

Date: \_\_\_\_\_

<b>Grade: 5</b>		<b>Subject: Language Arts</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>5. L.2 Within the context of authentic English writing and speaking practice: add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> </ul>		<b>Differentiation</b> <p><b>Below Proficiency:</b> The student will struggle to create a new word by adding suffixes to the base words</p> <p><b>Above Proficiency:</b> The student will be able to create a new word by adding a suffix to the base word. The student will begin to start thinking about words that have a prefix and a suffix.</p> <p><b>Approaching/Emerging Proficiency:</b> The student will be able to create a new word adding a suffix to a base word.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>Visual: Anchor chart, Matching/Puzzle Game, Tree Word Study</li> <li>Auditory: Teacher explanation</li> <li>Kinesthetic: Matching/Puzzle Game</li> <li>Tactile : Matching/Puzzle Game</li> </ul>	
<b>Objective(s)</b> Students will by the end of the lesson be able to blend base words with suffixes by adding a suffix to the base word to create a new word.  <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> </ul>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>Students will be called back by using the 3,2,1, and paws.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>Rules</b> <ul style="list-style-type: none"> <li>Students will come to class prepared to be a learner with all necessary materials and a positive attitude</li> <li>Students will hold their answer until asked for it</li> <li>Students will transition quickly and quietly</li> <li>Students will work toward completion of all tasks assigned</li> <li>Students will keep hands, feet, and objects to themselves</li> <li>Students will follow direction given by teachers and supervisors</li> </ul> <b>Expectations</b> <ul style="list-style-type: none"> <li>Students will be respectful             <ul style="list-style-type: none"> <li>Allow everyone the opportunity to learn by being respectful of his and her needs</li> </ul> </li> <li>Students will be responsible             <ul style="list-style-type: none"> <li>Do the right thing, even if no one is looking</li> </ul> </li> <li>Students will be invested             <ul style="list-style-type: none"> <li>Show that you care about your work, and come to school every day ready to learn something new</li> </ul> </li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Anchor Chart of Suffixes</li> <li>Tree Word Study</li> <li>Matching/Puzzle Game</li> </ul>		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Does any know what a suffix is? Why is it important?             <ul style="list-style-type: none"> <li>It is important to help change meanings of words.</li> </ul> </li> <li>Review some of the answers with the students and then explain to the students that they are going to learn how create new words today by using suffixes.</li> </ul>		

<p>10-15</p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>Students yesterday we got to learn about creating new words by adding a prefix but today we will be learning how to create a new word using a suffix.</li> <li>What were some base words that we wrote down yesterday? <ul style="list-style-type: none"> <li>Write a couple on the white board</li> </ul> </li> <li>We learned that new words can be created by adding prefixes, but we can also create new words by adding suffixes</li> <li>A suffix is a word part that is added at the end of the word. A suffix changes the meaning of the word.</li> <li>Explain the different suffixes and provide a few examples like help-ful, fear-less, ill-ness, comfort-able, slow-ly, rain-y. (These will be displayed on a chart)</li> <li> <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">Fear</td> <td style="text-align: center;">+</td> <td style="text-align: center;">Ful</td> <td style="text-align: center;">=.</td> <td style="text-align: center;">Fearful</td> </tr> <tr> <td style="text-align: center;">└──┘</td> <td></td> <td style="text-align: center;">└──┘</td> <td></td> <td style="text-align: center;">└──┘</td> </tr> <tr> <td style="text-align: center;">Base Word</td> <td></td> <td style="text-align: center;">Suffix</td> <td></td> <td style="text-align: center;">New Word</td> </tr> </table> </li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Students will be chosen to come up to the whiteboard to write the new word.</li> <li>I will have the tree word study displayed on the white board.</li> <li>I will write a base word on the root of the tree.</li> <li>I will then choose students to come up and write a new word on the board using the base word and adding a suffix</li> <li>I will then write a suffix on the root of the tree.</li> <li>I will then choose students to come up and write a new word using the suffix and adding a base word</li> <li>We will practice as many times as the students need.</li> </ul>		Fear	+	Ful	=.	Fearful	└──┘		└──┘		└──┘	Base Word		Suffix		New Word
Fear	+	Ful	=.	Fearful													
└──┘		└──┘		└──┘													
Base Word		Suffix		New Word													
<p>15-20</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>Students will play a game called Matching/Puzzle game</li> <li>Students will work with partners and each student will be given a sheet to write their new words</li> <li>There will be labeled envelopes with puzzles in them that will be given to each group labeled 1,2 3,4,5,6,7,8,9,10,11,12</li> <li>The students will write the numbered envelopes on the top of their sheet</li> <li>I will give the students 5 minutes to complete the 10 puzzles in each envelope and to write their puzzled words on their sheet</li> <li>Once done they can move to another envelope</li> <li>I will allow time to play the game</li> </ul>																
<p>5</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>After students have completed the game, they will be instructed to put their puzzle pieces back in the envelopes <ul style="list-style-type: none"> <li>They will be instructed to bring the enveloped and sheets back up to me.</li> </ul> </li> <li>I will call them back to me by using the 3,2,1 and paws</li> <li>I will ask students "So to review our lesson today what is a base word and what is a suffix?" <ul style="list-style-type: none"> <li>A base word is a word that stand on its own and has a meaning and a suffix is a group of letters added at the end of the base word."</li> </ul> </li> <li>Why is this important to know?</li> </ul>																
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> <li>Board practice Tree Word Study</li> <li>Sheet of the suffixes from the Matching/Puzzle game</li> </ul> </li> </ul>		<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>															
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <ul style="list-style-type: none"> <li>What Went Well: There was a lot of aspects to this lesson that went well. I believe the main aspect was the I do, we do, you do. I think following this improved my lessons so much this semester. Another thing that made my lesson go well was enforcing the examples and making sure to use good instruction. During my lesson I had provided many examples of using the base word and adding a suffix to the end. I then would allow my students to do some examples of using a base word and adding a suffix. I displayed this on the white board I had made which was called tree word study. This helped me do a formative assessment on the students. Not only did this allow them to practice, but also go over a few more examples together. This strategy helped me make</li> </ul>																	

Date: \_\_\_\_\_

this lesson effective. It also allowed me to have a better check in with my students to see if they were getting the content. This made my lesson for very well.

- **What Was Challenging:** I think the most challenging part in this lesson was not with the lesson in general, but more with classroom management. The students during the we do activity of the tree word study were very interested and all wanted a chance to come up to the white board to write down the answer that they discussed with their group, but they all began to talk or lose interest when a student was chosen to come up to the white board and write the answer. Something I could have done to improve this is to have the students that are waiting do another new word with a base word and suffix on a white board of their own. With more learning and practicing I know my classroom management skills will only improve.
- **What I Would Change:** From what I could see my lesson went fairly well. I loved the instruction strategy that I had used, and I also noticed that it was very effective for this group of students. Using these strategies had allowed my students to really understand base words and adding a suffix to create a new word. I think one thing that I would change in this lesson would be adding more challenging base words to add suffixes to. The students caught onto the concept so fast that I think having more challenging words to do would have challenged the students thinking more.
- **What the Students Learned:** From this lesson the students had learned about base words and suffixes to create a new word altogether. I know that they had learned this concept by assessing during the lesson. I also know because in the review I had used clarifying questions. Lastly, I know because of the recording of their Matching/Puzzle game activity to create new words with their puzzles.