

## C.B. Greer K - 2 Glynn County Lesson Plan for Instruction

<b>Teacher: Teresa Duffy</b>		<b>Grade: 2nd, 3rd, 4th, 5th-Bridge Classroom</b>				
<b>Date of Instruction:</b> 11/19/2020		<b>SRA Math</b> Lesson: 26 <b>Group-Orange 2</b>	<b>Phonics:</b> <b>Orton-Gillingham (Duffy)</b> <b>Groups:</b> <b>Orange 1 and 2</b> <b>Green</b>	<b>Phonics:</b> <b>Orton-Gillingham (Duffy)</b> <b>Group-Blue</b>	<b>Science-3rd grade w/ Zimmerman</b>	<b>Social Studies-3rd grade w/ Zimmerman</b>
<b>Opening (I Do)</b>  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.  <b>TKES 1, 2, 3,4,5, 8,10</b>		<b>Standard/s:</b> MGSE2.MD.1 MGSE2.NBT.1 MGSE2.OA.2	<b>Standards:</b> ELACSE2RF3 ELAGSE3RF3 ELAGSE4RF3	<b>Standards:</b> ELAGSE5RF3	<b>Standard/s:</b>	<b>Standard/s:</b> SS3H2
		<b>Learning Target/Teaching Point:</b> Word Problems- Students will indicate whether a sentence calls for addition or subtraction. Write a sign and a number for a sentence.  <b>Review/Practice-</b> Identify 2-digit numbers from counters to show groups of 10 and groups of 1. Write 2-digit numbers from counters	<b>Learning Target/Teaching Point:</b> Review new phoneme: (p) <b>Success Criteria:</b> I can identify the letter 'p' and say its sound in isolation and when decoding words. I can spell words that contain letter p.	<b>Learning Target/Teaching Point:</b> Review new phoneme: Magic E (silent E) Explain that when one-syllable words end with 'e', they must change to the long sound of the vowel, or name of the vowel. (Reading Recipe pg. 100-101). <b>Success Criteria:</b> I can identify words that end with Magic E I can decode words ending in Magic E.	<b>Learning Target/Teaching Point:</b> <b>Success Criteria:</b>	<b>Learning Target/Teaching Point:</b> European Exploration in North America  <b>Success Criteria:</b> Describe examples of cooperation and conflict between European explorers and American Indians.  Understand ways in which American Indians and Europeans interacted: trade, migration,

		Write numbers that are 1 smaller than given numbers. Write answers to addition problems that begin with 1. Write number families for measurement problems.		I can spell words ending in Magic E.  <b>Success Criteria:</b> I can identify words with Magic E and say the sound in isolation and when decoding words.  I can spell words with Magic E.		colonization,etc) and Thanksgiving  <b>Success Criteria: (Modified)</b> I can name one item the American Indians traded with the Europeans (native americans wanted technology and manufactured items) I can tell at least one fact about the original Thanksgiving.
	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>  Display sentences with all words with 'p'. (Reading Recipe) Produce phonetic card and make the sound.	<b>Introduction/ Connection</b>  Display words/sentences containing words with Magic E sound (Reading Recipe) Produce phonetic card(s) and make the sound(s).	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>

		Direct Instruction	Direct Instruction: Teach	Direct Instruction: Teach	Direct Instruction	Direct Instruction
<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>Fluency Practice, Application Problem, Concept Development (We Do)</b></p> <p>Lesson - 26 Teacher gives directions and models problems from lesson. Students solve problems with guided practice and independently.</p>	<p><b>Active Engagement</b> Daily Review- 3 Part Drill-1. visual 2. auditory 3.blending</p> <p>Vowel Intensive (as needed)</p>	<p><b>Active Engagement</b> Daily Review- 3 Part Drill-1. visual 2. auditory 3.blending</p> <p>Vowel Intensive (as needed)</p>	<b>Guided Practice:</b>	<b>Guided Practice:</b>
		<p><b>(You Do)</b> Lesson 26 Workbook</p> <p><b>Considerations for Differentiation:</b></p> <p><b>Teaching Point:</b></p>	<p><b>Apply</b> Dictation: Students practice writing words with 'p' and Sight words.</p>	<p><b>Apply</b> Dictation: Students write words and sentences Sight words</p>		

<p><b>Closing (We Check)</b> 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>		<b>Debrief</b>	<b>Share</b>	<b>Share</b>	<b>Summarize:</b>	<b>Summarize:</b>
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