

Glynn County Lesson Plan for Instruction (K-2)

Teacher:		Grade:				
Date of Instruction: 9/29/20	Readers Workshop Unit <u>Becoming Experts Reading Non-Fiction</u> Session <u>2</u>	Writers Workshop Unit <u>How to...</u> Session <u>2</u>	Eureka Math Module <u>3</u> Lesson <u>3</u>	Phonics MINI-UNIT 1: Rhyming/Rimes Lesson <u>2</u>	Science	Social Studies
<p>Opening (I Do)</p> <p>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.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer,</p>	<p>Standard/s: 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. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>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. MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>Standards: ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Standard/s:</p>	<p>Standard/s: SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.</p>

	explain, or describe.					
	<p>Learning Target/Teaching Point: I will be able to... read nonfiction books to grow knowledge.</p> <p>Success Criteria:</p> <p>I'll know I have it when I can... -pay attention to details -put the parts of the text together in my mind -ask questions -think, "What is this book (and this part) teaching me?"</p>	<p>Learning Target/Teaching Point: I will be able to... read and write nonfiction books.</p> <p>Success Criteria: I will know I have it when I can... look at another author's work and think "Look what he/she did in this book. Should I try that?"</p> <p>CC Learning Target/Teaching Point: I will be able to... pay attention to spelling.</p> <p>CC Success Criteria: I will know I have it when I can... trust my intuition to notice when words may not be spelled correctly.</p>	<p>Learning Target/Teaching Point: I will be able to... count up and down between 90 and 1,000 using ones, tens, and hundreds.</p> <p>Success Criteria: I'll know I have it when I can... add up and subtract down from 90-1,000 using ones, tens, and hundreds.</p>	<p>Learning Target/Teaching Point: I will be able to... read rhyming texts and use the rhyming patterns to help me read.</p> <p>Success Criteria: I'll know I have it when I can... *listen for a pattern and use its rhythm to help me expect how each line will go. *push my voice alllll the way to the end of a line, as smooth as can be.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point: I will be able to...locate and describe the 3 major rivers of Georgia.</p> <p>Success Criteria: I'll know I have it when I can...look on the map of Georgia and tell where the 3 major rivers of our state are.</p>

	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection Introduce Learning Target and Success Criteria · Pass back GA Rivers book. Discuss the instructions for reading the passage in whole group and then answering the questions. Explain to students that when they finish each comprehension page they can color it.
	Direct Instruction -minilesson	Direct Instruction -minilesson	Direct Instruction	Direct Instruction: Teach	Direct Instruction	Direct Instruction Complete and facilitate completing the first comprehension page. Show students where the Savannah River is on a

						map of Georgia.
<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: <input type="checkbox"/> Interactive Read Aloud <input type="checkbox"/> Strategy Group <input checked="" type="checkbox"/> Guided Reading Group <input type="checkbox"/> Shared Reading (K-2) <input checked="" 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>Fluency Practice, Application Problem, Concept Development (We Do)</p> <p>Considerations for Differentiation: Students working above grade level may combine Parts A and B, then C and D. Challenge students to count from 90 to 300 to 480. For struggling students, adjust the task such that they only complete Parts A and B. The rest can be practiced during fluency time throughout the year. To ease students into counting without physical units, model with the</p>	Active Engagement	Guided Practice:	<p>Guided Practice: Students read the comprehension passage chorally and then work with a partner to answer the comprehension questions. Students color the page when they are finished.</p>

			<p>straws and then hide them under a sheet of paper. Prompt students to visualize as they count.</p> <p>Teaching Point: Same as above</p>			
	<p>Reading Conferences: <input type="checkbox"/> RDCT Conference <input checked="" type="checkbox"/> Coaching Conference <input type="checkbox"/> Goal Setting Conference</p>	<p>Writing Conferences: <input type="checkbox"/> RDCT Conference <input type="checkbox"/> Goal Setting Conference</p>	<p>Problem Set (You Do)</p> <p>Considerations for Differentiation: Even the simplest illustration brings a story to life, especially for English language learners. Draw a bicycle and a road. Add a sign post. Replace an unfamiliar name like Kinnear with a name from the class. Allow students to use a set of bundles if they choose. Then, have them return to their seats and draw. As often as possible, invite students to show their work while</p>	Rug Time/Apply		

			<p>talking about it. Have them point to the places they are referring to in their counting sequence. This visual input is perfect for English language learners and students performing below grade level because it keeps them focused on sensemaking.</p> <p>Teaching Point: Same as above</p>			
<p>Closing (We Check) 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>	Share	Share	Debrief	Share	Summarize:	<p>Summarize:</p> <ul style="list-style-type: none"> · Review the answers to the comprehension questions. Take up the books and decide who needs more one-on-one to complete the page.

Tuesday
Lesson

Teach: TW show video, use posters, and teacher script on pg 77-78

TW will make brain poster on chart paper using model on pg 76

Prepare: Book Mouse was Mad, Posters numbered 7, 8, 9
use video www.bit.ly/handmodel

It's important to learn this because...

good thinking requires a calm brain.

Student goals:

I will be able to use a calm brain for thinking.

When I am able to tell you the three parts of my brain and how they work to keep me calm.