Cassie Woodrum

April 4- April 8

“Chinatown” Lesson 1

1. **Rationale**- This lesson is important because it works on suffixes –er, and –est and details.
2. **Goals and Objectives**
   1. Instructional goals: working on suffixes –er and –est and adding details when explaining
   2. Specific objectives: Students will be able to recognize the suffixes –er and –est
   3. to use the suffixes –er and –est to decode words and understand their meanings.
   4. CSO’s:
      1. RLA.O.2.1.3 identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).
      2. RLA.O.2.1.11 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details
   5. **Essential Questions:**
      1. What does taller and tallest mean?
3. **Procedure:**
   1. **Lesson introduction:**
      1. I will write the word harder on the board. I will ask if anyone know what this word is. I will then put a line through hard and –er. Then I will write the word hardest and put a line through hard and –est. I will ask if anyone knows what this part of the word is called. These are usually describing words to compare things.
      2. I will then show them their spelling words which all have suffixes –er and –est and we will go over the words having them use them in sentences.
      3. We will then play hangmouse with their spelling words
      4. I will then go over their vocabulary words with them, explaining what each word means.
      5. We will then play a vocabulary game
   2. **Lesson Closure:**
      1. I will have the students make a foldable for their vocabulary words.
   3. **Lesson contingency:**
      1. If there is extra time we will do a worksheet that works with the suffixes –er and -est
   4. **Pacing guide:**
      1. Introduction: 5 mins
      2. Lesson development: 35 mins
      3. Lesson closure: 10 mins.
      4. Lesson contingency: 15 mins.
   5. **List of questions:** 
      1. If I add –er to smart, what will the word be?
      2. What does celebrations mean?
4. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand the suffixes, their spelling, and vocabulary words.
5. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Worksheet
   4. computer
6. **Modifications for Diverse Learners**
   1. I will give them extra time to figure out the answer
   2. I will give them a life line, they can phone a friend if they need some help
7. **Reflection and Revision**