Cassie Woodrum

April 4-8

“Chinatown” Lesson 3

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. I will pass out the vocabulary flashcards for the students to work on their vocabulary words. One will have the word and one will have the definition, they have to find their partner and the read them to the class.
   2. **Lesson development**:
      1. I will then put the students in groups and have them do a scavenger hunt with their story.
   3. **Lesson Closure:**
      1. When everyone has finished the scavenger hunt we will all come together and discuss what they found in the story.
   4. **Lesson contingency:**
      1. If there is extra time we will take a tour of a Chinatown

http://www.harcourtschool.com/activity/chinatown/main.html

* 1. **Pacing guide:**
     1. Introduction: 10 mins
     2. Lesson development: 30 mins
     3. Lesson closure: 15 mins.
     4. Lesson contingency: 15 mins.
  2. **List of questions:** 
     1. Is the Chinese New Year a big celebration for the Chinese?
     2. What lessons does he take on Saturday?

1. **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
2. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Reading books
   4. Computer
   5. Pencil
   6. Paper
   7. Crayons
   8. Markers
3. **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
4. **Reflection and Revision**