Cassie Woodrum

April 4-8

“Chinatown” Lesson 2

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 and to use the suffixes –er and –est to decode words and understand their meanings.
   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. We will review what a story web is and I will have students draw one in their journals. They will fill it out as we go along. We will then talk about the genre of the story. What realistic fiction means.
   2. **Lesson development**:
      1. We will then read the story together as a class
      2. I will ask questions about the story as we go
   3. **Lesson Closure:**
      1. After we have finished the story, I will talk to the students about what they put down in their story web.
   4. **Lesson contingency:**
      1. If there is extra time I will have students draw their own photographs and write a caption under it using details of what is going on in the picture.
   5. **Pacing guide:**
      1. Introduction: 10 mins
      2. Lesson development: 30 mins
      3. Lesson closure: 15 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. Is the Chinese New Year a big celebration for the Chinese?
      2. What lessons does he take on Saturday?
4. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand the story, their spelling, and vocabulary words, check for fluency, and if they understand suffixes
5. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Reading books
   4. Computer
   5. Pencil
   6. Paper
   7. Crayons
   8. Markers
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**