

## Glynn County Lesson Plan for Instruction (K-2)

Teacher:		Grade: 2nd				
Date of Instruction: 8/27/20	Readers Workshop Launch Unit __1_ Session __4__	Writers Workshop Unit __1_ Session 3 __	Eureka Math Module __1_ Lesson __4__	Phonics Unit __1_ Session __3__	Science	Social Studies
<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> <b>ELAGSE2SL1:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups .a. Follow agreed-upon rules for discussions	<b>Standard/s:</b> <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>ELAGSE2W5:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>Standard/s:</b> <b>MGSE2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions. <b>MGSE2.OA.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all	<b>Standards:</b> <b>ELAGSE2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams.	<b>Standard/s:</b>	<b>Standard/s:</b> <b>SS2CG1</b> Define the concept of government and the need for rules and laws.

			sums of two one-digit numbers. MGSE2.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.			
	<b>Learning Target/Teaching Point:</b>  I will be able to not only get to read harder and longer books; but also get to be in charge of my own reading.  <b>Success Criteria:</b> I'll know I have it when I can choose not only what I am going to read but also how I am going to read.	<b>Learning Target/Teaching Point:</b> I will be able to develop a tiny topic into a whole story.  <b>Success Criteria:</b> I will know I have it when I can plan and let my stories grow by trying things out and thinking as I write.  <b>CC Learning Target:</b> I will be able to use punctuation as a craft tool.  <b>CC Success Criteria:</b> I will know I have it when I can use a variety of punctuation to add interest and meaning to my writing, and make it flow.	<b>Learning Target/Teaching Point:</b> I will be able to... make a ten to add within 20. <b>Success Criteria:</b> I'll know I've got it when I can... solve a problem by drawing a picture with: -number bonds. -tens blocks. -whole-part-part.	<b>Learning Target/Teaching Point:</b> I will be able to choose what and how I am going to read.  <b>Success Criteria:</b> I can read to think about characters and I can teach others how words work.	<b>Learning Target/Teaching Point:</b>  <b>Success Criteria:</b>	<b>Learning Target/Teaching Point:</b> I will be able to... explain why we need rules and laws.  <b>Success Criteria:</b> I'll know I have it when... -I can give reasons why we need rules and laws. -I can follow rules in my school.

	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b>	<b>Introduction/ Connection</b> Play “The rules of a classroom” song.
	<b>Direct Instruction -minilesson</b>	<b>Direct Instruction -minilesson</b>	<b>Direct Instruction</b>	<b>Direct Instruction: Teach</b>	<b>Direct Instruction</b>	<b>Direct Instruction</b> Show students classroom PBIS matrix. Work with students to create four classroom rules.
<b>Work Period (We Do, You Do)</b>  Students learning by doing/demonstr ating learning expectations. Describe the instructional process that will be used to engage the students in the work period.  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<b>Small Group:</b> ___ Interactive Read Aloud ___ Strategy Group ___ Guided Reading Group ___ Shared Reading (K-2) ___ Interactive Writing ___ Word Study  <b>Standard:</b>  <b>Teaching Point:</b>  <b>Strategy:</b>	<b>Small Group Instruction:</b> ___ Strategy Group ___ Interactive Writing (K-2) ___ Word Study ___ Shared Writing  <b>Standard:</b>  <b>Teaching Point:</b>	<b>Fluency Practice, Application Problem, Concept Development (We Do)</b>  <b>Considerations for Differentiation:</b> Once the Rekenrek is removed, encourage students who need support to visualize the beads (ten-frames or 5- groups), or guide them to use fingers to model the number of ones in order to determine how many more make ten.  <b>Teaching Point:</b> Today I’m going to teach you how to make a 10 to add within 20.	<b>Active Engagement</b>	<b>Guided Practice:</b>	<b>Guided Practice:</b> Students must work in groups to create one rule to add to each category of the incomplete PBIS matrix for classroom rules/expectation s.

	<b>Reading Conferences:</b> ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference  TW conduct running records.	<b>Writing Conferences:</b> ___ RDCT Conference ___ Goal Setting Conference	<b>Problem Set (You Do)</b>  <b>Considerations for Differentiation:</b> create templates of pre-drawn circles to model addends of 9, 8, and 7. Then, students can attend to drawing Xs to complete the ten and model the remainder of the problem. <b>Teaching Point:</b> Same as above	<b>Rug Time/Apply</b>		
<b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding  TKES : 1,2,3, 4,5,6,7,8	<b>Share</b>	<b>Share</b>	<b>Debrief</b>	<b>Share</b>	<b>Summarize:</b>	<b>Summarize:</b> Have students share the classroom rules they came up with for the PBIS matrix. Add the rules to complete the list.