

Title of Lesson: We Think		
Name : Stephanie Skrocki		Date:
Grade Level : Pick One	Subject: Language Arts	Supervisor

PRELIMINARY PLANNING

PA Standards

- 1.1.5 C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking
- 1.1.5 E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference..

Pre-assessment:

- Ask students the rules for adding the focus endings of this activity.

Objectives:

- Students will be able to sort words into two groups, word that take the -tion or the -sion endings.

Individual Modifications:

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Materials:

- folder with various that use either -tion or -sion ending
- Reason paper

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Review with student the rules for adding -iton or -sion.
- Tell the students to break up into their teams
- Hand each team an envelope and instruct the students not to open it until instructed to do so.
- Tell each group to select a Recorder. This person is going to do the writing for the group

- Have each recorder raise their hand, hand each recorder a piece of paper that has three columns, one reading WORD, another reading ADDED ENDING and the third reading REASON
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Description

Time

THROUGH

Learning Activities (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice)

- Instruct the students to get ready to separate the words in the envelope into words that get a -tion or -sion ending.
- Tell the students that they must come to an all agree on where the word is going to go, the recorder is to write down the word in the WORD column and in the added ending -tion or -sion, and 1 reason in the last column for that decision.
- Tell the students that they have 20 minutes to sort as many words as possible.

Description

Time

BEYOND

Closure(Review/Check for Understanding/Summarize/Future forecast/Transition)

- After 20 minutes have passed, go over the words as a class, asking the students if certain words gave the groups more trouble than other words

Bear, Donald R., Marcia Invernizzi, Shane R. Templeton, and Francine Johnston. *Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition)*. Upper Saddle River: Prentice Hall, 2007.

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