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February 22-25

Cool Ali Lesson Plans #2

1. **Rationale**
   1. This lesson is important because it works on the inflections –es
2. **Goals and Objectives**
   1. Instructional goals: changing “f” to “v” and adding –es
   2. Specific objectives: Students will be able identify irregular plurals when reading
   3. To correctly use irregular plurals
   4. CSO’s:
      1. RLA.O.2.1.16- increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.
      2. RLA.O.2.1.02- identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).
3. **Essential Questions:**
   1. How do we make wife plural?
   2. How do we make shelf plural?
4. **Procedure:**
   1. **Lesson introduction:**
      1. I will take a few minutes just to review what we did the day before. I will have a few words on the smartboard and I will have some students come up and change the words to plural by changing f to v and add –es
   2. **Lesson development:**
      1. I will hand out vocabulary flashcards and they have to go around and find their partners. One has the vocabulary word, on the definition, and one the picture. Then they will read the word and definition to the class.
      2. The students will then be put into different groups with a partner. I will then give each group a scavenger hunt paper. The students have to go through the story and find the vocabulary word in the story and write down the page number they found it on. The students will then go through the story and find five words that end in –ed and list five characters from the book.
      3. After they have finished the scavenger hunt we will talk about what words they found and what characters they listed.
      4. I will then put them with new partners and have them write what they would do on a hot or rainy day using at least three vocabulary words.
   3. **Lesson closure:**
      1. I will allow some of the students to come up and read their papers of what they would do on a hot or rainy day if they would like to
   4. **Lesson contingency**
      1. If there is extra time left over we will play a vocabulary matching game.

<http://www.quia.com/mc/1595934.html>

* 1. **Pacing guide:**
     1. Introduction: 5 mins.
     2. Lesson development: 30 mins
     3. Lesson closure: 5 mins
     4. Lesson contingency: 5 mins.
  2. **List of questions:**
     1. Who can notice what notice mean?
     2. Who can name a character from the book?
     3. Who can give me a word that ends in –ed?
     4. Who can make the word wife plural?

1. **Daily Formative Assessment**
   1. I will have a checklist to see if they understand the inflection –es, if they understand how to use the glossary to find words, and if they understand the vocabulary words.
2. **Materials, Equipment, and Resource**
   1. Computer
   2. Smart board
   3. Smart board Pen
   4. Reading books
   5. Paper
3. **Modifications for Diverse Learners**
   1. When the students come up to the board to answer questions I will give them extra time or allow them to phone a friend.
   2. I will also pair the low level students with the higher students while doing group work
4. **Reflection and Revision**