

## Week 2: Word Study Lesson 2

Date:   12/8/21  

<p><b>Grade:</b> 5th</p> <p><b>Materials:</b> 23 dice, 23 base word cards, 23 Comparative Suffixes Dice Sentences worksheets, and pencils</p> <p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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)         </td> <td style="width: 50%; vertical-align: top;"> <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         </td> </tr> </table>	<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	<p><b>Subject:</b> Language Arts – Word Study</p> <p><b>Technology Needed:</b> Computer and projector</p> <p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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:         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic         </td> </tr> </table>	<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:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b></p> <p>5.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> students who need extra support will be given a que card with an example sentence to reference when writing their sentences. These sentences will include highlighted base words, underlined suffixes, and the counting of items used in the comparison. These supports will clearly help the student identify the three things they need to have in their sentence: a base word, an attached comparative suffix, and a specific number of items to compare. The student will be prompted to highlight, underline, and count these items on their worksheet as they are working through their sentences to serve as a visual checklist for each round that they complete. The student will be expected to complete 3 of the 5 sentences during the activity. These students will also benefit from the modeling of the dice game done by the teacher before independent work time begins.</p> <p><b>Above Proficiency:</b> students that need to be challenged will be prompted to draw two cards to combine into a sentence from their base word pile. This may be frustrating at first, as the base words could be difficult to connect in one sentence, but it will challenge the student to compose a robust sentence that uses two different comparison words. The student will be expected to complete the 5 sentences and possibly the reading passage word hunt.</p> <p><b>Approaching/Emerging Proficiency:</b> students will be expected to clearly label each section as designated on their worksheet. This will serve as an organization tool for the student to assess which base word, suffix, and number of items to compare that they need to have in each sentence. These students will be expected to complete 4 of the 5 sentences and possibly have time to begin the reading passage Word Hunt.</p>				
<p><b>Objective(s)</b></p> <p>-By the end of the lesson, students will be able to distinguish and attach the proper comparative suffix of -er, -est, -ier, or -iest based on word endings.</p> <p>-By the end of the lesson, students will use compose sentences that contain comparative suffixes to show the comparison of two or more things.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Analyze</p>	<p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> students will have a copy of the student worksheet displayed on the board. The teacher will demonstrate each step in the activity and record the necessary information needed to form the sentences on the board. This will allow students a visual example of how they are to use the worksheet the steps to participate in the activity. The students will also have the review questions and the example words displayed on the board during review time.</li> <li>• <b>Auditory:</b> the teacher will be speaking the steps to the game as she demonstrates them and records the information on the projected student worksheet. Students will have an opportunity to collaborate with their classmates as they review the material to generate example words before the explanation of the activity begins.</li> </ul>				

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	<ul style="list-style-type: none"> <li>• <b>Kinesthetic/Tactile:</b> students will have the opportunity to physically interact with the base word cards and the dice for each round. This will allow for hands on practice with the comparative suffixes within their sentence writing. Students will have the opportunity to move around the room, so long as they are able to stay focused and be respectful of others while they are working.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>- Work Music: Their will be soft piano holiday music playing while the students are independently working to create a clam and focused atmosphere.</p> <p>-Candle Timer: The teacher will display a work timer on the board for students to view while they are working. This will give students the opportunity to pace themselves while they are working and allow them to have visual warning of when their time is getting close to finishing.</p> <p>- Dismissal to retrieve materials: students will be prompted with their given instructions as they move to retrieve their materials. Students are expected to do so in a safe manner using walking feet.</p> <p>-Carpet Seating: students are expected to converse with their clock buddy when sitting at the front carpet for the review and explanation of the activity. Partners should be sitting in a location that allows them to be focused and respectful of those around them.</p> <p>Dice: students will be prompted during the teacher demonstration to carefully roll the dice to determine their number of items to compare. There is no need to be throwing dice across the room and having to chase down dice that are bouncing excessively on the floor or desks.</p> <p>- Popsicle Sticks: The teacher will draw popsicle sticks to call on students for examples that they came up with. Students will get the opportunity to come up to the board to write their examples if they would like, otherwise they can request another stick be drawn.</p> <p>- End of day procedure: students are expected to set planners out on desks to have checked by the teacher, collect take home items for the day in their binder, retrieve their backpack, and take any coats/winter gear home with them. Students will stack their chairs when they are dismissed from the classroom when the bell rings.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>-Active Listening: students are expected to employ active listening when participating in the group lesson and when they are discussing with their partner. As a class expectation, students are aware of their expected behavior when employing active listening:</p> <ul style="list-style-type: none"> <li>- Still bodies</li> <li>- Open ears</li> <li>- Level 0 voice</li> <li>- Eye contact on the speaker</li> <li>- Respectful of the space around you</li> </ul> <p>-Carpet Seating: students are expected employ their active listening strategies when working with their partner. Students must contribute to their partner conversation and be willing to ask questions when needed, either to their partner or to the teacher.</p> <p>Dice: students will be prompted during the teacher demonstration to carefully roll the dice to determine their number of items to compare. There is no need to be throwing dice across the room and having to chase down dice that are bouncing excessively on the floor or desks.</p>
<b>Minutes</b>	<b>Procedures</b>
<b>1 minute</b>	<p><b>Set-up/Prep:</b></p> <p>-Students will move to the front carpet for the review and opening explanation of the activity.</p> <p>-Assign students their 9 o'clock buddy to sit next to when at the front carpet.</p> <p>-Have student record sheet projected onto board.</p> <p>-Prompt the students to be thinking about the question on the board as they move to the front of the room.</p>
<b>3 minutes</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>-Display the question: “What is a comparative suffix and why would we use it?”</p> <ul style="list-style-type: none"> <li>- Call on a few students to answer if needed</li> <li>- Answer: a suffix attached to the end of our base word to show the comparison between two or more things</li> </ul> <p>-“Yesterday we learned four new comparative suffixes. Talk with your neighbor quickly and see if you can remember the four we learned yesterday and think of an example word for each.”</p> <ul style="list-style-type: none"> <li>- Call on a few students to come up to the board to write their answer and explain their thinking.</li> <li>- Make sure that there is an example word for each suffix: -er, -est, -ier, and -iest.</li> <li>- Reiterate that -er and -ier are used to compare two things, and that -est and -iest are used to compare three or more things.</li> </ul> <p>- “Thank you for those examples to get us thinking about our comparative suffixes. Today we are going to working further with our comparative suffixes uses some dice and base word cards.”</p>
<b>5 minutes</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>-Move to the next slide in the presentation, displaying the comparative suffixes worksheet.</p>

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	<ul style="list-style-type: none"> <li>- “Our game today is going to involve a little bit of chance when using our dice. You will have a set of word cards that you will draw from each round and some dice to use.”</li> <li>- “Each round will look like this:             <ul style="list-style-type: none"> <li>- Draw a base word card</li> <li>- Roll the dice and identify the number</li> <li>- If the number is a multiple of 2, you will write a sentence that compares two things</li> <li>- If the number is a multiple of 3, you will write a sentence that compares three or more things                 <ul style="list-style-type: none"> <li>- Note: 1 can’t be used, but 5 can (as it falls under the category of 3 or more)</li> </ul> </li> <li>- Choose a suffix based on the number of things you are comparing</li> <li>- Record your base word, number rolled, suffix chosen, and your sentence on the worksheet</li> </ul> </li> <li>- As you walk through these steps, demonstrate them to the students so they have an example of what a round looks like. Be sure to record the information that you are given for the round just as the students would do on their worksheet.</li> <li>- “You will have 5 sentences to write using your base word cards and dice.”</li> <li>- “When you finish your five sentences, you will turn your sheet into the back counter and grab a Word Hunt sheet to identify words that contain comparative suffixes within a reading passage.”</li> <li>- Students may work around the room as long as they are in a focused space that is not distracting others. If they are working at their desks, they should have their offices up.”</li> <li>- When I say go, you are going to go to the back table and grab one die and one set of base word cards. Your worksheets to record your sentences are located at your desks.”</li> <li>- “What questions do you have for me before we begin?”             <ul style="list-style-type: none"> <li>- Answer any student questions and then dismiss the students to work.</li> </ul> </li> </ul>
<b>15 minutes</b>	<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 move to retrieve their needed materials as discussed above.</li> <li>- Display a timer on the board to help students keep track of their progress and pace themselves during their work time.</li> <li>- The teacher should be moving around the room to monitor student work when the activity begins.</li> <li>- For students who need extra support, they will be given a que card with an example sentence to reference when writing their sentences. These sentences will include highlighted base words, underlined suffixes, and the counting of items used in the comparison. (See differentiation section)</li> <li>- For students that need to be challenged, they will be prompted to draw two cards to combine into a sentence from their base word pile. (See differentiation section)</li> <li>- Students who finish early will complete the reading passage word hunt and then move into their “May Do” options with any time that they have remaining.</li> <li>- There will be two piles for students to stack their work. Each pile will have a roster sheet for the student to check off their name as they turn in their worksheets.</li> </ul>
<b>2 minutes</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- When the timer goes off at the front of the room, students will be prompted to return their materials to the back table and begin the clean-up procedure for the end of the day.</li> <li>- Bus students need to be ready to leave with their backpacks by 3:00</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>-Group Review: students will be at the front carpet to review the material before the activity begins. The teacher will be monitoring student conversation and asking for example words that are generated by the students. By gauging student responses during the review, the teacher can extend review time if needed before explanation of the activity.</p> <p>-Comparative Suffixes Dice Sentences Worksheet: students will be recording their use of comparative suffixes in their sentences on the student worksheet. Miss Waltman will collect this worksheet after the activity to check for student understanding. Students will receive these worksheets back the next day to review any feedback they may receive from their work.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p style="text-align: center;">A summative assessment is not applicable for this lesson.</p>

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### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson was another great opportunity for me to teach a lesson right at the end of the day when the students have the most energy to go home for the day. Time management is a very key part of this lesson, as groups of students need to leave earlier during the lesson to make it to the bus on time. Juggling these timelines and teaching the lesson was a good challenge. I did a much better job of pacing the lesson compared to the lesson I had taught during my second week at the end of the day. Our review was short enough to allow for work time on the activity, but encapsulated all of the main components we had talked about the day before.

I wanted to add a little bit more of a kinesthetic aspect to this lesson, as I knew the students would be a little stir crazy at this point in the day anyways. Using the movement with the dice allowed them to channel that energy into their activity, and the students loved using the dice to help them write their sentences. I made sure to demonstrate the appropriate way to throw the dice, as it wasn't necessary to roll the dice on the floor or throw it across their desks. The students did a fabulous job of using the dice correctly and made me feel a lot better about this small piece of classroom management in the lesson.

The aspect of this lesson that I think was best for the students was having to choose their base word from the stack of cards for each sentence. Many of the students like to use their own specific few base words that they can relate to most. While this was great for our first day in the lesson, I wanted to challenge them to use base words that they did not use as often in their examples from the first day. While they were words that they had seen before, drawing a card from the deck would require the student to be creative with how they use the base word in the context of a sentence. I really enjoyed reading through the various ways they were able to use the base words within their sentences.

My differentiation for my higher-level learners proved to be a stretch of their knowledge. These students were having no difficulty writing out sentences that contained one base word. As soon as I touched base with my high-flying students to challenge them to draw two base word cards to include in their sentences, they started asking more questions about their work. I would guide them along, but I really wanted to see if they could formulate a sentence to reflect this challenge. After a while, a few of them came up to me just as we were cleaning up for the day so excited to share with me the sentence they had come up with. They were proud of their work, and I was proud of them as well for accepting the challenge within the lesson. Watching the pieces make more and more sense to them as they worked was also really unique, as I could see them progressing in understanding when those "aha" moments occurred for them.

One thing that was challenging for me during this lesson was balancing student questions and comments as I worked with other students. Many students wanted to come up to me to show me their work, which is great! It was difficult to offer them feedback, however, when I was helping answer student questions. This could perhaps be incorporated into a better classroom management technique for the students to know when it is appropriate and when it is not to come up to the teacher. This is an aspect that I will do some further investigating on to find purposeful and effective techniques to use in the future.