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February 22-25

Cool Ali Lesson #3

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. Do you change f to v and add –es to all words ending in f?
4. **Procedure**
   1. **Lesson Introduction**
      1. To start we will play a vocabulary game where you have to match the words to a sentence from the story.

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* 1. **Lesson development**
     1. The students will then take a vocabulary test on the six vocabulary words
     2. As they finish their vocabulary tests the students can get their AR books out to read.
     3. We will then review compound words. I will write a few compound words on the board and I will have the students to come up and write the compound words in plural form by changing the f to v and adding –es
     4. I will then give the students a worksheet where they have to change words from single form to plural form by changing f to v and adding –es.
  2. **Lesson closure**
     1. I will then have the students each choose one spelling word and have them cut out two identical paper shapes. I will encourage them to choose unique shapes that suggest the meaning of their selected words. I will then have them write the singular form on one shape and the plural form on the other shape.
  3. Lesson contingency
     1. If there is extra time at the end of the lesson, I will have the students play a spelling game on the smartboard.

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* 1. **Pacing Guide**
     1. Introduction: 5 mins.
     2. Development: 30 mins
     3. Closure: 15 mins
     4. Contingency: 5 mins
  2. **List of questions:**
     1. How do you make the word elf plural?
     2. Is bookshelf a compound word? What two words make it up?

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
   6. Scissors
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.
4. **Reflection and Revision**