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| **Curriculum Area:** Language Arts November 26th, 2012 |  |
| **Grade Level:** 2 |  |
| **Time Required:** 2- 60 minutes lessons |  |

**NB English Language Arts Curriculum Standards Grade 2**

1. Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
3. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

**Overview**

This lesson will be divided into two 30 minutes intervals. During the first portion of the lesson the focus will be on distinguishing when to end a word in ‘ing’ and ‘ed’. Students are particularly struggling with the ‘ed’ in their writing. There are two simple activities students are going to participate in. In the first activity students will become the king of ‘ing’. I will explain to students that the king is always busy doing something (or wanting to do something). Students will scan their library books looking for words that end in ‘ing’ and write the word on their crowns. In the second activity I will introduce the students to Ed. Ed is a man who has already done SO many things and he likes to talk about the things he has done. Students will once again be asked to find words in their library books that end in ‘ed’.

The second portion of this lesson will ask students to write in their weekend journals about what they did this weekend. While students are writing I will be circulating to room to ensure that students are properly ending their words in ‘ing’ and ‘ed’.

**Purpose / Objective**

The purpose of this lesson is for students to gain a concrete understanding of the difference between works that end in ‘ing’ and ‘ed’. By the end of this lesson the majority of students should have a better understanding as to why some adjectives end in ‘ing’ and others in ‘ed’. The intention is that this lesson will help students move away from writing “walkd” to “walked”.

**Assessment**

Students will be assessed on their participation in this lesson. The writing portion of this lesson will be read and commented on by the teacher.

**Materials & Preparation**

Each student will need:

* King of ING crown
* Ed cut out
* Pencil crayons
* Weekend journals

Teacher will need:

* King of ING crown example
* Ed cut-out example
* Conferencing chart

**Differentiation**

This lesson will not be officially differentiated. I have incorporated a variety of learning techniques to ensure a range of learning styles are being met. Students with different intelligences should be able to grasp the concepts being discussed in this lesson because I will apply different teaching strategies.

**Activities and Procedures**

Part 1:

1. Gather students on the red carpet and introduce yourself as the “King of Ing”. Explain to students that:

*I come from a land of Ing! I am a verrrrry busy man. I enjoy doing lots of crazy things. I like skiing, dancing, singing and most importantly I love eating. To become a King in the land of ING you too need to understand that words that end in ING represent an action that is ongoing/continuous. For example right now I am talking. The ‘ing’ is added to the word talk so that you know that it is happening right now! Why don’t we try something together? Lets all try jumping, whispering and twirling. You all have a mighty good start of becoming a King of Ing but first you must all go back to your seats, take out your library books and find 4 words that end in ‘ing’. You must then write these words on the strip of your crown.*

1. Students will be given their crown, instructed to return to their seats and find four words in their books that end in ‘ing’. Once they have found four words they can begin colouring their crowns with pencil crayons until everyone in the class is done.
2. Once everyone has completed their crown they will gather a second time on the red carpet. Once students are settled read “The Wind Witch” by Sheree Fitch in the book *Toes in my Nose*. Ask students to listen closely and count the number of times there are ‘ing’ words in the poem.
3. Now introduce students to Ed. Describe Ed to the students by saying something along the lines of:

*Hi. I name is Ed. I have already done so many wild things in my life that now, all I like to do it talk relive the past. I got the nick name Ed I while ago because everything I talked about end in ‘ed’. Let me tell you a short story to help you understand where my name comes from. My favourite childhood memory dates back to when I looked like a superstar. My hair was long and wavy, and I walked up and down the school hallways and acted like I owned the place. Back in those days I wondered what it would be like to grow up. On the day of my high school graduation, I passed in my final exam and sprinted out of that place. I shouted at the top of my lung, overjoyed with excitement about the fact that I, Ed, had graduated high school.*

Ask students how Ed got his name? When do you use words that end in ‘ed’ when you write?

1. Explain to students that you end a word in ‘ed’ when you talk about something in the past. Now give students their ‘ed’ page and get them to find words in their book that end in ‘ed’. Once students have found some words than they can begin colouring Ed.
2. Write the words “walked” and “walking” on the board. Ask a volunteer in the class to use each word in a sentence. Do they mean the same thing? How do they mean different things? Have a discussion about it.
3. If time permits read another Sheree Fitch poem and ask the students to count the number of ‘ed’ words in the poem “The Sneeze” (found in *Toes in my Nose)*

Part 2:

1. Students will now have a good half hour to write in their weekend journals about what they talked about in the morning sharing circle.
2. While they are working silently I will circulate and conference one-on-one with students taking notes on their writing strengths and weaknesses at this time. The focus on the conferences should be on the construct of the students’. Are they spelling ‘ing’ and ‘ed’ words properly? Does the structure of their story make sense?

\*\*Remind students to have their sight words and spelling dictionary on their desk, editing is done in pen, no colours for the pictures and ‘when you think you’re done, you have only just begun.

If students have already writing in their weekend journal this time will be spent editing, revising and recopying their writing pieces for the celebration this week.

**Follow up**

This lesson on ‘ing’ and ‘ed’ will be something that students will work on for a while. There are often simply mistakes such as this one in their writing, so hopefully after this review they will remember to use them properly when they write.