

LESSON BACKGROUND – ROSELYN VAZQUEZ

Subject/Lesson: Language Arts – Spelling “ED – Endings”	Grade Level: 3rd Heterogeneous inclusive classroom												
Differentiation by <table border="0"> <tr> <td>X Content</td> <td>X Readiness</td> <td>Ⓢ Tiered model</td> </tr> <tr> <td>Ⓢ Process</td> <td>X Interests</td> <td>X Cooperative group</td> </tr> <tr> <td>Ⓢ Product</td> <td>X Learning preferences</td> <td>X Learning styles or MI</td> </tr> <tr> <td></td> <td></td> <td>X Choice:</td> </tr> </table>		X Content	X Readiness	Ⓢ Tiered model	Ⓢ Process	X Interests	X Cooperative group	Ⓢ Product	X Learning preferences	X Learning styles or MI			X Choice:
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		X Choice:											
<p>Differentiation narrative (rationale – how you are differentiating and why): This lesson will include guided instruction and collaboration of groups. Instruction will be modified to meet the needs of all students in the class. Students will work together in identifying elements of a story and details of a story. Scaffolds for English Language Learners and Children with Special Needs may include: working in different stations.</p> <p style="text-align: center;">Differentiated Stations</p> <p>Listening to Read Station: Students read to themselves the book “What a Plant” and pick out six seeds of plants they have not discussed in class and identify one interesting fact about the plant. They will also seek out words ending in “ed” as they engage in this activity.</p> <p>Word Work Station: Students work with words and a word mat and identify base words and words with the “ed” suffix and identify the sounds made by “ed.” (i.e., /t/ sound; /d/ sound; /id/ sound.</p> <p>Challenge Station: Students read a book from the Book box and find words ending in “ed.” They will write them down and identify what sound they make.</p>													
<p>This lesson allows for multiple intelligences (learning preferences) to be used.</p> <ul style="list-style-type: none"> • Interpersonal: Students will interact with each other and learn through their interactions as they make as they read base words aloud and new words they form by adding the suffix “ed.” • Intrapersonal: Students will learn through their own interests and goals. • Verbal/Linguistic: Students read books and words containing the suffix “ed” to identify the different sounds that they make. • Logic: Students use logic to form patterns in identifying base words that they will add the suffix “ed” to. • Kinesthetic: Students will move around to different stations as directed by the teacher. • Naturalistic: As part as this curriculum students read the book “What a Plant” to seek out words that end with “ed” and identify facts and opinions. 													
<p>Standard(s): CC.3.L.2.e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>													
<p>Key Question for the lesson: What sounds does the suffix “ed” make when you add them to base words?</p>													
<p>Instructional Objective(s): Students will identify the different sounds made by the suffix “ed.”</p>													

Materials, Media, Resources, Multi-cultural connections: Smart Board; Pencils; Station Folders; Pass Port Recording Sheet; word sort mat; words; Tape Recorder; Book, "What is a Plant;" paper.

Assessment of Prior Knowledge (Readiness/Interest):

- Students have prior knowledge of base words they will use to create new words after adding "ed" to the base words.
- Students have been practicing by reading aloud the different sounds the "ed" makes.
- Students have been practicing suffixes.

LESSON PROCEDURE

Bellwork (as defined by Harry Wong)

or transition into lesson: After recess students engage in independent reading time as part of their language arts. They automatically collect their "bags" that contain different books previously approved by the teacher that are at their level. Students read independently using different reading strategies.

Timing

Initiation with students

- **Hook to lesson:** Teacher uses the Smart Board to engage students in a pre-discussion lesson on the suffix, "ed." Teacher shows the root word and have students add the "ed" suffix to the root words and reading them aloud to identify the sound it makes.
- **Explanation of Objectives:** Teacher will explain that today we are going to work in identifying the three different sounds that "ed" makes (i.e., /t/ sound; /d/ sound; or /id/ sound. Teacher will explain that we will be working with three new stations today the Challenge Station; the Word Work Station and the Listening to Read Station (the teacher will discuss the goals and objectives of each station).

Timing

Development of lesson including assessment(s):

Model: Teacher uses Smart Board and writes an example sentence: "Alaysha pick[] a pumpkin on Halloween." Teacher will instruct students to add the "ed" suffix and then asked them to re-read the sentence, "Alaysha picked a pumpkin on Halloween." Teacher will ask students to read the sentence again and try to identify what sound does the "ed" makes.

Teacher explains that the suffix "ed" has three different sounds: /t/ - /d/-/id/. Teacher will identify different words ending in "ed" that makes each of the sounds. For Example:

Word	Sound
Walked	/t/
Played	/d/
Waited	/id/

The students will read the above words aloud to identify the three different sounds.

Teacher tells students to use the following clue when identifying words that have the /t/ sound. "When two

vowels are together such as: W(AI)T, the first vowel does the talking and the second does the walking.

Independent: Students divide and work in groups in different stations. Students working in the **Listening to Read Station** read to themselves the book "What a Plant" and pick out six seeds of plants they have not discussed in class and identify one interesting fact about the plant. They will also seek out words ending in "ed" as they engage in this activity. Students working in the **Challenge Station** will read books from the Book box and find words ending in "ed." They will write them down and identify what sound they make. Students working in the **Word Work Station** work with words and a word mat and identify base words and words with the "ed" suffix and identify the sounds made by "ed." (i.e., /t/ sound; /d/ sound; /id/ sound).

Word Work Station Mini Lesson:

Activity Name: "ED...Endings."

Skill/Objective: Identify three different sounds made by "ED."

Sounds of Past Tense – ED Directions:

1. Take a bag of words and a record sheet
2. Read each word then sort by the sound the "ed" at the end makes
3. When you finish read your words to a buddy
4. Complete the record sheet
5. Check your work with the teacher.

Closure: After students engage in the word mat activity and they sort out words containing "ed" in the proper columns based on the three different sounds, students will read their words aloud to a buddy to double check if their words are in the correct column, students will then complete the record sheet that shows they have identified words ending in "ed" and the proper sound for each word. Students will have their work checked by a teacher.

Timing

Assessment Strategies: Students will read aloud to a buddy and identify the different sounds of "ed." Students will make new words adding the ending -ed to the base words, write the new words and identify the "ed" sound.

Analysis of student performance data in light of objectives: Students will reflect by comparing their record sheet to the word mat; students will engage in a read aloud and teacher will ask about the sound the "ed" is making. Teacher will ask students, "Why is it important to read the base words aloud in helping you identify the different "ed" sounds?" "What other strategies could you use to help you identify "ed" sounds?"

Self reflection on the lesson: In addition to having students identify the different sounds of "ed" using the word mat and the record sheet, students could have created sentences using the words they added "ed" to so that they could build on their vocabulary in identifying not only sounds but meaning.

