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March 7- 11

“The Pine Park Mystery” Lesson 5

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 play a spelling game called hangmouse.

http://www.theteachersguide.com/booklessons/pinepark/pineparkmystery.htm

* 1. **Lesson development**:
     1. We will take our spelling test.
     2. The students will then put on their reader’s theater play.
  2. **Lesson Closure:**
     1. We will play who wants to be a millionaire for comprehension of the story “The Pine Park Mystery”

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* 1. **Lesson contingency:**
     1. If there is extra time I will have them get into their groups and I will take my group and we will work on their Penguin Quest and answer any questions they have and see how they are coming along on their research.
  2. **Pacing guide:**
     1. Introduction: 10 mins
     2. Lesson development: 45mins
     3. Lesson closure: 10 mins
     4. Lesson contingency: 15 mins.
  3. **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?

1. **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.
2. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Reading books
   4. Paper
   5. pencil
3. **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
4. **Reflection and Revision**