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March 14-18

“Good-bye, Curtis” Lesson 1

1. **Rationale**- This lesson is important because it works on contractions and comparing and contrasting
2. **Goals and Objectives**
   1. Instructional goals: working on contractions‘ll, n’t, ‘s and comparing and contrasting and cause/effect.
   2. Specific objectives: Students will be able to add contractions to words and identify cause and effect
   3. CSO’s:
      1. RLA.O.2.2.7 use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives).
      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
   4. **Essential Questions:**
      1. What two words make the contrast we’ll
3. **Procedure:**
   1. **Lesson introduction:**
      1. I will have the word don’t, I’ll, and it’s on the boards. We will talk about how these words are contractions, meaning they are made up of two words. Then we will talk about what two words make up these contractions.
   2. **Lesson development**:
      1. I will then show them their spelling words which all have contractions and we will go over the words having them use them in sentences.
      2. We will then play hangmouse with their spelling words http://www.theteachersguide.com/booklessons/goodbyecurtis/goodbyecurtislessons.htm
      3. I will then go over their vocabulary words with them, explaining what each word means.
      4. We will then play a vocabulary game http://www.quia.com/jg/1626105.html
   3. **Lesson Closure:**
      1. I will have the students make a foldable for their vocabulary words.
   4. **Lesson contingency:**
      1. If there is extra time I will have them do a scavenger hunt for their vocabulary words in their story.
   5. **Pacing guide:**
      1. Introduction: 5 mins
      2. Lesson development: 35 mins
      3. Lesson closure: 10 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. What two words make I’ll?
      2. What does addresses mean?
4. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand contractions, their spelling, and vocabulary words.
5. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Reading books
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**