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March 14-18

“Good-bye, Curtis” Lesson 3

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 pass out the vocabulary matching cards. The students will go around and find their partner. One will have the word, one will have the definition. When everyone has found their partner they will read their words and definitions to the class.
   2. **Lesson development**:
      1. I will then put them in groups of two and have them do a scavenger hunt with their vocabulary words and their reading book. They have to find the page their vocabulary words are on. List six plural words from the story and six things Curtis was given. http://www.thevirtualvine.com/trophies.html
   3. **Lesson Closure:**
      1. I will have them do a worksheet that deals with contractions. They will have to take the two underlined words and make them into contraction words. http://www.primarygradesclasspage.com/Harcourt%20for%20Teachers%20second.htm
   4. **Lesson contingency:**
      1. If there is extra time we will make a cause and effect chart. We will list causes and effects from the story.
   5. **Pacing guide:**
      1. Introduction: 5 mins
      2. Lesson development: 20 mins
      3. Lesson closure: 10 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. What did Curtis do at the very end of the story?
      2. Why did Curtis write the thank-you notes?
4. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they are understand cause and effect and their vocabulary words.
5. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Reading books
   4. Scavenger hunt worksheets
   5. Contrast worksheet
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**