

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Thurs- 12/17	Readers Workshop IF/Then Studying Characters Unit Bend III: Session 3	Writers Workshop Friendly Letter	Eureka Math Module <u>4</u> Lesson 25	Phonics F & P I: Lesson <u>WS16</u> UOS in Phonics Lesson pg 363	Social Studies Topic- Economics
Opening (I Do) 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. TKES 1, 2, 3,4,5, 8,10	Standard/s: <u>ELAGSE2RL10</u> : By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard/s: <u>ELAGSE2W1</u> : Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <u>ELAGSE2W2</u> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>ELAGSE2W3</u> : 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.	Standard/s: <u>MGSE2.NBT.1</u> 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. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). <u>MGSE2.NBT.2</u> Count within 1000; skip-count by 5s, 10s, and 100s. <u>MGSE2.NBT.3</u> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <u>MGSE2.NBT.4</u> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Standards: <u>ELAGSE2RF3</u> : Know and apply grade-level phonics and word analysis skills in decoding words.	Standard/s: <u>SS2E1</u> Explain that because of scarcity, people must make choices that result in opportunity costs. <u>SS2E2</u> Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics). <u>SS2E3</u> Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. <u>SS2E4</u> Describe the costs and benefits of personal saving and spending choices.
	Learning Target/Teaching Point: I am learning to figure out the meaning of the story. Success Criteria: I know I will be successful when: -I can reread the ending of a book and think, “How did the trouble get fixed?” -I can reread the ending of a book and ask, “What did the character realize?” -I can reread the ending of a book and ask, “What did the character learn?”	Learning Target/Teaching Point I can write a friendly letter. Success Criteria: I will know I am successful when... -I know all the parts of a friendly letter and can write a friendly letter to someone. I know I will be successful when I can: -Use proper capitalization, punctuation, and spelling when writing. -Capitalize holidays, product names, and geographic names. -Use commas in greetings and closings of letters.	Learning Target/Teaching Point: I can work with numbers within 1,000. Success Criteria: I know I will be successful when I can: -use the place value to solve vertically.	Learning Target/Teaching Point: I can form past-tense verbs. Success Criteria: I know I will be successful when: -I know to add ed to the end of the word to show you did something in the past. -I know to double the consonant before adding ed to words ending in a short vowel and one consonant. -I know to add ed if the word ends in a vowel and a double consonant. -I know to drop the y and add -ied to an action word ending in y.	Learning Target/Teaching Point: I will understand how economics (the buying and selling of products and services) influence our choices. Success Criteria: I know I will be successful when I can: -explain the difference between a producer and consumer, needs & wants, & goods & services. -explain ways that goods and services are allocated. -explain how supply and demand affect scarcity & how scarcity affects me. - explain what opportunity cost is.
	What You Will Need: Lilly’s Purple Plastic Purse Introduction/ Connection Readers, there are many strategies you might use to figure out what they might learn from their characters. Readers might reread the ending and think, “How did the trouble get fixed?” or they might ask themselves, What did the character realize? What did they learn?	Introduction/ Connection Explain that today is an exciting day—the day students get to publish their final draft!	Introduction/ Connection	Introduction/ Connection CFA	Introduction/ Connection Explain that students are going to become producers and will produce some holiday goods.

	<p>Direct Instruction -miniesson Readers, today I want to teach you that to figure out the meaning of the story, readers sometimes reread the ending and think, ‘How did the trouble get fixed?’ or they might ask themselves, ‘What did the character realize? What did the character learn?’</p> <p>Reread the ending of Lilly’s Purple Plastic Purse. Invite the children to help you answer these questions: How did the trouble get fixed? What did the character realize? What did the character learn? Perhaps make a chart with these questions/prompts.</p> <p>Students can use a book they are reading currently or use a book they’ve read previously. They can also use a familiar read aloud text you’ve read to them for the active engagement. Students use the questions listed above using their books as they independently read or partner read.</p> <p>Today and everyday, readers pay special close attention to the endings of stories. Readers look at how everything wraps up in the end and typically a lesson is learned about life.</p>	<p>Direct Instruction -mniesson TP-Today I want to teach you that when writers publish their work—especially before sending someone a letter—they have to make sure their draft is the best it can be because they won’t be there to read their letter to someone. The recipient will have to be able to read it easily.</p> <p>Introduce the final paper. Practice copying a final draft with students’ help.</p>	Direct Instruction	Direct Instruction: Teach	Direct Instruction SW create Water’s Holiday Craft
<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</p>	<p>Small Group: _____ Interactive Read Aloud ____ Strategy Group ____ Guided Reading Group ____ Shared Reading (K-2) ____ Interactive Writing ____ Word Study</p> <p>Standard:</p> <p>Teaching Point:</p> <p>Strategy:</p>	<p>Small Group Instruction: ____ Strategy Group ____ Interactive Writing (K-2) ____ Word Study ____ Shared Writing</p> <p>Standard:</p> <p>Teaching Point:</p>	<p>Fluency Practice -Subtraction Flash Cards -Zap to Zero -Rename the Units: Choral Application Problem 114 people went to the fair. 89 of them went in the evening. How many went during the day? Concept Development (We Do) The teacher will teach the students how to use place value disks to help us solve problems in vertical form when numbers are larger. The teacher will model this task. Explain the steps while modeling and stopping if the students are confused.</p>	Active Engagement	Guided Practice:

<p>students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10</p>			<p>Considerations for Differentiation: Small group re-instruction of the daily concept in order to assist students with completion of problem set with use of whiteboards/Manipulatives. Teaching Point: Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>		
	<p>Reading Conferences: ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference</p>	<p>Writing Conferences: ___ RDCT Conference ___ Goal Setting Conference</p>	<p>Problem Set (You Do) Students work to complete the Problem Set in the allotted time (10 minutes) Considerations for Differentiation: Scaffolding as needed with specific students. (EIP/ZEARN/SMALL GROUP/PARTNERS) Teaching Point: Same as teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	Rug Time/Apply	
<p>Closing (We Check) 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</p>	<p>Share Could you turn and talk to your rug partner?</p> <p>Ask students to describe the endings of their books, making sure to discuss how things worked out and what the character learned. What can we learn about life from our character.</p>	<p>Share Give each student an envelope and have them decorate it and put their letter in it.</p>	<p>Debrief Discuss with students lesson as a whole.</p> <p>Invite S. to review their solutions for the Problem Set.</p> <p>After debrief – students complete Exit ticket for teacher to assess the student’s understanding of the concepts.</p>	Share	Summarize: