br/> One is silver<br/> And the other's gold.</p> <p>Inform students the list of words the principal sent are words that prevent your writing from looking like second-grade work-these words are in your SNAP Words Books!</p> | <p><b>Direct Instruction</b></p> <p><b>Review Key Vocabulary:</b></p> <p><b>Stages in the lifecycle of a bird egg, incubation, hatching, hatchLING, fledgling, adult</b></p> <p><b>Review the glossary of the pelican book and add continent, glide, coasts, swamps, regurgitated (from yesterday as well) and preening to the list of vocabulary terms.</b></p> <p><b>Teacher will pass out chick lifecycle booklets and have students discuss with a partner what terms they would use to diagram the chick.</b></p> |

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|  |   | <p>Send students off to fill out the setting graphic organizer in their fiction narrative planning book.</p> <p><b>EXTENSION:</b><br/>Have students add more details and descriptions for their setting.</p>  | <p>Extension: If Penelope’s brother gives her the rest of the money to buy the whistle, what different combinations of coins might he give her?</p>   | <p>“The trouble is...you might be a little too <i>snappy</i> with these words. ‘You might be zooming ahead thinking, I know this word in a SNAP!’ and then messing them up. You might need to slow down, at least for a little while, and think, “A troublemaker ! Watch Out!”</p>  |   |
| <p><b>Work Period (We Do, You Do)</b></p> <p>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>Small Group:</b><br/> <input type="checkbox"/> Interactive Read Aloud<br/> <input type="checkbox"/> Strategy Group<br/> <input type="checkbox"/> Guided Reading Group<br/> <input type="checkbox"/> Shared Reading (K-2)<br/> <input type="checkbox"/> Interactive Writing<br/> <input type="checkbox"/> Word Study</p> <p><b>Standard:</b></p> <p><b>Teaching Point:</b></p> <p><b>Strategy:</b></p> | <p><b>Small Group Instruction:</b><br/> <input type="checkbox"/> Strategy Group<br/> <input type="checkbox"/> Interactive Writing (K-2)<br/> <input type="checkbox"/> Word Study<br/> <input type="checkbox"/> Shared Writing</p> <p><b>Standard:</b></p> <p><b>Teaching Point:</b></p> <p><b>Strategy:</b></p> | <p><b>Considerations for Differentiation:</b><br/>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><b>Teaching Point:</b><br/>Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p> | <p>Teachers will demonstrate how to use a protocol to become better at spelling troublemaker words.</p> <p>Teachers and students or partnerships will work together going through the steps of learning to tackle and spell troublemaker words. (<i>first, friend, because, cousin</i>)</p> <p>Model using the word <i>first</i> thinking about which part of the word slows you down. Pretend to study the spelling of the word. Name which part was tricky.</p> <p>Have students determine what part of the word is troublesome or tricky. Assist students in noticing the -ir and circle it naming the part that slowed you down.</p> <p>Teachers will reveal the “Tackle a Word Anchor Chart” and remind students to study the word you first try to spell it. Figure out the hard part asking, ‘Can phonics help mew with this troublemaker part?’</p> <p>Teachers and students will reflect on the “Phonics Professor Words” trying out if any of those terms will help.</p> <p>Continuing through each step on the “Tackle a Word’ protocol, walk students through studying a troublemaker word that is an exception to a phonics generalization. (<i>friend</i>)</p> <p>Have students or partnerships practice writing the word <i>friend</i> and determine which part of the word slows them down the most.</p> <p>Encourage students to look through the phonics words list to see if any would help.</p> | <p><b>Guided Practice:</b></p> <p>After discussion, teacher may want to display the Tab-it booklet using the document camera and ensure students use the correct terminology to label the chicken diagram.</p> <p>eye, beak (or egg tooth), breast, feet, egg shell, wing, head.</p> <p>May also show <a href="https://www.exploringnature.org/graphics/farm_animals/chicken_diagramBW72.jpg">https://www.exploringnature.org/graphics/farm_animals/chicken_diagramBW72.jpg</a></p> |

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|  |  |  |   | <p>Teachers will assist students or partnerships in understanding that the common “<i>rule 1 before E except after C</i>” doesn’t fit and the -ie doesn’t follow the phonics rules. The first part of this protocol can’t help us spell the word.</p> <p>Teachers will introduce and model the second part of the chart, “Can I invent a trick to help me?” (<b><i>Finding a smaller word inside a word and using a silly sentence for a word part -end</i></b> Ex. My friend will come to help at the end.)</p> <p>Have students or partnerships practice writing the word <b><i>friend</i></b> again by using the cover, write, and check it step on the chart.</p> <p>Reference the last step on the chart, reminding students of ways you might practice a word, so that you don’t forget it. (<b><i>chant, sing, rewrite over and over, create a picture, and practice it: cover, write, and check strategies.</i></b>)</p> |  |
|  | <p><b>Reading Conferences:</b><br/> <input type="checkbox"/> RDCT Conference<br/> <input type="checkbox"/> Coaching Conference<br/> <input type="checkbox"/> Goal Setting Conference</p> | <p><b>Writing Conferences:</b><br/> <input type="checkbox"/> RDCT Conference<br/> <input type="checkbox"/> Goal Setting Conference</p> | <p><b>Problem Set (You Do)</b><br/> Students work to complete the Problem Set in the allotted time. (10 minutes)<br/> Teachers will walk around, monitoring and supporting students as needed.</p> <p><b>Considerations for Differentiation:</b><br/> Scaffolding as needed with specific students. (EIP/ZEARN/SMALL GROUP/PARTNERS/Modified Practice/Exit Ticket/Assessment)</p> <p><b>Teaching Point:</b><br/> Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p> | <p><b>Rug Time/Apply</b><br/> Now you try!<br/> Teachers will rally students to choose another word from the list and work on learning it, moving through the steps of the protocol. Teachers will invite students to choose more words to tackle as they finish. Remind students not to peek!</p> <p>Students will practice writing/spelling other troublemaker words in order to assist them in learning and spelling them properly in their writing.</p> <p>Teachers will provide voiceovers reminding students if they misspelled a troublemaker word to keep practicing trying all the ways they know to practice the word until they’ve got it for good.</p> <p>Teachers will circulate and coach students as needed. (Possible Coaching Moves - page 57)</p> <p>Direct students to open their writing folders and have them record a list of personal troublemaker words.</p>   |  |

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|  |   |   |  | Have students write these words on a large post-it creating their very own troublemaker word list. Encourage students to make a promise to study your troublemakers and learn them for good. (Add these words to the Class Word Wall/Word Book Dictionary)   |  |
| <p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p><b>TKES : 1,2,3,4,5,6,7,8</b></p> | <p><b>Share</b></p> <p>Have students act out parts of their books where they found magic. Encourage students to use their stop and jots for extra support when bringing their text to life. Partners should be encouraging each other and giving positive feedback and helpful suggestions.</p> | <p><b>Share</b></p> <p>Students will share with a partner the details of the setting for their story.</p> | <p><b>Debrief</b></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><b>Share</b></p> <p>At Long Last: Welcoming Gus to the Class!</p> <p>Teachers will engineer a knock on the door (or window) signaling the long-awaited arrival of Gus, our new student/class mascot.</p> <p>Invite students to read a letter from Gus that has arrived attached to his arm. Read the misspellings conventionally.</p> <p>Have students whisper the mistakes in the letter and inform them they will have a chance to talk about the errors at another time.</p> <p>For now, focus on welcoming Gus while helping students be aware that Gus has some catching up to do!</p> | <p><b>Summarize:</b></p> <p>Students share some new vocabulary they've learned this week and use them in sentences. Play a vocabulary quiz game with each other.</p> |