Lesson Plan 2

Subject Area: Language Arts
Grade: 2
Theme/Topic: Structural Analysis

Lesson Objective
Through the strategy of structural analysis of compound words and words ending in –ing, -ed, and –ly, the student will improve decoding of previously difficult words.

Materials:
- Curious George Rides a Bike by by H.A. Rey
- Mirette on the High Wire by Emily Arnold McCully
- Note cards containing root words from both books (to be combined to make compound words and words ending in –ly, -ed, and –ing).
- Note cards with –ly, -ed, -ing on them

Agenda and Procedures (What the teacher will do):
1. Read Curious George Rides a Bike by by H.A. Rey aloud, emphasizing words that end in –ing, -ed, -ly, or are compound words.
2. Give student the note cards. Explain to them that they are expected to make new words using the short words on the note cards (by putting two note cards together).
3. Tell students to find new words combining the –ing, -ed, or –ly with the short words.
4. Read Mirette on the High Wire by Emily Arnold McCully chorally. Students should read the compound words, and words ending in –ly, -ed, and –ing without guidance.

Assignment/What the Student will do:
1. Listen while teacher reads Curious George Rides a Bike, paying attention to words that end in –ly, -ing, and –ed.
2. Using the note cards, find compound words comprised of two short words.
3. Use the note cards, make new words by combining the short words with –ed, -ing, -ly.
4. Read Mirette on the High Wire by Emily Arnold McCully aloud with the teacher, reading the compound words, and words ending in –ly, -ed, and –ing alone.

Assessment
Take note of the words which the student cannot decode based on his/her reading of Mirette on the High Wire by Emily Arnold.