

Too Many To's (Or Two's?)

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VITAL INFORMATION

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|-----------------------------|-------------------------|
| Total Number of Students | 25 |
| Area(s) Students Live In | |
| Free/Reduced Lunch | |
| Ethnicity of Students | |
| English Language Learners | |
| Students with Special Needs | Five students with IEPs |
| Subject(s) | Language Arts (English) |
| Topic or Unit of Study | Adjectives and Adverbs |
| Grade/Level | Grade 3 |
| Comments | |

KEY CONCEPTS & STANDARDS

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|--------------------------------|--|
| Big Idea & Essential Questions | |
| Learning Outcome(s) | Students will learn how to use <i>to</i> , <i>two</i> , and <i>too</i> correctly when writing sentences. |
| Summary | |
| Standards | |
| Comments | |

ASSESSMENTS

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|--------------------|--|
| Assessment/Rubrics | Assessment will be conducted from student responses to the Cognitive Content Dictionary activity that will be done with the whole class. Students will then complete a worksheet where they must use the words <i>to</i> , <i>too</i> , and <i>two</i> correctly in each of the sentences on the handout. Worksheet will be used for summative assessment. |
| Comments | |

MATERIALS AND RESOURCES

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|---|---|
| Instructional Materials & Technology (handouts, etc.) | To, Two, Too handout ELMO projector - to project Cognitive Content Dictionary (CCD may also be done on a poster paper too) |
| Comments | |

IMPLEMENTATION

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|----------------------------|---|
| Sequence of Activities | <ol style="list-style-type: none">1) Have a student volunteer tell what are the three different ways to spell "to" (or "too, two"). List these different spelling forms on the first column of the Cognitive Content Dictionary.2) Move on to the next column of the CCD. What do students think the definition for each of the words mean? Or, how would we use these words in sentences? List down student responses and write down ideas onto the second column - the predictions column of the CCD.3) Confirm the final meaning of each of the different spellings of the words. Student predictions may already answer this and this will be copied down again on the third column of the CCD - Final Meaning.4) Students must then come up with example sentences for each of the words <i>to</i>, <i>too</i>, and <i>two</i>. Have students do this independently in their writer's journal. Once all students are complete, go around to each table group to get example sentences for each of the words.5) Distribute <i>To, Two, and Too</i> handout. Students will work on this independently. Early finishers may do a free-write in their writer's journals. |
| Grouping Strategies | Students will remain in their assigned table groups. Table groups are arranged heterogeneously. |
| Differentiated Instruction | The Cognitive Content Dictionary is a GLAD strategy that is used for teaching English Language Learners, but also works effectively for all students especially those who are struggling. The completion of the CCD will be in a guided practice format as most students are not familiar with it. |

Comments

REFLECTIONS

Prior to Lesson

Post-Lesson

Comments
