

“Books to Treasure” Lesson Plan

Grade Level: 2 **Quarter:** 3 **Curriculum Focus:** Language Arts **Time Period:** 1 hour

Developed by: Christine Roberts

Brief Abstract: Students will listen to the book *Bubba and Trixie* by Lisa Campbell Ernst. Students identify compound words and words with affixes that are presented in the story. Students will explain the decoding process used to understand the meaning of a word in relation to the story.

Desired Result	Students will be able to use sound-symbol relationships to decode words. In addition, students will be able to explain the meaning of simple affixes and how it changes the definition of the base word.			
Standard/Benchmarks	Standard 1.2: Phonic/Decoding-The student will apply sound-symbol relationships to decode unknown words. Standard 1.3: Vocabulary – The student will develop and expand knowledge of words and words meaning to increase vocabulary.			
Instructional Strategies	Students will work in cooperative groups to identify compound words and words using affixes in a specific section of the book, <i>Bubba and Trixie</i> .			
Multiple Intelligence and Bloom's	Linguistic, Spatial Knowledge, Comprehension, Analysis			
Special Vocabulary	Compound words Base word	Root word Affix	Prefix Suffix	Past tense Present tense
Inclusion (connect to learner's past knowledge)	Students will discuss compound words and words with affixes that they know. Students will explain how they used their knowledge to decode the meaning of the words.			
Student Arrangement	Whole group will listen to story. Small groups will work on sections of the book to identify compound words and words containing affixes.			
Procedures	<ol style="list-style-type: none"> 1)Teacher will review the compound words and words with affixes. Attached flashcards contain some of the compound words and words with affixes found in the story <i>Bubba and Trixie</i>. 2)Teacher will read the story <i>Bubba and Trixie</i> to students. Asking students to listen for compound words as well as words containing either prefixes or suffixes. 3)Students will be divided into five groups. Each group will receive five pages of the story to review. 4)Students will identify and list compound words and words that contain either a prefix or suffix. 5)Students will circle the words that make up each compound word or the base word and affix. 6)Students will report on their understanding of the meaning of each component of their words as well as the word itself. 			
Lesson Strategies	To develop student's awareness of decoding methods that will help facilitate understanding of the story.			
Assessment	Each student group will use another book to locate compound words and words with prefixes and suffixes.			
Supplemental Books	<i>Zinnia and Dot</i> by Lisa Campbell Ernst			