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| **Subject/Grade:**Grade 3/4 **Lesson Title:**1-1-1 Rule  **Teacher:** Laina Johnson & Kendra Guiliano | | |
| **Stage 1: Identify Desired Results** | | |
| **Outcome(s)/Indicator(s):** *(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)*  None. This lesson teaches the prerequisite learning needed to engage with the texts used in the curriculum, and work towards achieving the ELA outcomes. | | |
| **Key Understandings: (‘I Can’ statements)**  *(Put the key learnings into student-friendly language that begin with ‘I can…’. The students should know what these are at the beginning of the lesson. An example is: I can express conclusions about the success of two different health promotion strategies. Doing this helps students engage in the learning since they know what it is that they will/need to learn).*  I can understand when to use -ed  I can understand when to use -ing  I can understand when to double a consonant | **Essential or Key Questions:**  *(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)*   When do I use -ing?  When do I use -ed?  When do I double a consonant? | |
| **Prerequisite Learning:**  (What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to ‘learn’ what you expect of them today? An example is: what health promotions strategies are.)  An understanding of letter sounds.  What a short vowel is.  What a syllable is.  What a suffix is.  What a base word is.  Students should be familiar with what a consonant is. | | |
| **Instructional Strategies:**  (What strategy(ies) will you use throughout the lesson to engage students in the learning process?)  Lecture  Demonstration  Drill & Practice  Games | | |
| **Stage 2: Determine Evidence for Assessing Learning** | | |
| *(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O’s and I’s above, towards the ‘I can’ statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)*    Observe the words students while they are working on their worksheets and using their cootie catchers.  **ASK**  Does the last consonant of this word need to be doubled to add -ed or -ing?  Explain how you know this.  Is there another way to come to the same conclusion? | | |
| **Stage 3: Build Learning Plan** | | |
| **Set (Engagement):                      Length of Time:** 10 minutes  *(Get their attention! And then tell them what you are going to learn through this lesson)*  We will wait for students to settle, then begin to go over some important information. We will first ask who knows what a consonant is and quickly remind them it is any letter that isn't a,e,i,o,u. We will then also double check they remember what a syllable is and what a short vowel sound is.  Today we are learning about the suffixes -ed and -ing.  Do you know what a suffix is? [ a suffix is a letter or group of letters that is added to the end of a word to form a new word or change the function of that word]  -id is a time traveler. When we add the -ed suffix, we are changing the base word to something that happened in the past. Ex. Lifted. I lifted the paper.  When -ing is added to a base word, it means that the action is happening in the present. Ex. I am lifting the paper.    **Development:                        Length of Time:** 40-45 minutes  *(Remember, everything you do here needs to align with the identified O’s and I’s and support the students in answering the key questions as well as reaching the ‘I can…’ statements).*  -ed is also interesting because he can make different sounds when added to the end of a base word.  Ex.  /d/ in planned  /t/ in stopped  /id/ in ended.  Hand out the velcro boards and complete the first two words as a class, then have students independently decide which -ed belongs with each word. Once students are complete, we will review each word as a class.  **ASK**  What sound do you hear in…?  Collect boards and -ed bags.  Adding -ed and -ing to base words can be tricky because sometimes we have to double the last consonant in the base word.  What is an example of a consonant?  [any letter that isn’t a vowel]  We will begin by writing down the rule for doubling the consonant. We will write:  If there is   * 1 syllable * I short vowel sound * I ending consonant   We need to double the last consonant before adding -ing and -ed.  We will begin showing examples and showing the 1-2-3 rule  Explain if the short vowel is your 1, a consonant is your 2, that same consonant needs to be your three before you can add -ing and -ed.  I do  We will do multiple examples on the board of when you double and when you don't.  Examples: jump, map, step, slam, lift, plant, stop  **ASK**  Why do you think we double the ending consonant?  What would happen to the short vowel sound if we didn’t double the last consonant?  [the e would turn the short vowel sound into a long vowel sound]  What is a long vowel sound?  [it is the sound of the vowel’s name]  \*In order to protect the short vowel, there must be two consonants between it and the -ed or -ing suffix. These consonants act as bodyguards.  We do  Complete number 1 and 2 of the worksheet with students.  You do  Once we do some examples and see if students understand, we will begin doing our doubling worksheet individually.  We will monitor students and answer questions they have about doubling.  If there is any example where there is mass confusion surrounding, we can bring attention to it and do it up front.  **ASK**  How did you know the last consonant needed/didn’t need to be doubled?  What is the job of the last two consonants at the end of that word?  What word would you have if you didn’t double the ending consonant?  Once students are finished with the worksheet, they can cut out and fold their cootie catches. Students can work in pairs to decide if the words in the cootie catcher need to have the last consonant doubled in order to add -ed or -ing.  **Learning Closure:                  Length of Time:** 5-10 minutes  *(Do some form of ‘check for understanding’ and tell them or have them tell you what they learned today. This can be done using a variety of strategies).*    At the end of the lesson, we will begin to pack up our cootie catchers. We will answer any lingering questions students may have. If there are no questions, students will begin getting ready for recess. | | **Materials/Resources:**   * Whiteboard * Markers * -ed sound velcro boards * -ed sound whiteboard magnets * Worksheet * Scissors * Cootie catcher activity     **Possible Adaptations/**  **Differentiation:**   * Letter blocks or magnets could be utilized to build words for tactile learners. * For students who have difficulties writing, they could utilize a laptop, another device, or explain orally to communicate their understanding.       **Management Strategies:**   * Keeping students focused on the lesson by actively calling on students. * Only accepting answers from raised hands and waiting silently if they get too loud to continue.       **Safety Considerations:**   * Making sure students are using scissors correctly * Making sure no one is throwing paper or supplies at students or in the air. |
| **Stage 4: Reflection** | | |
| *(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)* | | |
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