Cassie Woodrum

February 22-25

Cool Ali Lesson #4

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 the lesson we will play a spelling game to let the students get a little more practice in before they take their spelling test. I will divide the class into two different teams. The first player from each team will come up and I will give a spelling word, the first player to buzz in and spell the word correctly will get a point. Then the next player from each team will come up and I will give them the next word, and so on.
   2. **Lesson Procedure:**
      1. I will then give the students their spelling test from the words of the week
      2. When they are done with their spelling test, I will give them a worksheet to let them practice their suffixes –ed and –ing.
      3. While they are working on their worksheets, I will allow some students 4 at a time to go and take their reading tests from the story this week.

**http://www.havefunteaching.com/worksheets/language/suffix/suffix-worksheet.pdf**

* + 1. After they have finished their worksheets I will put them into groups of 4-5 and give them a sheet of bulletin board paper and I will have the students write on the sheet of paper what they would do if they were someplace cold and wanted to feel warm. The students would also draw a picture that goes along with their sentences.
  1. **Lesson Closure:**
     1. I will then allow the students to share with the class what they have drew and wrote on their sheet of paper.
  2. **Lesson Contingency:**
     1. If there is extra time left over we will talk about the three vocabulary words that end in –ed. I will then have the students stand up and we will act out each of the vocabulary words. We will then go through the story and find other words that end in –ed or talk about the ones that they found in their scavenger hunt and we will act out those words also.
  3. **Pacing guide:**
     1. Introduction: 5 mins.
     2. Development: 30 mins
     3. Closure: 15 mins
     4. Contingency: 5 mins

1. **List of Questions:**
   1. What are some other words that end in –ed?
   2. What are some other things we can think of to feel warm when we are cold outside?
2. **Materials, Equipment, and Resource**
   1. Spelling Words
   2. Pencils
   3. Crayons
   4. Paper
   5. Worksheet
   6. Computer
3. **Modifications for Diverse Learners**
   1. I will divide the students up so they are paired with high and low level students
   2. The spelling tests are divided with what tier they are in with how many spelling words they have to do.
   3. Their reading tests are done with what tier they are in
4. **Reflection and Revision**