

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Tues- 12/8	Readers Workshop IF/Then Studying Characters Unit Bend II: Session 2	Writers Workshop Friendly Letter	Eureka Math Module <u>4</u> Lesson 18	Phonics F & P I: Lesson <u>WS14</u> UOS in Phonics Lesson pg 355	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: ELAGSE2RL10: 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: ELAGSE2W1: 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. 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. ELAGSE2W3: 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: 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. 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). MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. MGSE2.NBT.4 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: ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Standard/s: SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. SS2E2 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). SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E4 Describe the costs and benefits of personal saving and spending choices.
	Learning Target/Teaching Point: I am learning to search for common ground with the characters in my books. Success Criteria: I know I will be successful when: -I can make a list of similarities and differences between my character and me. -I can empathize with characters. -I can describe the character’s motivations, troubles, and heart’s desires.	Learning Target/Teaching Point I can write a friendly letter.	Learning Target/Teaching Point: I can work with numbers within 1,000. Success Criteria: I know I will be successful when I can: -I can use manipulatives to represent addition with 2 compositions.	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.	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’ll Need -Anchor Chart Clues that Help Readers Know How to Read Introduction/ Connection You’ll want to teach the children that readers keep an open mind and search for common ground with characters who are different from themselves. “Readers, have you ever read a book in which the main character is very different from you? Turn and talk to your partner about this book and character. Sometimes when we read we think, “I am nothing like this person. I do not understand what they’re doing or why they’re doing it.” When this happens readers, you have to work really hard to	Introduction/ Connection Remind students of their friendly letter plan they started yesterday. Ask students to look over it and plan it across their fingers how they will write it in sentence form.	Introduction/ Connection	Introduction/ Connection WS14—Forming past tense verbs (pg. 355) Complete the Apply section together using the ELMO and whiteboards/magnetic letters. Have S work in pairs. Display a word and have students write/build it. Then discuss how they determined to double the consonant or not.	Introduction/ Connection Needs vs. wants Watch the brainpop jr video on Needs and Wants https://jr.brainpop.com/socialstudies/economics/needsandwants/

<p>search for any you may have in common with your character.</p>				
<p>Direct Instruction -miniesson Today I want to teach you that readers keep an open mind and search for common ground with characters who are different from themselves. They work hard to empathize with characters by paying attention to the characters' motivations, troubles, and heart's desires.</p> <p>Show the read aloud of Annie and Snowball and the Book Bugs Club using this link: https://www.youtube.com/watch?v=KkrOVGNH5RE</p> <p>After listening to the story, tell students to think about the kind of character Annie is. Then say, Bleh. Annie is so different than me! She is too fancy and perfect. I live near the beach and she lives in the country. She likes fluffy bunnies and I like animals like sharks. She's a young girl and I'm all grown up. And she likes to garden! I can't keep any plants alive! I just don't get it."</p> <p>Then say, "I need to keep an open mind. I should think about how I can relate to Annie, or what I have in common with her rather than complain about all that is different about us. Annie may be fancy--but she loves the outdoors. The place where Annie lives may be different than me, but she still likes to play and do things that I like to do. And so she likes bunnies... at least she likes animals. She's a young girl-- well, that's okay! I used to be a young girl and now I teach young girls. I guess Annie and I do have a lot in common! Readers, did you see how I tried to relate to Annie, instead of shutting her out</p>	<p>Direct Instruction -mlniesson TP: Today I want to teach you that after you plan the purpose of your letter, and organize the information, and think about your audience, then you begin writing your friendly letter with those pieces in mind.</p> <p>Remind students of the 5 parts of a friendly letter: The Heading, Greeting, Body, Closing, and Signature,</p> <p>Quickly model how you would take your plan, tell it across your fingers, and begin writing it into complete sentences, making sure you have the parts of the friendly letter included. Give students a copy of pg. 33 to begin writing their friendly letter.</p>	<p>Direct Instruction</p>	<p>Direct Instruction: Teach</p>	<p>Direct Instruction Create a t-chart on the Smartboard describing the difference between a need and a want explaining that a need is something necessary for survival and a want is not necessary for survival but is useful and makes life easier.</p>

	<p>based on her differences? When you encounter a character who is very different from you, you can work hard to pull out the things you might actually have in common--chances are your character has the same needs and wants, motivations, troubles, and heart's desires as you!</p> <p>Today as your reading your own book, create a list of things you have in common with your character. Write this list on a Post-it or in your reader's notebook.</p> <p>Today and everyday, readers dig deeply to find what they have in common with the character in their books, even if the character seems very different.</p>				
<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: _____</p> <p>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:</p> <p>___ Strategy Group ___ Interactive Writing (K-2) ___ Word Study ___ Shared Writing</p> <p>Standard:</p> <p>Teaching Point:</p>	<p>Fluency Practice</p> <p>-Making the Next Ten to Add -Sprint: Addition -Crossing a Ten</p> <p>Application Problem</p> <p>Hailey and Gio solve $56+85$, Gio says the answer is 131. Hailey says the answer is 141. Explain whose answer is correct using numbers, pictures, or words.</p> <p>Concept Development (We Do)</p> <p>The teacher will walk the students through how solve problems where they regroup in the tens place.</p> <p>$-40+70$</p> <p>Afterwards, the teacher will model how we include the addends to the problem</p> <p>$-49+73$</p> <p>$-136+64$</p> <p>Considerations for Differentiation:</p> <p>Small group re-instruction of the daily concept in order to assist students with completion of problem set with use of whiteboards/Manipulatives.</p> <p>Teaching Point:</p> <p>Same as the teaching point for lesson with special emphasis on scaffolding as needed with specific students.</p>	<p>Active Engagement</p>	<p>Guided Practice:</p> <p>Students work in groups of 3 or 4 to complete the needs/wants sort. They cut out the pictures and sort them in the appropriate category.</p> <p>Invite students to 'turn and talk' to think of at least 3 more needs and 3 more wants that aren't on the sheet.</p>

	Reading Conferences: ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference	Writing Conferences: ___ RDCT Conference ___ Goal Setting Conference	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.	Rug Time/Apply	
Closing (We Check) <small>Describe the instructional process that will be used to close the lesson and check for student understanding.</small> TKES : 1,2,3,4,5,6,7,8	Share Could you turn and talk to your rug partner? Ask students to explain any commonalities they share with the character in their book.	Share Students share what they have so far.	Debrief Discuss with students lesson as a whole. Invite S. to review their solutions for the Problem Set. After debrief – students complete Exit ticket for teacher to assess the student’s understanding of the concepts.	Share	Summarize: Write on a post-it one thing you 'want' for Christmas and one thing you 'need'.