

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Friday 04/23/2021	Readers Workshop Book Shop	Writers Workshop If/Then Fantasy Unit Lesson 6	Eureka Math Module <u>7</u> Lesson 13 Problem Solving with Length, Money, and Data Concept(s): Solve Two-step Word Problems Involving Dollars or Cents With Totals Within \$100 or \$1.	Phonics LC Units of Study: Unit 1- Bend 2 Review & Practice Skills Spelling HFW Scavenger Hunt & Mock Spelling Bee UOS in Phonics - Review R-Controlled Vowels, Vowel Pairs with Long Vowels & HFW Words	Science Topic- Life Science-
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: ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard/s: ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSERL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2W3: 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.	Standard/s: MGSE2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and cent symbols appropriately. MGSE.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Standards: ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard/s: S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. 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.
	Learning Target/Teaching Point: I can pick out just right books. Success Criteria: I know I will be successful when: -I can select a reasonable number of books that I want to read that are not too easy or too hard.	Learning Target/Teaching Point I am learning to write a fiction narrative. Success Criteria: I know I will be successful when: -I can explain who the main character of a story is. -I can pick out the setting of the story. -I can figure out the problem the character faced in the story. -I can create a problem that my main character will face in my story.	Learning Target/Teaching Point: We are learning to solve word problems using dollars or cents. Success Criteria: I know I will be successful when: -I can use RDW strategies to solve one and two-step word problems. -I can explain my thinking using numbers, pictures, and words. -I can name and identify the value of each coin and/or bill. (U.S.currency) -I can add and subtract money amounts that include coins and bills. -I can write the sum or difference using a \$ or a cent symbol. -I can explain how much I have, and how much I need, so I can make wise choices.	Learning Target/Teaching Point: We are learning to apply grade level phonics knowledge. We are learning to recall ways to remember our SNAP Words with automaticity in word recognition and spelling. We are learning that HFW often do not follow the phonics rules and can be spelled accurately using inventive ways. Success Criteria: I know I will be successful when: -I know and use the different phonics features to help me spell. -I can notice previously-learned concepts in HFW. -I can use inventive strategies to spell HFW. -I can review and use strategies learning HFW in a SNAP!	Learning Target/Teaching Point: I can communicate information about the lifecycle of a bird. Success Criteria: <ul style="list-style-type: none"> understand and use expert vocabulary identify the stages of a bird's (chicken) life cycle ask questions to determine the sequence of the bird lifecycle.

				-I can use known words to spell unknown words.	
Introduction/ Connection Remind the students of the rules/routines to book shop.	Introduction/ Connection Yesterday you decided on the setting for your story. Share the setting that you chose with your partner.	Introduction/ Connection Structure of Lesson: Fluency- 10 minutes Application Problem- 5 minutes Concept Development- 35 minutes Student Debrief- 10 minutes Fluency (12 minutes): -Grade 2 Core Fluency Differentiated Practice Sets 2.OA.2 (5 minutes) -Decomposition Tree (5 minutes) Application Problem: Dante had some money in a jar. He puts 8 nickels into the jar. Now he has 100 cents. How much money was in the jar at first?	Introduction/ Connection Review the concepts and skills taught in phonics this week. Have students turn and talk about what they've learned. Remind them of the learning target and success criteria.	Introduction/ Connection Display the EPIC book Baby Chickens. https://www.getepic.com/app/read/45552 This one is a 'Read to Me' so you can play and let the author read it aloud. Tell students before reading to listen out for new or reviewed vocabulary.	
Direct Instruction Mini-Lesson Book Shop- make sure that students have all nonfiction books.	Direct Instruction Mini-Lesson Read mentor text 6 to the class or have students read it with a partner. "Who was the main character?" "What was the setting of the majority of the story?" "What was the problem that the characters faced in the story?" "A fiction story needs a problem to make the story interesting. It is a challenge or situation that characters must solve." Fill out the class anchor chart using your own story idea or the one that I have provided as an example. Teacher examples:	Concept Development: TP- Today, I want to teach you different ways to solve two-step word problems that involve making change from \$1 and \$100. •Part 1: Solve an add to with change unknown type problem. Gary has 2 dimes, 5 nickels, and 13 pennies. His brother gives him one more coin. Now he has 68 cents. What coin did his brother give him? Turn & Talk - Encourage students to use part-whole language to describe how their drawing matches. . •Part 2: Solve a two-step problem. Hailey bought a pretzel stick for a dime and a nickel. She also bought a juice box for 18 cents more than the pretzel stick.	Direct Instruction: Teach TP: "Today I want to remind you that HFW can be spelled using some phonics features and also in inventive ways. Knowing a variety of strategies will help you spell HFW accurately." In this unit, we are reviewing some of the key principles students studied in kindergarten and first grade. We started with reminding them of all they learned about phonics: short vowels, silent E, vowel teams, R-controlled vowels, blends, digraphs, and endings. This week in Bend 2, we focused on R-controlled vowels, vowel teams with long vowels, and spelling HFW. Today, you will be practicing and applying the skills you've been working on to hone those skills.	Direct Instruction Review Key Vocabulary: Stages in the lifecycle of a bird egg, incubation, hatching, hatchLING, fledgling, adult Review the glossary of the baby chickens book and add brood, down, egg tooth, insects, and peck to the list of vocabulary terms.	

		<p>Problem: Dominic finds a kitten in the alley on the way home from school. He brings the cat home and hides it in his room. He wants to keep the cat, but he knows that his mom won't let him because she is allergic to animals. Mom finds the cat when his brother tells on him. Mom is very mad.</p> <p>Send students off to fill out the organizer to plan the problem for their story. Students should add as much detail in their problem as possible. They should not worry about how the story will be solved yet.</p>	<p>How much did she spend on the pretzel and juice box?</p> <p>Turn & Talk - Encourage students to use part-whole language to describe how their drawing matches.</p> <p>•Part 3: Solve a take from with start unknown type problem. (Have students read this problem together.) Wendell bought a game at the store for \$16. He had 2 five-dollar bills and 4 one-dollar bills left over. How much money did he have before buying the game?</p> <p>Turn & Talk - Encourage students to use part-whole language to describe how their drawing matches.</p> <p>Teachers will remind students to consider or discuss what they will draw before drawing.</p>	<p>Review identifying and naming 2nd Grade HFW.</p> <p>Digital Read & Spell LC SNAP Word Practice: https://www.youtube.com/watch?v=3VZS2W2TP6A</p> <p>Teacher will study some of the most common troublemaker HFWs.</p> <p>Teachers will explain the tasks required to conduct the scavenger hunt for troublemaker HFW and mock spelling bees.</p> <p>Partnerships will work together to use their HFW Lists/LC SNAP Word Lists to locate words with tricky spellings.</p> <p>Partner A will play the role as the teacher. Partner B will play the role as the student. Then, partnerships will take turns playing each role.</p> <ul style="list-style-type: none"> - Students will identify and read a troublemaker HFW from one of the lists. Students will repeat the word by using it in a sentence. - Repeat the word one last time, so Partner B can spell the troublemaker word on their whiteboard. - Partner A will check their student HFW list for accuracy. 	
<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 engage the students in the work period.</p>	<p>Small Group: <input type="checkbox"/> Interactive Read Aloud <input type="checkbox"/> Strategy Group <input type="checkbox"/> Guided Reading Group <input type="checkbox"/> Shared Reading (K-2) <input type="checkbox"/> Interactive Writing <input type="checkbox"/> Word Study</p> <p>Standard:</p> <p>Teaching Point:</p> <p>Strategy:</p>	<p>Small Group Instruction: <input type="checkbox"/> Strategy Group <input type="checkbox"/> Interactive Writing (K-2) <input type="checkbox"/> Word Study <input type="checkbox"/> 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 Students work independently, in pairs, or in groups to complete tasks associated with this week's phonics lessons.</p> <p>*This week, student's will be focusing on spelling troublemaker HFW/LC SNAP Words.</p> <p>Teacher will model locating a troublemaker HFW from a list. First, reading a word. Next, using the word in a sentence. Repeat the word again. Then, spelling the word on the Smartboard. Last, using the HFW list or LC Snap Word List to check for accuracy. Check for phonics features from our Phonics Professor Terms Chart. If not, create an inventive way of remembering the word.</p>	<p>Guided Practice:</p> <p>After discussion, teacher may want to display the Tab-it booklet and explain they will choose a bird of their choice to write about using what they know about the bird/chick lifecycle.</p> <p>They will draw a picture and write a few sentences.</p> <p>Ex. Birds are warm-blooded animals that breathe with lungs like humans. However, they have feathers and most of them can fly. They lay eggs and grow</p>

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	<p>Reading Conferences: ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference</p>	<p>Writing Conferences: ___ RDCT Conference ___ Goal Setting Conference</p>	<p>Problem Set (You Do) 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: Scaffolding as needed with specific students. (EIP/ZEARN/SMALL GROUP/PARTNERS/Modified Practice/Exit Ticket/Assessment)</p> <p>Teaching Point: Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Rug Time/Apply Now it's your turn! Challenge students to conduct a scavenger hunt for troublemaker HFWs and practice spelling through a mock spelling bee in partnerships.</p> <p>Teachers will encourage students to self-assess by reflecting on their knowledge of identifying troublemaker HFW and different strategies to help them read and write HFW words accurately.</p> <p>Have partnerships prepare by gathering all their materials. (HFW Lists, LC SNAP Word Lists, Dictionaries, word books, white boards, markers, etc.)</p> <p>Invite partnerships to continue to hunt for troublemaker HFW words in their word lists, word walls, or dictionaries. Partnerships will apply this knowledge to conduct a mock spelling bee (practice assessment) with their peers.</p> <p>Teachers will circulate and coach students as needed. (Possible Coaching Moves - pages 35, 42, 49, 57)</p>	<p>If time allows, https://mysteryscience.com/powers/mystery-1/animal-structures-survival/117</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>Share</p> <p>Students will share with a partner the problem that they have chosen for their story.</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>Students will share strategies such as silly sentences and other inventions they made up that helped them to spell troublemaker HFW accurately.</p>	<p>Summarize:</p> <p>Students share their final Tab-it page with a partner.</p>
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