

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Thursday 05/20/2021	Readers Workshop If/Then Unit: Reading and Role Playing-Fairy Tales, Folktales, Fables, and Fantasy Bend IV Lesson 20	Writers Workshop 2nd Grade Memory Book	Eureka Math Module <u>8</u> Lessons 9 & 10 Combined Time, Shapes, and Fractions as Equal Parts of Shapes Concept(s): Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.	Phonics LC Units of Study: Unit 2 Bend 1 Lesson 4 TE pages 26- 32 UOS in Phonics: When Double Consonants Signal a Short-Vowel Sound	Social Studies Topic Review of Historical Figures Biography Buddy Project- 3 Days
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.	Standard/s: <u>ELAGSE2RL3:</u> Describe how characters in a story respond to major events and challenges <u>ELAGSE2RL2:</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <u>ELAGSE2RL9:</u> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Standard/s: <u>ELAGSERL1:</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <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>2.G.1:</u> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or usually, not compared by measuring.) <u>2.G.3:</u> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Standards: <u>ELAGSE2RF3:</u> Know and apply grade-level phonics and word analysis skills in decoding words. <u>ELAGSE2RF4:</u> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard/s: SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.
TKES 1, 2, 3,4,5, 8,10	Learning Target/Teaching Point: I am learning how to group books together based on different criteria. Success Criteria: I know I will be successful when: -I can group books together that are versions of the same story. -I can group books together that teach the same lesson. -I can group books together that have the same character type.	Learning Target/Teaching Point: I am learning to write and create a memory book filled with my favorite 2nd grade memories. Success Criteria: I know I will be successful when: - I can answer questions about myself. -I can think back to my school year and answer questions.	Learning Target/Teaching Point: We are learning how to partition circles and rectangles into equal parts. We are learning to identify and describe those partitioned shares into halves, thirds, fourths, and a whole. Success Criteria: I know I will be successful when: -I can partition circles and rectangles into equal parts. -I can identify and describe partitioned shares using the words halves, thirds, half of, a third of, etc -I can identify and describe the whole as two halves, three thirds, four fourths.	Learning Target/Teaching Point: We are learning to sort words by the vowel sound when there are double consonants in the middle of the word. Success Criteria: I know I will be successful when: -I can recognize and use syllables in words with double consonants. -I can recognize and use vowel sounds in open and closed syllables. -I can understand why some words have a double consonant. -I can decode multisyllabic words by using knowledge of double consonants. -I can demonstrate flexibility with sounds when solving words.	Learning Target/Teaching Point: I can describe the lives and contributions of a historical figure. Success Criteria: I know I will be successful when: -I can describe my historical figure using character traits. - I can explain why my historical figure is important. - I can tell about the life of my historical figure.

<p>Introduction/ Connection Book: All different versions of the story Cinderella</p> <p>We have finally come to the end of this unit. I have watched you become storytellers and I have noticed many of you learning lessons from the characters in our books. “How many of you found that some of your books taught you the same lesson?” “How many of you during club meetings noticed that your book taught you the same lesson as your partners?”</p>	<p>Introduction/ Connection Teacher will go over the two pages that students will do today. Students will spend writing time answering and coloring the first two pages of their memory book.</p> <ol style="list-style-type: none"> All about my teacher All about my classroom 	<p>Introduction/ Connection Fluency- 15 minutes Application Problem- 5 minutes Concept Development- 30 minutes Student Debrief- 10 minutes</p> <p>Fluency (15 minutes):</p> <ul style="list-style-type: none"> Rename for the Larger Unit 2.NBT.1 (6 minutes) Sprint: Subtraction Patterns 2.OA.2, 2.NBT.5 (9 minutes) <p>Application Problem: Mr. Thompson’s class raised 96 dollars for a field trip. They need to raise a total of 120 dollars. a. How much more money do they need to raise in order to reach their goal? b. If they raise 86 more dollars, how much extra money will they have?</p>	<p>Introduction/ Connection Before the lesson, cue the audio clip of a black-capped chickadee’s alarm call. https://www.lauraerickson.com/sound-recording/10281/ (2:27 minutes)</p> <p>Prepare word cards and print out “Black-capped Chickadees”, “Please help me edit this!”, written for each partnership.</p> <p>Teachers will play an audio clip of a chickadee’s alarm call and explain that it tells other birds danger is near.</p> <p>“That sound is the chickadee’s way of tackling a big challenge. When a chickadee sees a predator like an owl, it sings this special song to signal to the other little animals that there is danger. Then those animals start making sounds too. Experts call this mobbing. It gets noisier and noisier...so noisy that the predator rushes away!”</p> <p>Tell students readers have an alarm signal, too, when they see double consonants in the middle of a word.</p> <p>Being alert is such a powerful way to tackle a challenge. It makes me think of the methodical reading work that we’ve been doing.</p> <p>Today, I am going to encourage you to take special notice of double consonants because they can set off an alarm for readers, the way the chickadee’s call does for other birds!”</p>	<p>Introduction/ Connection Briefly explain the Biography Buddy project. https://drive.google.com/file/d/1-9fw239EZOMk-ltmr8gCwjyKi46FIZGF/view?usp=sharing</p> <p>Individually, in pairs, or in groups, students will conduct research on one of the eight historical figures.</p> <ol style="list-style-type: none"> James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) Sequoyah (development of a Cherokee alphabet) Jackie Robinson (sportsmanship and civil rights) Martin Luther King, Jr. (civil rights) Juliette Gordon Low (Girl Scouts and leadership) Jimmy Carter (leadership and human rights) <p>Students will determine their historical figure of choice and then complete the first 2 pages of research using books, prior knowledge, and the class computers.</p>
<p>Direct Instruction Mini-Lesson Today I want to teach you that readers often think about books that go together: books that are versions of the same story, books that teach the same lessons, books that contain similar character types. Show students examples of familiar books that they have read</p>	<p>Direct Instruction Mini-Lesson Teacher will collect memory books so that they do not get ruined in desks.</p>	<p>Direct Instruction TP: “Today, I want to teach you how to partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.”</p> <p>Teachers and students will decompose circles and rectangles into equal parts and describe them as halves (a half of), thirds (a third of), and fourths (a fourth of) or quarters. For example, students will see that a</p>	<p>Direct Instruction: Teach TP: “Today, I want to teach you that double consonants in the middle of words can be a signal for readers. When you need to break long words between double consonants, the vowel in the first part usually makes a short sound. Knowing this can help you read so many challenging words!”</p> <p>Teachers will show students pairs of words and explain how double consonants often</p>	<p>Direct Instruction</p> <p>Day 1- Students will conduct research.</p> <p>Day 2- Teachers will help students fold and cut their biography buddy and decorate the head, arms and hands. Groups may complete one together and do their own personal buddy.</p>

	<p>that teach the same lesson or are a different version of the same story.</p> <p>Create different book baskets based on lessons and morals their books convey. Students can sort their books in their book boxes based on the lesson it taught. Give each book club or partnerships a different version of a Cinderella story. During independent reading time readers will read and discuss their version with each other.</p> <p>Examples of many different Cinderella Stories Cinderella, Mufaro's Beautiful daughters, The Rough Face Girl, Prince Cinders, Sindey Rella, Cinder Edna, Cendrillon, Cindy Ellen.</p>		<p>the circle can be partitioned into four quarter-circles, or parts, which can be described as fourths.</p> <p>Students will learn to describe the whole by the number of equal parts. For example, one whole circle is composed of 4 fourths.</p> <p>Finally, students will decompose a rectangle into four parts that have equal areas but different shapes.</p> <p>Review Making Halves - Pass out rectangles and circles template or have students practice drawing their shapes on their personal white boards.</p> <p>Part 1: Making Thirds - Teachers will model partitioning our circles and rectangles into thirds. Have students practice drawing thirds in the circles. Repeat the process above, inviting students to choose the circle that shows the best thirds and to count each third.</p> <p>Part 2: Making Thirds - Pass out rectangles and circles template or have students practice drawing their shapes on their personal white boards.</p> <p>Turn & Talk: How can 2 thirds be greater than 3 thirds?</p> <p>Part 3: Making Fourths - Teachers will model partitioning our circles and rectangles into fourths, or quarters. There are a few different ways we can do this. (Demonstrate and then allow students time to work.) Have students continue to practice shading the following possible patterns: 2 fourths, 3 fourths, and 4 fourths.</p> <p>Turn & Talk: When you shaded 3 fourths, what part was left unshaded? How about when you shaded 1 fourth?</p> <p>What is interesting about 2 fourths? Can you relate it to halves?</p>	<p>follow a short-vowel sound, while single consonants often follow a long-vowel sound.</p> <p>Teachers may demonstrate this sort by simply using visual information - noticing which words have double consonants in the middle, but will model checking the generalization that double consonants often follow a short-vowel sound, so students can apply it to reading new words. <i>(dinner/diner, hopping/hoping)</i></p>	<p>Day 3- Students assemble their biography buddy and complete any unfinished labels.</p>
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<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 type="checkbox"/> Guided Reading Group <input type="checkbox"/> Shared Reading (K-2) <input 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>Strategy:</p>	<p>Considerations for Differentiation: 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>Teaching Point: Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Active Engagement/Link Teachers will channel students to read and sort more words in partnerships.</p> <p>Remind students to be sure to read the words, notice the double consonants, and then think about whether the vowel in the first part is long or short.</p> <p>Teachers will provide word cards for each partnership. <i>(supper/super, tapping/taping, nodded/tiger, letter/later, penny/tiny, puppet/robot)</i></p> <p>Teachers will circulate and coach students as needed.</p> <p>Once students sort the following words, call them back together and remind them of the teaching point. Add this tip to the anchor chart. <i>“Break between two consonants in the middle”</i></p>	<p>Guided Practice:</p> <p>Guide students to be discerning when using the internet as a research tool.</p> <p>Be a facilitator and guide students to collaborate and find important information to add to the biography buddy.</p>
	<p>Reading Conferences: <input type="checkbox"/> RDCT Conference <input 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) Students work to complete the Problem Set in the allotted time. (10 minutes) Teachers will walk around, monitoring and supporting students as needed.</p> <p>Considerations for Differentiation: Scaffolding as needed with specific students. (EIP/ZEARN/SMALL</p>	<p>Rug Time/Apply Now you try! Through interactive editing, teachers will work with students to assist Gus in editing a page of writing.</p> <p>Teachers will encourage students to pay attention to vowel sounds in order to decide which words need a double consonant.</p>	

			<p>GROUP/PARTNERS/Modified Practice/Exit Ticket/Assessment)</p> <p>Teaching Point: Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Turn & Talk: Have students quickly scan Gus’s writing noticing possible spelling errors related to the teaching point. Listen for students’ responses checking for understanding.</p> <p>Teachers and students will work together to edit this page of Gus’s writing, so the information about chickadees will become so much easier to read.</p> <p>Teachers will circulate and coach students as needed. (Possible Coaching Moves page 29)</p>	
<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 Pull students together and discuss the different versions of each Cinderella story read. Create a chart to display in the classroom.</p>	<p>Share Students will share their pages with a partner.</p>	<p>Debrief Discuss with students the lesson and Problem Set 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>Share Teachers will suggest that students or partnerships teach others all they know about tackling long words.</p> <p>Teachers will explain “Readers, you have been learning some amazing things. We have studied animals that get huge jobs done, and usually those animals bring a lot of will power to those jobs, like the leafcutter.”</p> <p>Celebrate students, “You bring that same willpower to your work - but you are also bringing knowledge. You are bringing brainpower. You now know how to break words between two middle consonants, and the way that a word’s spelling can give you clues about whether the vowel is long or short.”</p> <p>Teachers will explain, “You’ll be teaching peers and/or adults everything you know about how to read long, challenging words. You might use the anchor chart to help you remember what to teach, and don’t forget all you know about good teaching!”</p> <p>Invite partners to plan their teaching together. Remind them to draw on classroom resources and to include examples.</p> <p>Teachers will wrap up the lesson by providing a quick demonstration of teaching Gus, having students or partnerships listen in recapping what you hope the students have learned.</p>	<p>Summarize: . Share 3 things you’ve remembered about your historical figure with someone else (not in your group).</p>

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