

Lesson Plan

Teacher Candidate Name: Jocelyn Frierson 3rd Grade
Date of Lesson: Friday, May 6th, 2016 - 1:15pm -2:00pm
Lesson Topic: Prefixes: un-, re-, pre-, dis-
CA Content Standards - English Language Arts → <u>Domain:</u> Vocabulary Acquisition and Use <ul style="list-style-type: none"> ◆ <i>Standard 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</i> <ul style="list-style-type: none"> ● b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
Lesson Objectives: → Students will be able to <ul style="list-style-type: none"> ◆ <i>Define prefix and the prefixes un-, re-, dis-, and pre-</i> ◆ <i>Identify the meaning of words with the prefixes un-, re-, dis-, and pre-</i>
Co-teaching approach(es): The teacher candidate will be taking on a lead role, while the cooperating teacher will take on a supportive role. Within the supportive role the cooperating teacher will provide support through redirecting off task students, assisting in progress monitoring, and passing out any needed materials.

Phases of the lesson	How you plan to deliver instruction, teach the students, using each phase of the lesson.
Anticipatory Set How are you going to focus students? Motivate? Give Students Rationale for your lesson.	Whole Class - On carpet (4 mins) <ul style="list-style-type: none"> → <u>Focus and Motivate Students</u> <ul style="list-style-type: none"> ◆ The teacher will review the definition of the word prefix using a visual scaffold on a powerpoint slide to help increase comprehensible input for all learners. → <u>Rationale for Lesson</u> <ul style="list-style-type: none"> ◆ The teacher will explain that it is important for students to learn the meaning of various prefixes in order to help them decode words and understand the meanings of unfamiliar words when reading or listening.
Teach to Objective How are you going to teach to the objective? Model the skills?	Whole Class - On Carpet <ul style="list-style-type: none"> → <u>Activate Prior Knowledge</u> (5 mins) <ul style="list-style-type: none"> ◆ The teacher will review the prefixes covered in 2nd grade, un- and re-. The teacher will do this by asking students to define the words unhappy and reread and remind students that un- means not and re- means again. The teacher will also provide examples of when the letters that make up the prefix are simply a spelling pattern not a prefix and explain how to identify if it is a prefix or not (e.g. unity and restaurant). → <u>Direct Instruction</u> (5 mins x2) <ul style="list-style-type: none"> ◆ <i>Suffix Introduction-</i> The teacher will introduce the prefix by

<p>Provide Examples? Student Involvement?</p>	<p>providing students with a definition of the prefix and examples of prefix used in words that are easier for students to decode (e.g. dislike and pretest).</p> <ul style="list-style-type: none"> ◆ <i>Brainstorm Words - Student Engagement</i> -The teacher will guide the students to brainstorm various words that include the prefix being discussed. The teacher will have students share out a word and the meaning of the word they brainstormed. ◆ <i>Prefixes vs Spelling pattern - Modeling</i> - The teacher will remind students that not every word with the letters dis- or pre- at the beginning have the prefix, but may just be spelled in that way. The teacher will model to students how to figure out if words have the prefix and find it's meaning (e.g. distance/disobey and pretend/prewrite).
<p>Guided Practice What is it going to be? How are you going to check for understanding?</p>	<p>Whole Class - On Carpet (5 mins x2)</p> <ul style="list-style-type: none"> → <u>Formative Assessment - Progress Monitoring</u> <ul style="list-style-type: none"> ◆ The teacher will check for understanding by asking students to look at a word with the prefix and construct the meaning. Students will also be asked to look at two words and distinguish which one has the letters used as a prefix rather than just a spelling pattern.
<p>**Direct Instruction and Guided Practice will be repeated 2 times. Each mini lesson will focus on a different prefixes (dis- and pre-).**</p>	
<p>**Teacher will transition students to their seats to complete Independent Practice.**</p>	
<p>Independent Practice How will this occur?</p>	<p>Independently - At Desks (15 mins)</p> <ul style="list-style-type: none"> → <u>Summative Assessment</u> <ul style="list-style-type: none"> ◆ Students will work individually at their desks on a worksheet that will assess their ability define words that include the prefixes <i>un-</i>, <i>re-</i>, <i>dis-</i>, and <i>pre</i>, understand that prefixes go in the beginning of the word, and understanding the meaning of each prefix. The teacher will monitor students and help any struggling students.
<p>Closure How are you and the students going to summarize the learning? It should relate back to the objective.</p>	<p>Whole Class (1 min)</p> <ul style="list-style-type: none"> → <u>Revisiting Learning Objectives</u> <ul style="list-style-type: none"> ◆ At the conclusion of the lesson the teacher will ask the class to chorally respond with the definition of each prefix discussed. The teacher will remind students of the importance of learning prefixes and ask students to share with their partner on word that has a prefix we learned today and its definition.

<p>Assessment What criteria will you use to judge student success?</p>	<p>Evaluation Criteria → <u>Summative Assessment</u></p>		
	Score	Meeting	Developing
	Grading Criteria	Student is able to complete the worksheet mostly independently with 75% accuracy.	Student is able to complete the worksheet mostly independently with below 75% or is only able to complete with assistance.