

Word Study Lesson Plan Template

Grade: 2nd		Subject: Language Arts	
Materials:		Technology Needed: none	
<p>Learning Level of the Group Standard 2.RF.3 d. Decode words with common prefixes and suffixes</p> <p>Objective Students will be able to distinguish the three different “ed” ending sounds.</p>			
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • A group of students will be gathered around the teacher’s desk • Students will be reminded to focus if they get off task 		<p>Behavior Expectations</p> <ul style="list-style-type: none"> • Student’s should be respectful when someone else is talking • Student’s should be active learners and participate 	
Day 1			
2 minutes	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Print and cut out base word cards and “ed” card 		
1 minute	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “Today we are going to be learning about the suffix “ed”.” • “Do you think a suffix is added to the beginning or ending of a word?” 		
1 minute	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “A suffix is a letter or group of letters that is added to the ending of a base word.” • “The suffix “ed” means an action already happened.” • “We are going to be learning a list of base words and then we will add “ed” to the base words and see how the word changes.” 		
10 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Hand out a card of each base word to each student (count, score, peek, call, hunt, watch, skate, look, start, thank, rain, smell, blend, walk, play, push, want, roll) • Hand out an “ed” card to each student • Have students read me one base word at a time • Add the “ed” ending card to the end of the base word and have students read the new word to me • Students will be putting the base word and the “ed” ending together on their own while I am modeling • Repeat the steps for each of the 18 base words 		
1 minute	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “We will be practicing these words with the “ed” ending all week.” • “Please hand me your word cards and you can return to your seats.” 		
<p>Formative Assessment: How will I prove the students are ready to move on? Students are able to correctly say the new word once the ending is added to the base word.</p>			
Day 2			
1 minute	<p>Set-up/Prep:</p>		

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	<ul style="list-style-type: none"> Set out white boards, markers, and erasers for each student
1 minute	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> “Did anyone notice anything yesterday about what sound or sounds the “ed” ending makes? Listen closely to what sound the “ed” ending makes for each word I read to you Read counted with the “id” sound, rained with the “d” sound, and walked with the “t” sound.
1 minute	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> “The “ed” ending makes three different sounds. It can make an “id” sound, a “d” sound, or a “t” sound Go back to the three words I just read to them and together, identify what sound the ending makes for each word “Now I will have you draw a picture to help you remember the different ending sounds.”
6 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> “ed” sounds like “id” in counted “Draw a picture on your whiteboard to help you remember counted.” “ed” sounds like “d” in rained “Draw a picture on your whiteboard to help you remember rained.” “ed” sounds like “t” in walked “Draw a picture on your white board to help you remember walked.”
2 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> “Now we will go around, and I want each of you to pick any word from our word list except the words we just practiced and tell us what sound the “ed” ending makes “Please stack your white board on the table and put your markers and erasers away.”
<p>Formative Assessment: How will I prove the students are ready to move on? Students will tell the group the correct ending sound of the word they choose.</p>	
<p>Day 3</p>	
1 minute	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Set out white boards, markers, and erasers for each student
1 minute	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> “Today, we are going to practice spelling the words from our word list.” “Remind me what two letters make the ending in our words.”
1 minute	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> “It is important that we practice spelling words in second grade.” “Do your best sounding out the words.” “I will read each of words out loud and I want you to spell the word on your whiteboard and then show me.”
10 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Read a word from the word list out loud Have students write the word on their white board

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	<ul style="list-style-type: none"> • Have students show me their white board • “What “ed” ending sound does it make? • Call on a student to answer what sound the ending makes • Repeat this process for 9 more words on the word list
1 minute	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “Tell me the three different sounds the “ed” ending makes before we move on.” • “Please stack your white board on the table and put your marker and eraser away.”
<p>Formative Assessment: How will I prove the students are ready to move on? The student knows which ending sound the word makes when he or she is called on to answer.</p>	
<p>Day 4</p>	
1 minute	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Print sort category sheet and word sheet • Make sure students have scissors and glue sticks at their tables
1 minute	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “Who remembers from yesterday and the day before the three different sounds the “ed” ending makes?” • “Turn and tell your shoulder partner”
1 minute	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Today, you are going to be using your knowledge of the different “ed” ending sounds to do cut and paste word sort.” • “You will cut out each word and glue it with a glue stick in the right category.” • “There will be an “id” category, a “d” category, and a “t” category.” • “The words are the words in our word list that we have been practicing this week.” • “It may help you to read the word and really sound it out.”
10 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Hand out the “ed” ending word sort category sheet and word sheet to each student • Students will cut out the words with a scissors • Students will use a glue stick to glue each word in the correct category • Tell students there should be an equal number of words in each category as a hint if they are struggling • Help students sound out the word if they are having trouble figuring out what category to put it in
1 minute	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Go over what words should be in the “id” category, the “d” category, and the “t” category as a class once students finish • Collect students’ word sort sheets
<p>Formative Assessment: How will I prove the students are ready to move on? Look at the students’ completed word sort sheet to check if they understand how to distinguish the three different “ed” sounds</p>	

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Day 5	
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Write words on popsicle sticks • Write “boom” on a couple popsicle sticks
1 minute	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Today we are going to play a game to wrap up our word study of words with “ed” endings.” • “The game is called boom.”
2 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “Each of our words from the word list will be on a popsicle stick in the cup.” • “You will pass the cup around and grab a popsicle stick from the cup, then you will say the word written on the popsicle stick.” • “Once you grab a popsicle stick and say the word, you keep it and try to collect as many as you can.” • “However, there are a few popsicle sticks that say “boom”.” • “If you grab a popsicle stick that says “boom”, you have to put all of your popsicle sticks back in the cup.” • “Whoever has the most popsicle sticks at the end, wins the game.”
10 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Students play the game “boom” to review the words they learned throughout the week • Monitor the game and decide when the round game should be over • “For the last game, after you say the word, I want you to also say what sound the “ed” ending makes in the word.”
1 minute	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • “Great job this week distinguishing the three different “ed” ending sounds.” • Once you put your popsicle sticks back in the cup, you can go back to your seats and get ready for the next lesson.”
Formative Assessment: How will I prove the students are ready to move on? Students are able to correctly say the word and identify what ending sound the word makes.	
Summative Assessment: How will I prove the students are ready for the next skill? Assessment will include one of the words with an “id” ending sound, one of the words with a “d” ending sound, and one of the words with a “t” ending sound. Students will draw a line to match each of the three words to “id”, “d”, or “t”.	