

Lesson Plan 1

Student: D.

Group 3

Facilitator (s): Ebony Brinson

Teacher Observer: Sierra D.

Student Observer: Jodi B.

 [Lesson PPT Presentation linked here](#)

Content Area & Focus	English Language Arts (ELA) with a focus on: ● Phonics & Word Study – Understanding the plural endings <i>-s</i> and <i>-es</i> and their final consonant sounds ● Reading Comprehension – Using context clues to determine the meaning of unknown words in an expository text ● Fluency & Pronunciation – Reading aloud with correct plural identification, decoding , and pronunciation
SOLs	● 3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text. ○ C. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words. ○ D. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. ● 3. RV The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard. ○ H. Use strategies to infer word meanings
Objectives	Learning Objectives: 1. Phonics and Word Recognition: ○ Students will identify and pronounce the final consonant sounds in plural nouns ending with <i>-s</i> and <i>-es</i>. ○ Students will apply knowledge of spelling patterns to form plural nouns with <i>-s</i> and <i>-es</i> <i>correctly</i>. 2. Vocabulary Acquisition and Use: ○ Students will use context clues within expository texts to determine the meanings of unfamiliar words.
Materials and Resources	● General Lesson PPT-linked at the top of the lesson plan document. ○ Linked student work slide ● White board ● Dry erase marker

Duration	Warm Up	Differentiation/ Adaptation Notes
10 min	☐ Check with the student that she has a whiteboard marker and an erase/napkin. ☐ Start by sharing the objectives for the lesson with the student in kid-friendly language: Tell the student that we will focus on spelling and reading <i>-s</i> and <i>-es</i> suffixes to the end of words. Prompt: If you wanted to show that something had more than one how would you say it? Display the table with a list of singular nouns. As the student gives verbal	

	answers for plurals, type her answers into the table directly across from the singular nouns. so that she can see the correlation between singular and plural spellings. <i>The student most-likely knows the plurals for these below grade level nouns based on her oral language strengths we have previously observed. Thus, this warm up, though it has little explanation, will show us if she has knowledge of singular and plural nouns. We are not concentrating on the terms singular and plural for the warm-up that will be addressed during direct instruction below.</i> <i>In subsequent lessons we will use a word attack/decoding strategies graphic to guide the student through a new strategy each time. However, in this session we will introduce the student to the strategies.</i>		
Word Work			
20 min	Direct Instruction	Explain/Say: The table-the left side has singular words. Singular means ONE like single. The right side says more than one, PLURAL means more than one. Quickly test the student verbally on singular and plural definitions. Then ask -- So what did we add to each word to make it plural? Yes we added s. Highlight the last 3 words and ASK- did you notice that I added something different to these 3 words. Not just s? (The student should answer -es) So some words have s at the end and some words have es at the end to make them show more than one to make them plural. Now the funny thing is the -es says /iz/ like in benches, lunches, bushes. Let’s read these words together one more time. When s or es comes at the end of a word to make it PLURAL it’s called a suffix. Have you heard of a suffix? Well that means we can add s or es to a word and we can take it off and the word still makes sense by itself.	- If the student has difficulty producing plurals on her own, use several examples and complete the first several examples in the table on slide one so the student has time to process the concept. - If the student struggles with pronunciation, say the words and have her repeat. Make specific connections to the suffix.
	Guided Practice	Let’s look at some examples. Uncover the -s poster. Move to the next slide and introduce the -s morphology/grapheme card, Say the name of the card as “suffix -s”. Mention the key word on the card and then have the student repeat the same process. Follow the same steps with the -es morphology/grapheme card. For the next 3 slides display the <i>prefix-base word-suffix</i> graphic. Use this to explain how suffixes can be added to base words. Emphasize that prefixes are not the focus but share a couple of examples of prefixes with which she may be familiar so that she understands the graphic. Invite the student to add suffixes to the words on the slide. The student should write the new words on a white board as you go down the list together, verbalizing the plural forms and then spelling them. Write your answers on a white board also and hold it up to camera so the student can check her answers against the teacher’s answers. Follow this procedure for each word.	- Make the independent practice guided practice if she needs more help. - Assist in reading words.
	Independent Practice	Share the practice slide link in the chat with the student. Demonstrate how to complete the sort. The student will sort single and multisyllabic words into no suffix, -s suffix, and -es suffix categories. She will then read each word with correct pronunciation aloud and will tell if the words are singular or plural. Ask the student how she knows a word is singular or plural to solidify understanding.	

		BRAIN BREAK-5 mins	
Comprehension: Reading Strategies			
5 min	Direct Instruction	• The teacher reviews a chart of helpful reading strategies. • The teacher asks the student to read a nonsense word, “zeshes.” • The teacher reminds the student use these strategies when reading.	
Word Work Review			
5 min	Direct Instruction	Decodable Passage: The student will find words with the -s -es suffix spelling pattern in the passage as I highlight the words. She will then read each word. Finally, she will read the passage. I will offer feedback and corrections. We will focus on 2-3 decoding strategies prior to reading the passage.	
Closure			
5 min		The student will note how she determines the meaning of any unknown words in the reading.	