

Word Study Lesson Plan Template

Grade: 1 Standard: 1.L.2 Within the context of authentic English writing and speaking... Introduce: a. Capitalize dates and names of people. b. Use commas in dates and to separate single words in a series. c. Capitalize holidays, product names, and geographic names. d. Use commas in greetings and closings of letters. e. Use an apostrophe to form contractions and frequently occurring possessives. f. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy →boil). g. Capitalize important words in titles. h. Form and use possessives. i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). j. Use punctuation to separate items in a series. Objective: By the end of the week, students will identify the sound and purpose of the suffix -ed		Subject: Language Arts: “-ed” suffix
Materials: Anchor Chart, Read-to-Self Phones, word cards, white boards		Technology Needed: Smart Board
Learning Level of the Group At Proficiency		
Classroom Management- (grouping(s), movement/transitions, etc.) We will work in large group for the first lesson. On Day 2 and 3, each rotation will last 10 minutes, with 1 minute for transition to clean up materials and get to the next group. Day 4 will be back in large group On Day 5, they will be expected to have privacy folders up for the summative assessment.		Behavior Expectations When we are together in large group, students will raise their hand and wait to be called on. Blurted answers will be ignored. When students are in rotations, Groups 1 and 2 should have their voices turned off and not distracting their neighbor. When they are with me at the kidney table, they can talk but must use voice level one so we do not disturb the groups working quietly.
Day 1		
Minutes	Set-up/Prep:	
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The students will meet me at the carpet, and I will ask what they did yesterday or over the weekend. It will appear as if we are just having a conversation, but I will merge this conversation into the lesson by asking students to repeat certain phrases and help them emphasize the past-tense verb they used. Then I will begin explaining the lesson we will be working on today and the rest of the week.	
	Explain: (concepts, procedures, vocabulary, etc.) First, I will write the suffix “-ed” on the top of the anchor chart and begin explaining that these two letters put verbs into the past tense. Since it is the first day, we will work together as a class to brainstorm and setup our anchor chart.	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will help me brainstorm words that show something happened in the past (e.g. yesterday, earlier, already, last week, last year, etc.) These words will be listed under the “-ed” on the anchor chart. Then I will put a few example verbs on the board and say them aloud as I change them. “If today I look, yesterday I <i>looked</i> .” Once I have done a few examples by myself, students will start saying them with me.	
	Review (wrap up and transition to next activity): As a quick review, I will have the students turn and tell a partner something else they did during morning recess. They will work with their partner to identify at least one -ed verb in each of their scenarios.	
Formative Assessment: How will I prove the students are ready to move on? At the very end of the lesson, each student will get a notecard and write their name in the top, right corner. I will project a list of 14 words on the board, 7 of which will have an -ed suffix. Students have to find a minimum of 5 -ed words and write them on their notecard before placing them in the turn-in tray.		

looked

walk

jump

used

worked

asked

need

help

show

moved

live

called

opened

pass

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Day 2	
Minutes	Set-up/Prep: I will bring the anchor chart back out and have the students join me at the carpet so they can help me continue the visual.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Do you remember what we <i>talked</i> about yesterday?” I will pause to let a student answer and then point how I stressed the word “talked” and ask why they think I did that or what do they notice about that word. If they need extra prompting, I will write it on the board and underline the -ed. Then I will begin introducing today’s lesson about the -ed suffix.
	Explain: (concepts, procedures, vocabulary, etc.) “Yesterday we saw what -ed looks like when we attach it to root words. Today we are going to begin talking about the different sound -ed makes when we attach it to different root words. It makes 3 different sounds...”, at which point I will make three columns in the middle section of our anchor chart, “but today we are only going to focus on the /ed/ sound.” I will then label the top of the first column “/ed/”. “For example, if I change the word want to wanted, what sound does the -ed make?” After the students answer “/ed/”, I will write three -ed words on the board (walked, danced, and haunted). I will say one word at a time and have the students repeat it after me. Then I will ask them if it said /ed/ at the end. The students will answer no for the first two words, and I will help them get excited about yes for the word haunted. We will brainstorm three words that end with the /ed/ sound to write in our “/ed/” column. I will then divide students into three groups to begin rotations.
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Group 1 will do their daily silent reading. Group 2 will do their daily journal writing activities. Group 3 will be with me at the kidney table to work on today’s small group /ed/ lesson. Each student at my table will receive a flashcard with an -ed verb on it and a read-to-self phone. The first student will be the first leader by reading his/her card and then they will all repeat the word into their phone. If it says /ed/, they will put their thumbs up.
	Review (wrap up and transition to next activity): Before starting the assessment, I will ask all the students at the table to tell me together what sound we are working on today. Then each student will read the card in front of them again, so they all have one more chance to hear how /ed/ sounds attached to different root words.
Formative Assessment: How will I prove the students are ready to move on? After each student has had a chance to lead the group, they will give me their cards back but keep their phones. I will give them each a copy of a word list containing 10 -ed verbs and a marker. I will say each word aloud, one at a time and give them a chance to whisper it into their phones a few times. If they think the word ends in the /ed/ sound they will place some sort of mark, such as a star or checkmark, next to that word on their list.	
Day 3	
Minutes	Set-up/Prep: I will get out the anchor chart and have the students meet me at the carpet.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Who can tell me what -ed sound we worked on yesterday? Who else can give me an example that ends in /ed/?” Once two or three students answer these questions, I will introduce the next two -ed sounds.
	Explain: (concepts, procedures, vocabulary, etc.) “Yesterday we worked on the /ed/ sound, but the -ed suffix makes two more sounds!” I will say an example word (e.g. walked) and ask students to repeat the end sound. I will repeat the word again and emphasize the /t/ sound while labeling “/t/” at the top of the middle column on our anchor chart. Just like yesterday, I will write three example words on the board (lasted, wanted, and skipped) and say the words one at a time, asking the students after each word if it says /t/ at the end. We will then brainstorm three words to put under the /t/ column. Then we will move on to the /d/ column, repeating the same steps. Once all three columns have been filled in, I will divide them into groups for rotations again.

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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Groups 1 and 2 will work on their daily silent reading and writing journals again. Group 3 will meet me back at the kidney table to work on /t/ and /d/ -ed lessons. Each student will receive a read-to-self phone, a white board, and a small stack of word cards. They will divide their white boards into two columns and label one with /t/ and the other with /d/. We will work together to sort all the cards into the correct column. We will pause between each word so they can practice saying the word into their phones before deciding which column to put the card in.</p>
	<p>Review (wrap up and transition to next activity): I will two students to each name one of the two sounds we worked on today. I will ask the remaining students to give an example and tell the group which category it belongs to. They can choose one straight from their white boards if they would like.</p>
<p>Formative Assessment: How will I prove the students are ready to move on? The students will put everything down in front of them except the phones. I will give each student a green card with “/t/” written on it and a purple card with “/d/” written on it. I will then read aloud a list of 10 words, one word at a time. The students will hold up the appropriate card. As the students do this, I will record in my own notes how each student is doing. I will put a tally mark by the students name each time they hold up the incorrect card.</p>	
<p>Day 4</p>	
Minutes	<p>Set-up/Prep: I will take out the anchor chart and have the students meet me at the carpet.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “We have now learned all three sounds that the -ed suffix makes! Who can tell me one of them?” Once all three have been named, I will begin introducing irregular verbs.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) “To show something happened in the past, we put -ed on the end. But there are some tricky words we call irregular verbs that would sound funny if we put an -ed on the end. If today I run, it would sound funny to say yesterday I runned. What do we say instead of runned?” After a student answers, I will write 3 more irregular verbs on the bottom, right-hand side of the anchor chart. The students will help me fill in the left-hand side with the correct past tense verbs. Once they figure out the correct past tense verb, I will connect the left side to the right side with an arrow to show those two are a pair. Since irregular verbs are difficult, I want to make the activity more fun, so the students will spread out in the room to do a movement activity.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) After each student has moved to their own space in the room, I will call out an irregular action verb (e.g. run (in place), sit, stand). They will do the action and then freeze where they are. We will work together as a class to think of the correct verb that we did a little bit ago. I will start each one incorrectly and ask them to help me fix it. For example, “Class, a little bit ago we sitted in our chairs. Does that sound right? Hmmm who can help me fix that?”</p>
	<p>Review (wrap up and transition to next activity): I will use the word “sit” as my last example, so students will already be in their seats. I will ask if there are any words they struggled with and if there are any more they would like to share with the class before we move on.</p>
<p>Formative Assessment: How will I prove the students are ready to move on? The students will each get a worksheet that has a list of simple sentences that each contain an irregular, present tense verb. They will fill in the blank with a past tense verb that makes the sentence sound correct. Since irregular, past tense verbs are a brand new concept, I would have</p>	

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word bank at the bottom instead of a word search. Doing so would give students that stuck a better chance of at least selecting an option from the bottom rather than spending more time trying to search for a possible answer.

Found It!

Change the **highlighted** present-tense word to an **irregular past-tense verb**.

The movie (**begin**) _____ 10 minutes ago.

Vera (**ring**) _____ the bell after school.

She (**bring**) _____ cupcakes to class.

We (**stand**) _____ in line for the ride for 40 minutes.

Crystal (**choose**) _____ the blue crayon.

The two men (**shake**) _____ hands.

Ginny (**reads**) _____ her book in bed.



Yesterday, I (**swim**) _____ all the way across the pool.

Circle the irregular past-tense verbs in the word search.



Day 5

Minutes

Set-up/Prep:

The students will remain in their desks and I will bring out the anchor chart once again.

Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

I will have students look over the anchor chart that took us all week to complete and briefly review each section.

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	<p>Explain: (concepts, procedures, vocabulary, etc.) “Today we get to combine all our new knowledge about -ed and look at how it helps us tell interesting stories! You are going to work with the peers in your pod to create a short story.” I will write down on the board the key elements each of their stories should include. (e.g. at least one character, 2-3 sentences about what their character did yesterday, and 2-3 sentences about what their character is doing today.)</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Each pod will work to create a story about a character’s actions yesterday and today. They can use the anchor chart as reference for words that signal past tense (i.e. yesterday) and help with irregular verbs. Their finished product should include a 4-6 sentence story with a simple illustration of their character doing on of the actions.</p>
	<p>Review (wrap up and transition to next activity): I will ask one person from each pod to stand up and share the story their group has created and have them emphasize one of the -ed words they chose to use in the “yesterday” sentences. The rest of the class will help me point to the correct -ed sound column that verb belongs to.</p>
<p>Formative Assessment: How will I prove the students are ready to move on?</p>	
<p>Summative Assessment: How will I prove the students are ready for the next skill? Once the students have finished creating their own short stories with their pods and turned them into the tray, I will hand them each a copy of a short story while they put up their privacy folders. The students will read through the story and circle all the -ed verbs and the three irregular, past tense verbs. Once they have circled it, they will rewrite the verb in the blank at the end of the line and circle which sound the -ed makes (/ed/, /t/, or /d/) in the blank at the end of the line. If it is an irregular verb, they will rewrite the past tense verb from the story and try to figure out which is the present tense/root word and put that on the line as well. I will be very lenient on the irregular verbs since I am really assessing their progress with the regular -ed sounds.</p>	

Name: _____

A Robot Dog

By Clark Nass www.clarknass.com



One day Andrew and his dog Rocky went for a walk.

They walked and walked. After a little bit, they walked past a big tree.

Poof! Rocky was a robot dog.

"Woof, woof," barked Rocky the robot dog.

"What is going on?" asked Andrew. "Who turned my dog into a robot dog?"

Andrew looked all around him. He looked up the street. He looked down the street. He looked behind the tree. He looked up into the tree. No one was there. He stopped and stood still.

"Hee, hee, hee," **it giggled.** It came from the tree.

"Woof, woof," barked Rocky the robot dog at the tree.

Andrew looked at the tree. He could not see anything different about this tree. He could not think of what to do.

"Tree, are you a real tree?" asked Andrew. The tree did not say anything.

_____ /ed/ /d/ /t/

_____ /ed/ /d/ /t/

___ /ed/ /d/ /t/ & ___ /ed/ /d/ /t/

_____ /ed/ /d/ /t/

_____ /ed/ /d/ /t/ & _____

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