

<b>Teacher: Cox, Johns, C. Waters, Deverger, Kinstle, Henson</b>		<b>Grade: 2nd</b>			
<b>Date of Instruction:</b> Wednesday 03/17/2021	<b>Readers Workshop</b> Unit 4 Lesson 16- Sharing Opinions by Debating	<b>Writers Workshop</b> Unit 4 Lesson 16- Editing Poems: Reading Aloud to Find Trouble Spots	<b>Eureka Math</b> Module <u>6</u> Lesson 16 Foundations of Multiplication and Division Concept(s): Use grid paper to create designs to develop spatial structuring.	<b>Phonics</b> LC Units of Study: Unit 4 - <b>Bend 3</b> Lesson 13 TE pages 85-91 UOS in Phonics - Prefixes Change Meanings of Words	<b>Topic - Social Studies</b> <b>James Oglethorpe &amp; Tomochichi</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: ELAGSE2SL2:</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	<b>Standard/s: ELAGSE2W5:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>Standard/s:</b> <b>2.G2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. <b>2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	<b>Standards:</b> <b>ELAGSE2L4:</b> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). <b>ELAGSE2RI4:</b> Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. <b>ELAGSE2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>Standard/s:</b> SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.
	<b>Learning Target/Teaching Point:</b> I am learning to describe key details from a story and present it to others.  <b>Success Criteria:</b> I know I will be successful when: -I can debate my opinions about my book. -I can read to collect evidence that supports my opinion.	<b>Learning Target/Teaching Point</b> I am learning to revise and edit my poem.  <b>Success Criteria:</b> I know I will be successful when: -I can read my poem aloud to find words or lines that don't sound right.	<b>Learning Target/Teaching Point:</b> We are learning to create designs to develop spatial structuring.  <b>Success Criteria:</b> I know I will be successful when: - I can describe the design as an array. - I can create an array using square units. - I can use square tiles to create a core unit. - I can use a core unit to create a tessellation.	<b>Learning Target/Teaching Point:</b> We are learning to determine the meaning of a word when a prefix is added.  <b>Success Criteria:</b> I know I will be successful when: -I can decode base words and prefixes. -I can recognise that prefixes can change the meaning of the base word. -I can determine the meaning of word with prefixes using context clues.	- <b>Learning Target/Teaching Point:</b> - I can tell who James Oglethorpe and Tomochichi were and explain why they were important. - <b>Success Criteria:</b> - I know I will be successful when I can: - Tell that James Oglethorpe was a British man who started a new colony in America. -

					- Tell that Tomocchi was a Native American who befriended Oglethorpe and negotiated the land that became Georgia.
<p><b>Introduction/ Connection</b> Challenge your second graders to try something that older kids do- debate their opinions about a book.</p>	<p><b>Introduction/ Connection</b> Rally students’ energy for this final editing session before celebrating their poetry. Explain that poets edit with their ears as well as their eyes.</p>	<p><b>Introduction/ Connection</b> <b>Structure of the Lesson:</b> Fluency - 12 minutes Application Problem - 5 minutes Concept Development -33 minutes Student Debrief - 10 minutes</p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Get to 10, 20, or 30 2.OA.2 (4 minutes)</li> <li>Count by Ten or One with Dimes and Pennies 2.OA.2 (3 minutes)</li> <li>Grade 2 Core Fluency Practice Sets 2.OA.2 (5 minutes)</li> </ul>	<p><b>Introduction/ Connection</b> Before the lesson, begin to prepare the “Word Collectors...” anchor chart. Post the word <b>unfair, tie</b>, and the prefix <b>un</b> on a post-it. Write the word pack and the sentence: I rush to pack my backpack on a sentence strip or chart paper.</p> <p>Direct students attention to the word <b>unfair</b>. Ask students if they posted the word on the board. Lead to understanding that Gus may have done this himself.</p> <p>Ask Gus if he thinks we are being <b>unfair</b>. What does he feel is <b>unfair</b>? (No - Oh, Gus added it up there , so it could be added to our compound words.)</p> <p>Ask students to assist in determining if the word <b>unfair</b> is a compound word or not.</p> <p>Teacher will explain, using what we already know, the word kind of looks like a compound word because it does have 2 parts. One of the parts is a little word, the word <b>fair</b>.</p> <p>Remind Gus that <b>un</b>-isn’t really a word, but you are right, it acts like a word.</p>	<p><b>Introduction/ Connection</b> Draw a circle map on the board and ask students to brainstorm everything they can remember about James Oglethorpe from yesterday.</p> <p>Ask if they can remember some of the vocabulary terms.</p> <p>parliament, liberty, civility, compassion, tribe, colony, founder, settlement, charter, debts.</p> <p>** optional- play a game of blurt, where you call out the definition and students have to blurt the vocabulary word.</p>	
<p><b>Direct Instruction Mini-Lesson</b> TP- Today I want to teach you that readers debate the opinions they have about their books. You can read (and reread) to collect evidence to support your side, or opinion.</p> <p>Assign students to one side of a debate or the other. Ask them to</p>	<p><b>Direct Instruction Mini-Lesson</b> TP- Today I want to teach you that one way poets edit their poems is by reading them aloud, listening for places where the words or lines do not sound right. Then, they go back to these places and write new lines, reading aloud, listening, and always asking, ‘Does this sound right?’</p>	<p><b>Direct Instruction Application Problem (Complete after CD)</b> Rick is baking muffins again. He filled 3 columns of 3 and left one column of 3 empty.</p> <p>a. Draw a picture to show what the muffin pan looked like.</p> <p>Shade the columns that Rick filled.</p> <p>b. Write a repeated addition equation to tell how many</p>	<p><b>Direct Instruction: Teach</b> TP: “Today I want to teach you about prefixes. Prefixes are word parts that attach at the beginning of words. A prefix (<b>like un-</b>) has a <b>meaning</b> and - here is the big thing- it <b>changes</b> the meaning of the word which it is attached to.”</p> <p>Have students act out how they would teach Gus to <b>tie</b> his laces. Invite students to also act out how different it would be if Gus asks them</p>	<p><b>Direct Instruction</b> Read aloud pages 16-28 of the James Oglethorpe biography reader.</p> <p>New words you may encounter:</p> <p>treaty- a deal that is made between 2 people or countries.</p>	

<p>listen to a familiar story to collect evidence that supports their side.</p> <p>Debate about <i>Days with Frog and Toad</i>. Debate about whether frog is a good friend or not. One side will debate that he is and the other will date that he is not a good friend.</p> <p>Reread the story "Alone" out loud. Pause to voice over things like, "Ooh, does that show him being a good friend? Does this show him not being a good friend?"</p> <p>Direct the student on how to begin and hold their debate. Have students line up in front of someone of the opposite group. Have them read their lists about whether Frog is a good friend or not.</p> <p>Prepare students for the next debate about their own series book with their book club. Is their main character a good friend or not?</p>	<p>Demonstrate reading the first stanza of the poem "Spider" out loud, listening for and rewriting lines that do not sound right. Point out that the second line is longer than all the rest so you need to rewrite it. (change end of line to in my window.)</p> <p>Set up students to work on reading the second stanza of the poem aloud, listening for a place that does not sound right.</p> <p>Invite the students to share words or lines from the poem that did not sound right to them.</p> <p>Say the children's words back to them, complimenting their careful out-loud reading and recommendations.</p> <p>Send students off to edit their own writing first by reading aloud, then by using their editing checklists.</p>	<p>muffins Rick makes.</p> <p>Then, write a repeated addition equation to tell how many muffins would fit in the whole pan.</p> <p><b>Concept Development (We Do)</b> The teacher will teach the students how to create designs to develop spatial structuring.</p> <p>Teacher will model creating an array with 3 columns and 3 rows with a red and blue pattern.</p> <ul style="list-style-type: none"> <li>• Have the students talk about what they see.</li> <li>• Have the students try it out by copying the design.</li> </ul> <p>Part I: Create a design using 10 tiles. Remind students to pay attention to which unit squares to color and how many spaces to leave.</p> <p>Part II: Create a design using 16 tiles. Students will create a design with their tiles, and then shade (color in the design) on their grid paper.</p> <p>Part III: Share and check your partner's work. Be sure to check each other's design to see if it matches the created tile design. How would you describe your design as an array?</p> <p>Part IV: Create a tessellation Show students the original 9-tile design you created. (core unit) Recap that there are no gaps and overlaps.</p> <p>Demonstrate how this pattern could go on and on by repeating the core unit. Continue the pattern right up to the edge of the grid.</p>	<p>to <b>untie</b> his laces. (Have students perform these actions practicing with one another.)</p> <p>Turn &amp; Talk: Have students explain how adding the prefix un- to the base word changes the meaning of the word.</p> <p>Teacher will model and demonstrate reading a sentence with and without prefixes. Teachers will display the word and sentence using <b>pack: I rush to pack my backpack.</b></p> <p>Then revise the sentence and add the word <b>unpack. I rush to unpack my backpack.</b></p> <p>Have students assist by acting out both versions.</p> <p>Remind students how adding that tiny prefix <b>un-</b> to the word <b>pack</b> really changed the meaning.</p>	<p>bluff- high, steep area of land</p> <p>grid- a pattern of lines that cross each other to form squares.</p> <p>funds- money used for a special purpose</p> <p>legal- not against the law, based on laws or rules</p> <p>governor- the leader of a state or region</p> <p>As you read about James Oglethorpe, point to important places on the map that he traveled, particularly London, England and Savannah, Georgia.</p>
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<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>Active Engagement</b></p> <p>Now you try!          Teachers will invite students or partnerships to generate and record lists of words that begin with the <b>prefix un-</b>.</p> <p>Remind students there are lots of ways to get to know the way that a prefix changes a word's meaning. You can <b>act it out</b> and try <b>adding</b> the prefix to a long <b>list of words</b> and see which ones actually work.</p> <p>Guide students in using the <b>prefix un-</b> and adding it to the word <b>run. (unrun)</b>          Does this word make sense? Now try, adding <b>un-</b> to the word <b>wrap. (unwrap)</b> This does make sense!</p> <p>Teachers will circulate and assist students as needed.</p> <p>Encourage students to generate words that actually exist and to work to spell those words correctly.</p>	<p><b>Guided Practice:</b></p> <p>Display the <a href="#">James Oglethorpe acrostic poem</a> on page 3 on the board and try to complete as a class to review what you've learned about his leadership.</p>
	<p><b>Reading Conferences:</b></p> <p>___ RDCT Conference          ___ Coaching Conference          ___ Goal Setting Conference</p>	<p><b>Writing Conferences:</b></p> <p>___ RDCT Conference          ___ Goal Setting Conference</p>	<p><b>Problem Set (You Do)</b></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><b>Considerations for Differentiation:</b></p> <p>Scaffolding as needed with specific students. (EIP/ZEARN/SMALL GROUP/PARTNERS/Modified Practice/Exit Ticket/Assessment)</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>Rug Time/Apply</b></p> <p>Teachers will challenge students to a game of charades, in which each partnership will act out a word with and without a prefix.</p> <p>Teachers will encourage students to jot down the word they act out to add to their Word Collector Scrapbooks. (<b>unhappy, uncover, unlock, unkind, untangle, unwrap, unusual, unlike, unafraid, unlucky</b>)</p> <p>Collect and display the words with <b>un- prefixes</b> to the pocket chart.</p> <p>Teachers will coach students as needed. (Extension 3 - The Mix &amp; Match Game or Possible Coaching Moves page 95)</p>	

<p><b>Closing (We Check)</b> 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><b>Share</b> Work Together to Strengthen Arguments</p> <p>The debate will be tomorrow so book club partners wil partner up and pick a side (good friend or bad friend).</p> <p>Before book club partners work together, say “You will want to do three things while you get ready for arguing: one, make sure the examples show your side. Two, help each other say why and how it fits with your side. Three, help each other find more examples. Go ahead, meet together, and get ready! Make your arguments the strongest that they can be!”</p>	<p><b>Share</b> Reading Our Writing Aloud as an Editing Strategy</p> <p>Rally partners to take turns reading each other’s work aloud so that each poet can have a turn listening for any stumbles on the part of the reader.</p>	<p><b>Debrief</b> 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> Recap how amazing it is to know how two two tiny letters, <b>un-</b> can change the meaning of a word in such a big way! However, I wonder if we could add the prefix <b>un-</b> to any word? Post a few words that don’t work with the prefix <b>un-</b>. (<b>fiction, stop, living</b>)</p> <p>Remind students that we just can’t add <b>un-</b> to any word because some words won’t make sense.</p> <p>Introduce the prefix <b>non-</b> with the words <b>fiction, stop, and living</b>. Have partnerships work together to read the words and talk about what happens to each of these words when <b>non-</b> is added. Ask students to figure out its meaning.</p> <p>Reveal a new anchor chart titled “Word Collectors...” and add the first bullet.</p> <ul style="list-style-type: none"> <li>- Notice how prefixes change the meaning of words.</li> <li>- un- or non- means not, the opposite of, or reversal of</li> </ul> <p>Invite students to start a new scrapbook section for the prefixed words.</p>	<p><b>Summarize:</b> Pretend you are James Oglethorpe. What are three things you might say about yourself.</p> <p>Ex. I was born in London, England.</p> <p>Ask for volunteers to share.</p>
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