

Holiday Characters Word Study

Date: 12/7/21

Grade: 5 th	Subject: Language Arts – Word Study
Materials: reading notebook, pencils, power point, computer and projector	Technology Needed: Computer and projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 5.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. - 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.	Differentiation Below Proficiency: Students who need additional support during this lesson will be monitored during their independent work time. The teacher will ask them which word they are choosing to use, how many items they are comparing, and which comparative suffix they are choosing based on this. This will allow the learner the opportunity to vocalize their thinking for their teacher to hear and assist further if necessary. These students will be given the goal of completing two of the four sentences to allow for more focus to be put on identifying the correct suffix to use given the word ending and the number of things being compared. Students will have an opportunity to work in a small group with the teacher later in the day to provide a second exposure to the lesson and offer more individualized support and opportunities for structured practice. Above Proficiency: Students needing additional challenges during this lesson will be tasked with composing a sentence that uses two or more comparative suffixes to show comparisons. This task will be displayed on the board for students to complete after they have written their first four sentences. This will challenge the students to compose a sentence that connects a comparison of two things to a larger comparison of three or more things. - Example: My mom has longer hair than my brother, but I have the longest hair in my family. Approaching/Emerging Proficiency: Students will be provided with a list of words that they can choose from when composing their sentences. The list contains words that will use either the -er and -est suffixes or the -ier and -iest suffixes. Students will need to determine their own examples for both two item and three or more item comparisons. The student will be creating their own example sentence for each of the four comparative suffixes, providing opportunity for application of knowledge within each of the forms of comparative suffixes. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Learners will be able to view the presentation on the board to model their notes and example words and sentences. In their reading notebooks, students will be making a graphic organizer to document the use, and example words and sentences for the four different comparative suffixes. • Auditory: Learners will hear each word and sentence spoken by the teacher that is being used to explain the comparative suffixes. Group discussion, both in seated groups and class wide, will provide opportunity for learners to vocalize their own ideas and hear the thoughts of their classmates.
Objective(s) -By the end of the lesson, students will differentiate the comparative uses of -er and -est from -ier and -iest. -By the end of the lesson, students will compose sentences that contain comparative suffixes to show the comparison of two or more things. Bloom’s Taxonomy Cognitive Level: Apply	

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	<ul style="list-style-type: none"> • Kinesthetic/Tactile: Learners will have the opportunity to come up to the board to write down their example words that contain comparative suffixes. Movement will occur when the students are walking up to the board and when the student is writing down their words for the class to have as examples.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Desk Groupings: Students will be seated at their desks for the lesson. Students have been at these desk groupings for about a week, so they may need additional prompting to all contribute to the small group discussion opportunities. - Work Music: Their will be soft piano holiday music playing while the students are independently working to create a clam and focused atmosphere. -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. - Attention Getter: The teacher will prompt the students to bring their focus back to the teacher with a five second count down. Examples include: <ul style="list-style-type: none"> - “We are going to share our examples in 5, 4, 3, 2, 1.” - “Wrap up your discussion in 5, 4, 3, 2, 1.” - Popsicle Sticks: The teacher will draw popsicle sticks to call on students for examples that they came up with. Students will get choose a representative from their group to come up and write down their group examples when prompted by the teacher. -Students who need to leave the lesson for interventions/activities will be prompted when the time is 12:30 to gather their materials needed for their activity. Students are expected to do so in an organized and least disruptive fashion. The teacher will allow a few moments to gather their things and then she will continue with the lesson as planned. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> -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: <ul style="list-style-type: none"> - Still bodies - Open ears - Level 0 voice - Eye contact on the speaker - Respectful of the space around you - Active Note Taking: students will be expected to record their notes from the lesson in their yellow reading notebook. This will be used later to prompt partner discussion questions, so students will be using their notes as a reference later on in the lesson. If a student falls behind on writing out their notes, they can ask their partner or another classmate to assist them in filling out the missing information. - Asking Questions: students will be expected to raise their hand to signal help from the teacher. Students will wait patiently until the teacher is able to make their way over to answer their question.
Minutes	Procedures
1 minute	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Bring computer and lesson notes to the front of the room. - Display the Comparative Suffixes presentation on the board. - Students will be seated at their desk groupings for the lesson.
5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Display a sugar cookie and a candy cane on the board for the students to see. - Question: “In your groups, talk about which holiday treat you think is sweeter?” <ul style="list-style-type: none"> - Remind the students that our classmates may have different ideas than us, but that is okay! - Give the students about 30 seconds to talk, moving around the room to hear their conversations. - Gather to students’ attention again and ask for their feedback on which treat they think is sweeter. - Display the characters Rudolph, Santa, and Frosty the Snowman on the board. - Question: “In your groups determine which character has the loudest holiday spirit.” <ul style="list-style-type: none"> - Give the students about 30 seconds to talk. While they are discussing, move around the room hearing their conversation. - Gather the students’ attention and ask for their feedback on which character they think has the loudest holiday spirit. - “As a class, you said sugar cookies were sweeter than candy canes and Santa was the loudest holiday character. Today, we are going to learn how we compare two or more thing using comparative suffixes.” - “Go ahead and open your reading notebooks to a new page where you have been working on suffixes.” <ul style="list-style-type: none"> -Give the students time to open their notebooks and find a new page. - “Last week you talked about the suffixes -y, -ly, and -ily. Who can tell me where suffixes are added to our words?” <ul style="list-style-type: none"> -Call on a student to answer. - We know that suffixes are added to the end of our base words to change the meaning of nouns, verbs, or adjectives.

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	<ul style="list-style-type: none"> - Display the word “weakly” on the board. Call on a student to come up and underline the base word and circle the suffix. - “Last week we talked about how we used these suffixes to describe how or to what extent something was done. This week we are going to compare two or more things, just like we did with our holiday treats and characters” - There are students that will have to be dismissed for interventions at <u>12:30</u>. Watch the time and prompt the students who have to leave to put away their notebooks and gather what they need for their activities.
<p style="text-align: center;">10 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - “When we are comparing two or more things, like our holiday characters, we use the suffixes -er, -est, -ier, and -iest.” <ul style="list-style-type: none"> - Display these suffixes on the board for the students to view. - “Let’s make two columns in our notebook as shown on the board, writing -er at the top in one column and -est in the other.” - “Our word sweet was used to compare some holiday treats. Who can remember how many things we were comparing when we used the word sweet in our holiday examples?” <ul style="list-style-type: none"> - Call on a student to answer for the sugar cookies and candy canes. - “We compared two items with our word sweet. When comparing two things, we use the suffix -er. Let’s write that in our column.” <ul style="list-style-type: none"> - Write “compare 2 things” in the -er column on the board. - “To use our word sweet as a comparative suffix, we would say ‘Sugar cookies are sweeter than candy canes.’ Let’s write that example word in our -er column.” <ul style="list-style-type: none"> - Give students a moment to write down the word “sweeter” in their notebook. - Write the word “tall” on the board while the students are working. - “With your groups, think of a comparison sentence you can make with the word ‘tall’.” <ul style="list-style-type: none"> - Give the students 30 seconds to think of a sentence using the word “tall”. After 30 seconds, call on a member from a group to give their example and write it on the board. - Backup sentence: “My brother is much taller than me.” - “Now that we have compared two things, who can tell me what word we used to compare our three holiday characters?” <ul style="list-style-type: none"> - Call on a student to answer with the word “loud” from the opening example activity. - “When comparing 3 or more things, like our holiday characters, we use the suffix -est. Let’s write that down under our -est column.” <ul style="list-style-type: none"> - Write “compare 3 or more things” in the -est column on the board. - “Who can tell me we would use the suffix -est with our word ‘loud’ when comparing 3 or more things?” <ul style="list-style-type: none"> - Call on a student to come up and write give the word “loudest”. - Good! So, our sentence using a comparative suffix for our three holiday characters would be “Buddy the Elf is the loudest holiday character.” <ul style="list-style-type: none"> - Write down the example sentence on the board under the -est column. - Put the next example column up on the board displaying -ier and -iest. - “Do these two suffixes look similar to our two suffixes we just talked about? (Allow a few seconds for student response.) Yes, they do. Who can tell me how these two suffixes are different than -er and -est?” <ul style="list-style-type: none"> - Call on a student to identify that -ier and -iest add an “i” in front of the suffix. - “We use the suffixes -ier and -iest to add onto words that end in ‘y’. If we took the word <u>chewy</u> and want to add our suffix -ier, we would drop the y (cross out the y and write the new word chew on the board), and add the -ier at the end of our base word.” - “With your group talk about which suffix (-ier or -iest) we would use with words that end in a ‘y’ to compare two things and which one we would use to compare three or more things. Then think of example words for both.” <ul style="list-style-type: none"> - Give the students about 30-45 seconds to talk with their group. Then call on two groups to identify which grouping belongs in which column. Write them on the board as the students answer, with comparing 2 things in the -ier column and comparing 3 or more things in the -iest column. - Have groups send up a person to write down some of their examples on the board in the corresponding column. - Have groups think of example sentences to write down on the board. - Example words: fancier, happiest, dressier, trickier, emptiest, chewiest - Example sentences: Riding a unicycle is trickier than riding a bicycle. Winter is the coldest season during the year.
<p style="text-align: center;">10 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - “Now that we have some examples, let’s practice a little bit with using our comparative suffixes.” - “I am going to put some words on the board. You will get to pick one word from each column to write about. Your task before we go to lunch is to write a sentence for each word in your reading notebook. In one sentence you will use the word to compare two things using a comparative suffix. In the second sentence you will use the word to compare three or more things using a comparative suffix.” <ul style="list-style-type: none"> - Do a quick example on the board for students to see what you are asking them to do - Examples: The star on top of our tree is <i>brighter</i> than the lights on the branches. Jupiter is the <i>largest</i> planet in the solar system. - “You will do this for two words, one from each column, so you should have a total of two sentences.”

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	<ul style="list-style-type: none">- "If you finish your two sentences, there will be an extra challenge question on the board for you to answer. Do your best to try and answer it!"- "I will be walking around to read some of your sentences while you work. What questions do you have for me before we begin writing?"<ul style="list-style-type: none">- Answer any student questions and then begin the activity.- Display the word choices on the board for the students to choose from, as well as the challenge question for students to attempt.- Move around the room monitoring student work as they are at their desks. Ask the students who need to be challenged more to write a sentence that contains two comparative suffixes .(See differentiation)- For students who need more support, put an emphasis on having them complete one set of sentences instead of the two. Have them vocalize to you which word they chose, how many things they are comparing, and which suffix they are attaching to the end of the word. (See differentiation)
2 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none">-At 12:51, bring the students back together and have them share out a sentence that they wrote with their group.-At 12:52, have the students leave their notebooks out on their desks so you can view their work while they are at lunch.-Students will wash their hands, grab their jackets, and line up for lunch.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none">- Student responses will be recorded on the board as examples throughout the lesson. These will include both example words for the four different comparative suffixes and example sentences that the students generate, both independently and as a group.- The teacher will be moving around the classroom while students are collaborating to hear their examples that they come up with for the different comparative suffixes.- At the end of the lesson, students will leave their reading notebooks open to the page that contains the four sentences that they composed. The teacher will be able to look through these sentences while the students are at lunch to view their understanding within their work. When students return from lunch, they can put their notebooks away during silent reading time.	Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none">- A summative assessment is not applicable for this lesson.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <p>This word study lesson was such a fun experience, for both me and my students! After using the feedback and suggestions from my last evaluation, I felt I was strongly able to improve my first introductory lesson for the week-long word study unit.</p> <p>The attention grabber that I used to start out the lesson was a huge success with the students. They absolutely adored the holiday theme and were totally engaged throughout the lesson as I referenced back to the examples, we opened the lesson with. When writing my lesson, I was a little worried that the attention grabber would get the students a little to riled up or prove to be controversial as they were comparing holiday treats and characters. With differing opinions in mind, I made sure to discuss how it is okay to have differing ideas than our classmates, and that we can calmly discuss what we think without having to argue. As I opened the lesson, I quickly realized that the students were really into the holiday treat and character debate. This excitement led to a really engaging lesson, as the students were very excited to learn, contribute, and participate in the lesson. This experience helped me to realize how important a good opening engager is, as my students were engaged during the entire lesson.</p> <p>As I was moving the students into their sentence writing, I decided to let them work before I put my examples and explained my reasoning on the board. As I was monitoring the students throughout the lesson, they were able to provide several sentences and example words when prompted. Because of this, I wanted to see what the students could write first before I modeled another example sentence. As the students began working and as I was walking around, a few students were doing a lot of thinking and came up to me for questions. After a few minutes of work time, I decided that I could now provide an example sentence for the students who may have been struggling to generate their sentences. This allowed the students an opportunity to really think about the task at hand, which was challenging for some students. Once I displayed my example sentences on the board and explained my thinking process, students were able to put that same concept into their own words as they worked through their example sentences in their notes.</p> <p>Overall, I really enjoyed teaching this lesson to the students. They showed great excitement for the lesson and were very willing to provide personal example words and sentences for our class discussion. I need to continue to reinforce the expected noise level while I am talking as the</p>	

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teacher. It takes just one quick moment to make the students aware. Even though they are excited and talking about the content, the best learning environment is one that is quiet so students can focus when taking in new information. There was a particular word that I student had given that would have been a good opportunity for a class wide learning moment. The word they had given was "family" when reviewing our suffixes from last week. I responded asking them what they base word would be in family, as our suffixes need to be added to the end of base words. Instead of just discussing this with the one student who had provided the answer, I could have written the word up on the board for all students to evaluate together. With these simple fixes, this lesson could have been made even better for my students. Overall, this lesson built a strong foundation for my students as went into the second day activity with these suffixes.