

		Grade 2nd				
Date: 4/13	Reading	Writing	Phonics	Math	Social Studies	Science
Standards	ELAGSE 1R4, ELAGSE1REI5	RL1 -3, RL5, RL7, RF1, RF4, SL1, SL2	L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6	2.MD.10, 2.MD6		S2L1.
Learning Target	I can put myself in the shoes of a fairy tale character to help me understand and remember the text	I can create the villain and making him/her interesting with magical elements or abilities.	I am learning to recognize and use synonyms	I am learning to solve problems using data.		I can obtain, evaluate, and communicate information about the life cycles of different living organisms.
Success Criteria	I can make inferences about how the character feels.	I can create a villain and make him or her interesting by adding magical powers	I can distinguish shades of meaning among closely related verbs and adjectives	I can solve word problems involving different ways to make change from \$!.		I can 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.
Instructional Strategies:	If/Then Unit Fairy Tales Lesson 2 <i>Gradual Release Model of Instruction: I Do, We Do, You Do</i> *Students visit your google classroom for lesson video and directions	Unit Fairy Tales Lesson # 5 *Students visit your google classroom for lesson video and directions	Unit 4 Lesson #5 ext.1 *Students visit your google classroom for lesson video and directions	I Do Module 7 Lesson # 12 *Students visit your google classroom for lesson video and directions Part 1: Solve a take from with result		I Do Review vocabulary: spores and shell. Today, we will discuss the inside of the egg.

	<p>I Do</p> <p>TTW tell the students that characters can express different shades, or degrees of feelings, and often the author never comes right out and tells you exactly how the character feels. Readers can use clues from the story to figure out exactly how a character feels, not just “happy” or “sad”.</p> <p>TTW use <i>The Three Little Pigs</i> or another familiar story, to discuss the main characters feelings, coming up with more than one word</p>	<p>I Do</p> <p>TTW discuss that if there is a good character, there should be a villain. Today we will be choosing a villain that fits into the setting we chose the other day. A villain is somebody who will cause problems for our hero/heroine and are normally evil.</p> <p>We Do</p> <p>TSW Look at your villain’s setting and think of a character that could go along with it. I want you to make him/her interesting by adding something that makes him/her special.</p>	<p>We Do</p> <p>TTW review the lesson from the previous day Then the teacher will guide the students with making a word thermometer and choosing the words with care.</p> <p>You Do</p> <p>The students will work with a partner to create and revise words on their list from the previous lesson.</p>	<p>unknown type problem.</p> <p>Part 2: Solve a take from with change unknown type problem. .</p> <p>We Do</p> <p>Solve a multi-step add to with change unknown type problem.</p> <p>You Do</p> <p>Students work to complete Problem Set 12 in the allotted time. Teacher walks around, monitors and supports students as needed.</p>		<p>Introduce vocabulary: Shell, embryo, chicken, membrane, albumin, yolk, air pocket.</p> <p>We Do</p> <p>We will work together to complete the ‘All about chickens’ Study guide and vocab page.</p> <p>You Do</p> <p>If time allows, candle chicken eggs.</p> <p>If not, finish study guide.</p>
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	<p>to describe how they feel.</p> <p>We Do</p> <p>TTW reread the part from the Three Little Pigs, where the wolf could not blow down the third little pigs house made out of bricks.</p> <p>TSW turn and talk to their partner about how the wolf is feeling at this moment. TSW come up with two or three different words to describe them.</p> <p>.</p> <p>You Do</p> <p>TTW remind readers to be thinking deeply about the character's feelings as they read fairy tales</p>	<p>You Do</p> <p>TSW students answer the Create a Villain sheet.</p> <p><i>The Villian Sheet can be found on pg. 47 of the lesson packet.</i></p>				
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	from their book baggies.					
Differentiation Strategies	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small-Group lessons will be implemented in Google Classrooms or Face to Face Classrooms		
Formative Assessment <i>We Check</i>	WE CHECK TSW share what they thought the characters were thinking and feeling..	We Check TSW share their villain sheet and how they will interact with the hero/heroine	We Check TSW share their list with a different partner to see what other words they can add.	We Check Guide the students in a discussion about the Problem set solutions and common misconceptions. Students will complete lesson 12 Exit Ticket. The teacher will use these to determine levels of student understanding.	We Check .	We Check Name one thing you learned about the inside of a chicken egg. .