Cassie Woodrum

March 7- 11

“The Pine Park Mystery” Lesson 1

1. **Rationale**- This lesson is important because it works on prefixes and narrative elements
2. **Goals and Objectives**
   1. Instructional goals: working on prefixes re- and pre- and working on narrative elements by a reader’s theater
   2. Specific objectives: Students will be able to add prefixes re-and pre- to words and recognize prefixes in words.
   3. Students will be able to perform a readers theater
   4. CSO’s:
      1. RLA.O.2.1.3- identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).
      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.
   5. **Essential Questions:**
      1. What is the prefix of the word remove
      2. What is the prefix of the word preschool
3. **Procedure:**
   1. **Lesson introduction:**
      1. I will have a word written on the board. I will say the word emphasizing the prefix and the base word. I will underline the re-. I will tell them this is a prefix and ask if any of them know what a prefix is.
   2. **Lesson development**:
      1. I will then show them their spelling words which all have prefixes and we will go over the words having them use them in sentences.
      2. I will then go over their vocabulary words with them, explaining what each word means.
      3. We will then read their reading story “The Pine Park Mystery” together as a class.
   3. **Lesson Closure:**
      1. I will split the class into two groups and each group is going to do a reader’s theater for the story.
   4. **Lesson contingency:**
      1. If there is extra time I will allow them to get into their groups and start practicing for the reader’s theather.
   5. **Pacing guide:**
      1. Introduction: 5 mins
      2. Lesson development: 40 mins
      3. Lesson closure: 5 mins
      4. Lesson contingency: 10 mins.
   6. **List of questions:** 
      1. Who are the characters in the story?
      2. What is the main idea of the story?
      3. What is the causes and effects in the story?
4. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand what prefixes are in words and if they are reading with fluecy.
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**