

Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson		Grade: 2nd			
Date of Instruction: Tuesday 05/11/2021	Readers Workshop If/Then Unit: Reading and Role Playing-Fairy Tales, Folktales, Fables, and Fantasy Bend III Lesson 14	Writers Workshop If/Then Fantasy Unit Lesson 17-Punctuation Dialogue	Eureka Math Module <u>7</u> Lesson 23 Problem Solving with Length, Money, and Data Concept(s): Collect and record measurement data in a table; answer questions and summarize the data set.	Phonics LC Units of Study: Unit 1 Bend 3 Lesson 18 TE pages 128-134 UOS in Phonics: Writing Silly Rhyme Books	Science Topic - Life Science- Life Cycle of Mammals
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: ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Standard/s: ELAGSERL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 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: 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Standards: ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W7: Participate in shared research and writing projects.	Standard/s: 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.

<p>Learning Target/Teaching Point: I am learning strategies for critical thinking using comparisons of characters.</p> <p>Success Criteria: I know I will be successful when: -I can compare similar character types in different books to determine how the new character may act or think.</p>	<p>Learning Target/Teaching Point: I am learning to write a fiction narrative.</p> <p>Success Criteria: I know I will be successful when: -I can properly punctuate my dialogue. -I can add a tag to my dialogue. -I can add question marks and exclamation marks in my dialogue.</p>	<p>Learning Target/Teaching Point: We are learning how to collect and record measurement data in a table; answer questions and summarize the data set.</p> <p>Success Criteria: I know I will be successful when: -I can measure the length of an object to the nearest inch. -I can generate measurement data of several objects. -I can collect and record data in a table. -I know how to create and interpret information on a chart using tally marks. -I can ask and answer questions summarizing the data I collected.</p>	<p>Learning Target/Teaching Point: We are learning to use rhymes we have found or new ones we have made up to create rhyming books.</p> <p>Success Criteria: I know I will be successful when: -I can practice hearing and producing rhymes. -I can use phonograms to create rhyming words. -I can use rhymes to write rhyming books. -I can spell rhyming words correctly. -I can try a few different patterns or parts and confirm with peers or adults. -I can learn to use a sense of what looks right to edit patterns in writing. -I can use knowledge of conventions in writing such as capitalization, punctuation, and spelling.</p>	<p>Learning Target/Teaching Point: I can communicate information about the lifecycle of mammals</p> <p>Success Criteria: I know I will be successful when:</p> <ul style="list-style-type: none"> • I can understand and use expert vocabulary. • identify the stages of a mammal life cycle. • ask questions to determine the sequence of a mammal's life cycle.
<p>Introduction/ Connection</p> <p>Remind readers that when they encounter a character type in a new book, they often think back on other books with the same character type.</p> <ul style="list-style-type: none"> • Ask your students if they have found similar characters to the ones found in your demonstration text or read aloud text. <p>“Have you encountered any characters like the Big Bad Wolf?”</p>	<p>Introduction/ Connection</p> <p>“Tell your partner what dialogue is and why writers use dialogue.”</p> <p>Students will then share an example of dialogue they added into their story yesterday.</p>	<p>Introduction/ Connection</p> <p>Fluency- 11 minutes Application Problem- N/A Concept Development- 39 minutes Student Debrief- 10 minutes</p> <p>Fluency (11 minutes):</p> <ul style="list-style-type: none"> • How Many More Hundreds? 2.NBT.7 (2 minutes) • Sprint: Adding Across a Ten 2.OA.2 (9 minutes) <p>Application Problem: N/A</p>	<p>Introduction/ Connection</p> <p>Before the lesson, be ready to pass out a new writing booklet for each student. Display the anchor chart titled, “Grown-Up Writers”, “Different Spelling Same Rhyme” chart, and the first page of “Gus’s Silly Rhymes”.</p> <p>Teachers will build excitement for today’s lesson by sharing a rhyming book Gus “wrote”, which will serve as a model for rhyming books that students will write.</p> <p>Teachers will lead students in a shared reading of “Gus’s Silly Rhymes”.</p> <p>Teachers will celebrate Gus’s progress as a writer while reminding students of the ways in which they are striving to write in a more grown-up manner.</p> <ul style="list-style-type: none"> • Spelling of troublemaker words correctly • Spelled words using bigger parts and patterns • Wrote with periods and capitals • Used capitals with a purpose <p>Teachers encouraged students to celebrate Gus’s progress writing grown-up , second grade work with a round of applause!</p>	<p>Introduction/ Connection</p> <p>Review Key Vocabulary:</p> <p>Students do not need to know these to mastery. Just give a brief overview before watching the Brainpop and reading the book out loud.</p> <p>mammal, endothermic (warm-blooded), mammary glands, vertebrate, camouflage</p> <p>Explain the 3 types of mammals:</p> <ol style="list-style-type: none"> 1) Eutherians- also called placental mammal are mammals that give live birth and nurse their young (ex. humans, dogs) 2. marsupials- pouch animals ex. (kangaroo, opossum) 3. monotremes- mammals that lay eggs and don’t nurse their young (ex. platypus)

<p>Direct Instruction Mini-Lesson</p> <p>Today I want to teach you that when readers encounter a character type in a new book, they often think back on other books with the same character type. Readers ask themselves, “How is this new character the same as and different from the characters in other books I have read?” This often leads to big ideas and questions that are interesting to talk about with a book club.</p> <p>Invite your children to do some critical thinking.</p> <p>Read aloud a few pages from updated versions of Cinderella and Mufaro’s Beautiful Daughters. These are two examples of children’s books that very clearly defy stereotypical representations of girls. Discuss how people are not “all one way.” In real life, people might not be what they seem at first impression. They can have multiple sides to their personality, strengths and weaknesses, good and bad.</p> <ul style="list-style-type: none"> Model how these are two versions of fairy tales very clearly defy stereotypical representations of groups of people who are girls and who are not-so-beautiful. <p>Read a few pages from Sleeping Ugly and Sleeping Beauty or any other two stories that are similar.</p> <ul style="list-style-type: none"> Turn and Talk about groups of people who are present in both versions of the fairy tale. Students may notice there are girls, 	<p>Direct Instruction Mini-Lesson</p> <p>Today we are going to learn how to properly punctuate dialogue in our stories.</p> <p>Start by labeling the quotation marks and tag on the dialogue at the top of the chart.</p> <p>“Sometimes writers put the tag at the end and other times, they put it in the beginning. The way that the dialogue is punctuated changes based on where the tag is.”</p> <p>Add examples to your chart. Be sure to add questions and exclamations as they are punctuated differently. Point out where the quotation marks go, where the commas go and when to capitalize and add periods. It is helpful to have students use a different color marker, crayon or highlighter for all of the punctuation so that it stands out.</p> <p>Examples of dialogue with the tag at the end: “It’s time for bed,” said Mom. “I wish I could stay up all night!” I exclaimed. “Can I stay up for five more minutes?” I asked.</p> <p>Examples of dialogue with the tag at the beginning: She announced, “Tomorrow is field day.” I asked, “Can I be Jack’s partner?” Sara exclaimed, “You’re always Jack’s partner!”</p> <p>Students will go back to the dialogue they added to their masterpiece and properly punctuate. Students should reread their masterpiece and make sure they have added all of the necessary dialogue.</p>	<p>Direct Instruction</p> <p>TP: “Today, I want to review how we can collect and record data into a table using tally marks. We will collect and record our class “handspan” measurements, insert the data into a table, and then create and answer questions to summarize the data set.”</p> <p>Teachers will model measuring and recording the length of her hand span to allow her to demonstrate how students will perform today’s task activity. “I just measured my handspan, and it is ___ inches. Even though it was not exactly that many inches, I said it was about ___ inches because it was closer to the next whole inch. (Teachers will write the measurement on the board.)”</p> <p>Provide students with the same sentence frame to remind them they may be rounding to the nearest whole inch.</p> <p>Part 1: Collect and record data. Students, partnerships, or groups of four/five will measure their own handspans (i.e., the distance from the tip of the thumb to the tip of the pinky with the hand fully extended), as well as those of five friends, rounding the lengths to the nearest whole inch.</p> <p>Teachers will circulate among students as they complete this activity.</p> <p>Students will then share the data as a class. Using tally marks, teachers and students will review creating a table to record and organize the data they collected.</p> <p>Teachers will model writing a comparison question about the data for each group or partnership to observe. For example, “How many more students’ handspans measured 5 inches than measured 8 inches?”</p>	<p>Direct Instruction: Teach</p> <p>TP: “Today, I want to teach you that writers use rhymes to write sometimes. To spell rhyming words correctly, writers may need to try a few different patterns, then ask, “Which one looks right?”</p> <p>Teachers will lead the class in correcting a word in Gus’s writing by trying out a few different rhyming patterns that sound the same, and have students assist in deciding which word looks right. (trete, treet, treat)</p> <p>Teachers will ask students what all they know about spelling those long E sounds to determine which word looks right.</p> <p>Through interactive writing, in which we will help to add to Gus’s writing, students and teachers will work together trying different ways to spell rhyming patterns. (Next page of Gus’s writing - missing word parts: whale, whail, whay) Circle whale and add -ale into Gus’s book to complete the word.</p> <p>Teachers and students will read to notice Gus’s next missing word part. (snail)</p> <p>If students need more support, accept their approximations and allow more reading to help develop their sense of what looks right.</p>	<p>Direct Instruction</p> <p>For the ‘RESEARCH’ tab of the mammals book, go to https://kids.nationalgeographic.com/animals/mammals</p> <p>Allow students to vote on the animals they want to learn more about. Go through 2 or 3 and let them choose which mammal they would like to draw and tell about in the ‘research section of the tab-it booklet.</p>
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	<p>boys, or animals who are poor, strong, weak, beautiful, not-so-beautiful, etc.</p> <p>As you send your students off to read remind them that most fairytales have character types who are one dimensional, in real life people are much more complicated. As you read you will find the evil characters in fairy tales are often just as ugly on the outside as they are on the inside, while the heroes and heroines are often beautiful and perfect in every way.</p> <p>Thumbs up if you are ready to read about different character types. Off you go.</p>		<p>Part 2: Create a larger data set. Teachers and students will look at the information we can get by looking at all the handspans in our class.</p> <p>Teachers will collect the measurements from each group, and make a tally mark for each student, or have students record their own tally marks on the board.</p> <p>Think, Pair, Share: Students will practice writing a comparison question about the class data for their partner to answer. For example, "How many more students' handspans measured 5 inches than measured 8 inches?"</p> <p>Teachers and students will then debrief listening to and answering some of the questions students came up with about our class data set.</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: <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 rally students to spell words that rhyme with <i>whale and snail</i>, then write silly sentences using those words.</p> <p>Remind students to try out a few different patterns, then circle the one that looks right to them. Have them first try some of the patterns for the word <i>whale</i>.</p> <p>Roleplay having Gus ask students to generate other words that will rhyme with <i>whale</i> and <i>snail</i>.</p> <p>Teachers will circulate and coach students as needed, trying out writing patterns in different ways.</p> <p>Have students share their rhymes with Gus and allow him to decide what he wants to write next. (Examples: <i>jail, kale, hail, bail, bale, rail</i>) Invite students to turn and tell a partner a silly sentence using one of their words. Teachers will listen in and share some of the sentences.</p>	<p>Guided Practice:</p> <p>Complete the research section of the tab -it booklet.</p>

				Encourage Gus to add to his writing by having some of the students assist in sharing their new sentences with him.	
	<p>Reading Conferences:</p> <ul style="list-style-type: none"> ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference 	<p>Writing Conferences:</p> <ul style="list-style-type: none"> ___ RDCT Conference ___ Goal Setting Conference 	<p>Problem Set (You Do)</p> <p>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:</p> <p>Scaffolding as needed with specific students. (EIP/ZEARN/SMALL GROUP/PARTNERS/Modified Practice/Exit Ticket/Assessment)</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>Rug Time/Apply</p> <p>Now you try!</p> <p>Teachers will suggest students or partnerships work together to make their own silly rhyming books allowing them to show off how they're growing up.</p> <p>Teachers will challenge students with the use of new tools they can use to create their own rhyming books. (Reflecting back to the previous lesson, where she had recorded rhyming words that partnerships found in their books.)</p> <p>Teachers will guide students in filling their pages with rhyming words using our <i>"Different Spellings Same Rhyme"</i> anchor chart.</p> <p>Teachers will circulate and coach students as needed. (Possible Coaching Moves page 131 and writing anchor chart page 129)</p>	
<p>Closing (We Check)</p> <p>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>	<p>Share</p> <p>Readers will meet with the clubs and read different versions of the classics from other countries, with people of color, or maybe a story where the hero is not your typical hero.</p> <p>You may want to give time for your students to act out these important character types.</p>	<p>Share</p> <p>Write examples of dialogue on the board, but do not include any of the punctuation. Students should teach their partner how to properly punctuate.</p> <p>Example: Cats make me sneeze she informed us.</p>	<p>Debrief</p> <p>Discuss with students the lesson and Recording Sheets (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</p> <p>Teachers will set up partners to edit each other's writing and make sure that it shows lots of signs that they are growing up as writers.</p> <p>Teachers will circulate and coach students as needed. (Possible Coaching Moves page 131 and writing anchor chart page 129)</p>	<p>Summarize:</p> <p>Find a friend that did NOT pick the same mammal as you and share your drawing and knowledge.</p>