Cassie Woodrum

March 7- 11

“The Pine Park Mystery” Lesson 4

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. We will take our vocabulary test
   2. **Lesson development**:
      1. I will then have the students get into their groups and allow them to pick what character they want to be in the story
      2. They will then start practicing in their groups.
   3. **Lesson Closure:**
      1. We will decorate props to go in the scene
   4. **Lesson contingency:**
      1. If there is extra time we will do a worksheet to practice writing prefixes pre- and re-
   5. **Pacing guide:**
      1. Introduction: 5 mins
      2. Lesson development: 30 mins
      3. Lesson closure: 15 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 fluency.
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 apart words if they are having trouble reading
7. **Reflection and Revision**