

<b>Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson</b>		<b>Grade: 2nd</b>			
<b>Date of Instruction:</b> <b>Thursday</b> <b>04/15/2021</b>	<b>Readers Workshop</b> If/Then Unit: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs Bend III Session 3	<b>Writers Workshop</b> Unit 2 Lab Reports	<b>Eureka Math</b> Module <u>7</u> Lesson 8 Problem Solving with Length, Money, and Data Concept(s): Solve word problems involving the total value of a group of bills.	<b>Phonics</b> LC Units of Study: Unit 1- <b>Bend 1</b> Lesson 4 TE pages 26-33 UOS in Phonics - Introducing "My SNAP Words Book" <b>Digital Read &amp; Spell LC SNAP Word Practice:</b> <a href="https://www.youtube.com/watch?v=3VZS2W2TP6A">https://www.youtube.com/watch?v=3VZS2W2TP6A</a>	<b>Science</b> <b>Topic- Life Science- Plant Life Cycles</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: <u>ELAGSE1RI9:</u></b> Identify basic similarities in and differences between two texts on the same topic.	<b>Standard/s: <u>ELAGSE2W7:</u></b> Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations). <b>ELAGSE2W2:</b> Write an informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>Standard/s:</b> <b>MGSE2.MD.8:</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and cent symbols appropriately. <b>MGSE.NBT.5:</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<b>Standards:</b> <b>ELAGSE2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>ELAGSE2RF4:</b> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Standard/s:</b> S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. 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. b. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.
	<b>Learning Target/Teaching Point:</b> I will compare and contrast different styles of books.  <b>Success Criteria:</b> I know I will be successful when: -I can identify the different styles of books. -I can compare the styles by asking, "How are they the same?" -I can contrast the styles by asking, "How are they different?"	<b>Learning Target/Teaching Point</b> I am learning to record science observations.  <b>Success Criteria:</b> I know I will be successful when: -I can use a lab report format. -I can create a question about the experiment. -I can record my hypotheses. -I can conduct an experiment. -I can record my results.	<b>Learning Target/Teaching Point:</b> We are learning to solve word problems where we add a group of bills to find the total value.  <b>Success Criteria:</b> I know I will be successful when: -I can draw dollar bills to help solve word problems. -I can add the money together to find the total value. -I can use addition and subtraction strategies I know to solve the number sentence.	<b>Learning Target/Teaching Point:</b> We are learning to recall ways to remember our SNAP Words with automaticity in word recognition and spelling.  We are learning to review and use strategies for learning high frequency words.  <b>Success Criteria:</b> I know I will be successful when: -I can notice previously-learned concepts in HFW. (phonics features such as consonants, vowels - long/short, blends, digraphs, silent E, vowel teams, R-controlled vowels, and phonograms). -I can use knowledge of spelling patterns to spell words. -I can review and use strategies for learning HFW in a SNAP!	<b>Learning Target/Teaching Point:</b> I can plant a seed and study the lifecycle of a plant as it grows.  <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>understand and use expert vocabulary</li> <li>identify what plants can do, what parts they have, and what they need to grow</li> <li>identify the stages of a plant's life cycle</li> <li>observe, measure, and record data as a plant grows</li> </ul>

	<p><b>Introduction/ Connection</b>  <b>Materials:</b>  Anchor chart- Readers compare and contrast books  Two informational texts on the same topic (ex. <i>Sky Tree</i> and <i>A Tree for All Seasons</i>)</p> <p>SAY: “Readers, how many of you have heard of the terms “comparing and contrasting”? These terms are used when we discuss how things are the same and how they are different. Comparing and contrasting is an important tool that we use as readers and writers.</p>	<p><b>Introduction/ Connection</b></p>	<p><b>Introduction/ Connection</b>  <b>Structure of Lesson:</b>  Fluency- 12 minutes  Application Problem- 5 minutes  Concept Development- 35 minutes  Student Debrief- 8 minutes</p> <p><b>Fluency (12 minutes):</b>  -Sprint: Adding across a ten (9 minutes)  -More and Less (3 minutes)</p> <p><b>Application Problem:</b>  Kiko’s brother says that he will trade her 2 quarters, 4 dimes, and 2 nickels for a one-dollar bill. Is this a fair trade? How do you know?</p>	<p><b>Introduction/ Connection</b>  Before the lesson, prepare to display the lyrics for “Make New Friends”. Cover the second verse.</p> <p>Retrieve the K-1 SNAP Word Charts (“Make It a Snap Word” and “Read the Word Wall”)</p> <p>Note: In today’s lesson, students will practice reading SNAP Words, writing them, and hunting for them in their books.</p> <p>Students will give each other a SNAP Word Quiz, followed by a Professor of Phonics talk about SNAP Words.</p> <p>Teachers will highlight the theme of this bend - that students need to really know and use all they’ve learned about phonics - by singing a song that celebrates holding onto memories.</p> <p>Teachers will lead students into reading and singing the song, “Make New Friends But Keep the Old”. (Cover second verse)</p> <p>Teachers will inform students today isn’t really about phonics, but rather about LEARNING! (Relate back to having old friends in first grade that we want to hold on to, but making new friends in second grade as well.)</p> <p>We will be making new knowledge from first grade and kindergarten, that we will need to hold to.</p> <p>Teachers will reveal the second verse, pointing to the words again, and pointing out the word <b>knowledge</b>.</p>	<p><b>Introduction/ Connection</b>  Watch How are trees useful?</p> <p>Discuss student’s responses.</p> <p><a href="#"><i>Shel Silverstein’s - The Giving Tree</i></a>  (9:43 minutes)</p> <p><a href="#"><i>Children’s Classics</i></a>  (12:42 minutes)</p> <p>Throughout this week, each of the 5 face to face classes will take turns taking their students out to the planter box (by the back door of the gym) and planting seeds for their classes. Each class will plant a different variety of seed. Throughout the next few weeks, students will occasionally observe, weed, and tend to the garden. The rest of the week’s plan may shift due to this.</p> <p>Monday- Henson’s class  Tuesday- Water’s Class  Wednesday- Johns’ class  Thursday- Cox’s class  Friday- Kinstle’s class</p>

				Pretend that you think reviewing is a beautiful and precious thing! Encourage students to share their thoughts.	
<p><b>Direct Instruction Mini-Lesson</b></p> <p>TP- Today I want to teach you that readers are kind of like writers. They both compare and contrast different types of books. They notice an author’s choices and think, ‘How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?’</p> <p>Hold up two informational books on the same topic. “Readers, do you see these books? These are two informational books on trees. The first book is called <i>Sky Tree</i>, and the second book is called <i>A Tree for All Seasons</i>. By looking at these two books, what do you notice is the same? Now let’s think about how these books are different.”</p> <p>Compare and contrast the styles of the books as the books after they are both read aloud.</p> <p>SAY: “Readers, your job today is to continue this work. While you are independent reading, I want you to compare and contrast two of your books. Be sure to think about how their styles are the same and different! When you move to partner reading, you can share what you have discovered and discuss with your partner.”</p>	<p><b>Direct Instruction Mini-Lesson</b></p>	<p><b>Concept Development:</b></p> <p>Part 1: Solve a <i>put together with total unknown</i> type problem.</p> <p>Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet. How much money is in her wallet?</p> <p>Solve with class while talking through each step.</p> <p>Part 2: Solve a <i>take from with result unknown</i> type problem.</p> <p>Silas uses 2 twenty-dollar bills 3 five-dollar bills, and 4 one-dollar bills on a give for his aunt. He is going to save the rest. If Silas started with \$80, how much will he save?</p> <p>Part 3: Solve a <i>compare with smaller unknown</i> type problem.</p> <p>Deste has 4 ten-dollar bills and 6 five-dollar bills. She has \$25 more than Kirsten. How much money does Kirsten have?</p>	<p><b>Direct Instruction: Teach &amp; Active Engagement/Link (included)</b></p> <p>TP - “Today, I want to teach you that second-graders -no, not just second-graders, people - people invent new ways to hold onto memories. Some people take photographs, some make charm bracelets, some write stories - but everyone finds ways to hold onto memories. And that is as important when your memories are about friends.”</p> <p>Teachers will explain we have been holding onto memories of phonics words and principles - like the ways that signal a vowel is long, and the ways to talk and think about the letters in our names. But there are other memories we need to hold onto - and one of the most important memories relates to this... (<b>SNAP Words!</b>)</p> <p>Remind students they want to hold onto memories of what they learned about how to learn and remember snap words.</p> <p>Teachers will display the <b>K-1 SNAP Word Charts</b>. (“<b>Make It a Snap Word</b>” and “<b>Read the Word Wall</b>”)</p> <p>Turn &amp; Talk: Have students share what they can recall in helping them remember what they learned to do with SNAP Words.</p> <p>Teachers will circulate, listen in, and make notes of students’ responses.</p>	<p><b>Direct Instruction</b></p> <p><b>Review Key Vocabulary:</b></p> <p><b>seed, germinate, roots, sprout, seedling, stem, leaf, flower, photosynthesis, lifecycle, bud (similar to sprout, bloom (to open up), blossom (v. to grow or flower, or n. the flower portion of a plant). Expand vocabulary to include trunk, adaptation, and fruit.</b></p> <p><a href="https://mysteryscience.com/plants/mystery-2/water-sunlight-plant-growth/571?code=MTE4ODQyOTM&amp;t=student&amp;slide-start=9476&amp;slide-end=9489&amp;chapter=exploration">https://mysteryscience.com/plants/mystery-2/water-sunlight-plant-growth/571?code=MTE4ODQyOTM&amp;t=student&amp;slide-start=9476&amp;slide-end=9489&amp;chapter=exploration</a></p> <p><b>Teacher will review the different stages and life cycle of a flowering or non-flowering plant.</b></p>	

<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>Small Group:</b></p> <p>___ Interactive Read Aloud          ___ Strategy Group          ___ Guided Reading Group          ___ Shared Reading (K-2)          ___ Interactive Writing          ___ Word Study</p> <p><b>Standard:</b></p> <p><b>Teaching Point:</b></p> <p><b>Strategy:</b></p>	<p><b>Small Group Instruction:</b></p> <p>___ Strategy Group          ___ Interactive Writing (K-2)          ___ Word Study          ___ Shared Writing</p> <p><b>Standard:</b></p> <p><b>Teaching Point:</b></p> <p><b>Strategy:</b></p>	<p><b>Considerations for Differentiation:</b></p> <p>Small group re-instruction of the daily concept in order to assist students with completion of the Problem Set with use of a modified practice/whiteboards/and/or manipulatives.</p> <p><b>Teaching Point:</b></p> <p>Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p><b>Direct Instruction:</b></p> <p><b>Teach &amp; Active Engagement/Link (included)</b></p> <p>TP - "Today, I want to teach you that second-graders -no, not just second-graders, people - people invent new ways to hold onto memories. Some people take photographs, some make charm bracelets, some write stories - but everyone finds ways to hold onto memories. And that is as important when your memories are about friends."</p> <p>Teachers will explain we have been holding onto memories of phonics words and principles - like the ways that signal a vowel is long, and the ways to talk and think about the letters in our names. But there are other memories we need to hold onto - and one of the most important memories relates to this... (<b>SNAP Words!</b>)</p> <p>Remind students they want to hold onto memories of what they learned about how to learn and remember snap words.</p> <p>Teachers will display the <b>K-1 SNAP Word Charts</b>. ("Make It a Snap Word" and "Read the Word Wall")</p> <p>Turn &amp; Talk: Have students share what they can recall in helping them remember what they learned to do with SNAP Words.</p> <p>Teachers will circulate, listen in, and make notes of students' responses.</p> <p>Teachers reviewed what she heard students say by gesturing toward the reference charts.</p> <p>Review with students previous learning and strategies for ways to learn, read, and write a new word by making it into a SNAP Word.</p>	<p><b>Guided Practice:</b></p> <p>Students will complete the Tab-It Life Cycle Diagram by labeling and coloring the different stages of a bean plants life cycle.</p>
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				Teachers will circulate and coach students as needed. (Possible Coaching Moves - pgs. 5 & 13 and the Professors of Phonics Chart )	
<p><b>Closing (We Check)</b></p> <p>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>	<p><b>Share</b></p> <p>Allow partners a chance to share one example of how they compared and contrasted today.</p>	<p><b>Share</b></p>	<p><b>Debrief</b></p> <p>Discuss with students the lesson as a whole.</p> <p>Invite S. to review their solutions for the Problem Set.</p> <p>After debrief – Students will complete Lesson Exit Ticket. The teacher will use these to determine levels of student understanding.</p>	<p><b>Share</b></p> <p>Teachers will remind students you can make sure that you know a word in a snap by trying to spell it.</p> <p>Have partnerships take turns role-playing a teacher and student and give each other a SNAP Word quiz.</p> <p>Invite students or partnerships to check their SNAP Word knowledge by challenging them to assess each other's understanding and encourage them to talk about their spelling like Professors of Phonics.</p>	<p><b>Summarize:</b></p> <p>SW share the stages of a plants life cycle in sequential order.</p>