

Title of Lesson: Double Scoop Sort		
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.
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Pre-assessment:

- Review with students the rules for dropping the E, doubling the consonant, and not changing anything.

Objectives:

- Student will be able to sort words into 3 groups, E drop, Double and no change.

Individual Modifications:

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Materials:

- Envelops with Word cards

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Review with students the rule for E, doubling the consonant, and not changing anything.
- Ask students to give an example or two for each category of word.

Description

Time

THROUGH

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

- Give each student an envelope, ask them to sort the words into 3 categories based on what happens to the word when adding a suffix such as -ed, or -ing
- Give students about 4-5 minutes to work on this activity.
- After 4-5 minutes have passed have them check how they sorted their words against how their neighbour sorted his/her words. If there are any differences allow the partners to talk about it, and come to a conclusion as to how the word should be sorted.

Description

Time

BEYOND

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

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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.