Cassie Woodrum

March 14-18

“Good-bye, Curtis” Lesson 2

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?
      2. What is a cause and effect from the story?
3. **Procedure:**
   1. **Lesson introduction:**
      1. I will have the students do a story map as we are reading. They will list the beginning of the story, the middle, and the end. We will also discuss the genre of the story before we begin reading.
   2. **Lesson development**:
      1. We will then read Good-bye Curtis as a class.
      2. I will ask them cause/effect questions about the story as we read.
   3. **Lesson Closure:**
      1. We will finish filling out the story map and talk about what happened in the story.
   4. **Lesson contingency:**
      1. If there is extra time we will create an invitation. We will imagine that we are having a surprise party for Curtis in the classroom. They will list when the part is, the time, where.
   5. **Pacing guide:**
      1. Introduction: 10 mins
      2. Lesson development: 30 mins
      3. Lesson closure: 10 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. What happened in the beginning, middle and end of the story?
      2. Why have so many changes happened since Curtis started his job?
4. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they are reading with fluency and expression. I will check to see if they understand what happened in the beginning, middle, and end of the story.
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
   3. I will break words apart to help them sound out words.
7. **Reflection and Revision**