

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Mon- 11/30	Readers Workshop IF/Then Studying Characters Unit Bend I: Session 4	Writers Workshop Diary of a... Christmas Edition	Eureka Math Module <u>4</u> Lesson 14	Phonics F & P I: Lesson <u>WS5</u> UOS in Phonics Lesson pg 320	Social Studies Topic- Creek and Cherokee
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: ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. MGSE2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Standards: ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Standard/s: SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today. 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 early Creeks and Cherokees 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 early Creeks and Cherokees lived and how the people used their local resources.
	Learning Target/Teaching Point: I am learning to hold onto what’s happening in the story.	Learning Target/Teaching Point I can write a text as a specific character to give a daily account.	Learning Target/Teaching Point: I can work with numbers within 1,000.	Learning Target/Teaching Point: I can form past-tense verbs.	Learning Target/Teaching Point: I can explain how where the early Cherokee and Creek live influenced how they lived.
	Success Criteria: I know I will be successful when: -I can use Post-its to take note of the main events in the story.	Success Criteria:	Success Criteria: I know I will be successful when I can: -I can solve a subtraction problem with and without decomposing.	Success Criteria: I know I will be successful when: -I know to add ed to the end of the word to show you did something in the past. -I know to add d to words ending in silent e to make the ed ending and show it was in the past. -I know sometimes ed sounds like /d/, /ed/, /t/.	Success Criteria: I know I will be successful when I can: -locate the areas on the map of where each tribe lived. -know the clothing, tools, food and jobs of the early Cherokee and Creek. -compare & contrast how life today is different from the early Cherokee and Creek.
Introduction/ Connection Readers, yesterday you did great reading work by going back and rereading the first chapter in your book! Today, we will do similar work. Have you ever read a book and realized that you forgot what you read? It is helpful for readers to take notes about big events in each chapter. This way, we can remember what we read and share it with others.	Introduction/ Connection Show the read aloud Diary of a Worm .	Introduction/ Connection	Introduction/ Connection WS5—Forming past tense verbs (pg. 320) Complete the Teach section of the lesson.	Introduction/ Connection Teacher will read Chapter 5 from The Creek and Cherokee book by Kelly Rodgers.	

	<p>Direct Instruction -miniesson Today I want to teach you that readers work hard to hold onto what's happening in the story. Sometimes they set up for reading by placing Post-its in their book as reminders to stop and make sure they know the main things that have happened so far.</p> <p>Show students Pinky and Rex. Model placing Post-its at the end of each chapter. Explain that the Post-it is a reminder to stop and summarize the main events in the chapter.</p> <p>Read chapter 1 to students. Think aloud about the main events in chapter 1. Make sure to talk about how the character felt during these important events. Next, write a sentence or two on the Post-it to summarize chapter 1. Children now do this work in their own books.</p> <p>Readers, your job today is to mark the end of each chapter with a Post-it as a reminder to summarize the big events of that chapter. After you mark each chapter, read that chapter and jot one or two sentences that summarize the main events of that chapter.</p> <p>Today and everyday, readers take time to self-check their understanding of the chapters in their books. Readers can summarize the events in a story and tell how the character feels during these big moments.</p>	<p>Direct Instruction -mniesson TP: Today I want to teach you that you can write a text as if you are another character. Your job is to create a dairy with 3-5 entries, each different days. (The task on the pdf says 7, but I think that's a lot to complete in just a week) Your diary should be written by the character's point of view. When you write your diary entries, make sure to include interesting facts. These are the details that make diaries so interesting to read. Remember to focus on what your character can see, taste, hear, feel, smell, taste, and what is happening around or near them. Your diary will need a cover. Each diary entry should be written on a different page.</p> <p>On the board, pull up the 'snowman' graphic organizer. Complete the organizer as a class modeling for students the perspective of a snowman and how this could turn into different diary entries.</p> <p>Students choose a character from the following: gingerbread man, elf, reindeer, or Christmas tree (or other winter-themed character). Students will independently complete the graphic organizer and brainstorm different ideas for the 4 different diary entries.</p>	<p>Direct Instruction</p>	<p>Direct Instruction: Teach</p>	<p>Direct Instruction Teacher and students will fill out the first 3 sections from the Georgia Today column.</p>
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<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>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Small Group:</p> <p>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:</p> <p><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>Fluency Practice</p> <p>-Place Value -Rename the Units -Take from the Tens</p> <p>Application Problem N/A</p> <p>Concept Development (We Do) The teacher will continue teaching subtraction with regrouping. Today the students will work on showing their work vertically and using place value disks.</p> <p>Considerations for Differentiation: Small group re-instruction of the daily concept in order to assist students with completion of problem set with use of whiteboards/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</p>	<p>Guided Practice:</p> <p>Students will fill in their location, homes, & clothing section of their graphic organizer for Georgia Today.</p>
	<p>Reading Conferences:</p> <p><input type="checkbox"/> RDCT Conference <input type="checkbox"/> Coaching Conference <input type="checkbox"/> Goal Setting Conference</p>	<p>Writing Conferences:</p> <p><input type="checkbox"/> RDCT Conference <input type="checkbox"/> Goal Setting Conference</p>	<p>Problem Set (You Do)</p> <p>Students work to complete the Problem Set in the allotted time (10 minutes)</p> <p>Considerations for Differentiation: Scaffolding as needed with specific students. (EIP/ZEARNSMALL GROUP/PARTNERS)</p> <p>Teaching Point: Same as teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Rug Time/Apply</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>3 shares- Select 3 students to serve as models for the session (students you know did well in the session today) and have them share aloud one summary of a chapter and how the character felt during that chapter. Then, have students share the same information with a partner.</p>	<p>Share</p> <p>Students share their ideas for their diary entries.</p>	<p>Debrief</p> <p>Discuss with students lesson as a whole.</p> <p>Invite S. to review their solutions for the Problem Set.</p> <p>After debrief – students complete Exit ticket for teacher to assess the student’s understanding of the concepts.</p>	<p>Share</p>	<p>Summarize:</p> <p>Students will make a connection to how life is different today in Georgia and when the early Cherokee & Creek lived in Georgia.</p>