Cassie Woodrum

April 4-8

“Chinatown” Lesson 5

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. The students will take their vocabulary tests
   2. **Lesson development**:
      1. I will put students into groups and reread pages 261, 262,264, and 269. I will have the stuends find paragraphs that include details. They will write the details on a sheet of paper
   3. **Lesson Closure:**
      1. When everyone has finished finding details we will talk about what details they have found on the pages.
   4. **Lesson contingency:**
      1. If there is extra time we will talk about the Chinese New Year, and how the Chinese celebrate. We will make some instruments for our parade.
   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
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**