

Lesson Plan Template

	<ul style="list-style-type: none"> ○ Awesome: an overwhelming feeling of wonder or pleasure ○ Gnawed: to bite or chew on <ul style="list-style-type: none"> ▪ Does anyone know what the word gnawed? ○ Awkward: lacking grace or ease of movement ○ Wallet: a place where you hold your money ○ Walnut: a type of nut <ul style="list-style-type: none"> ▪ Can someone give me a sentence using the word walnut?
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● We are now going to layout our notebook for the week. ● Flip over to the next page you will write the words five times each ● On the next page you will write each word in a sentence. ● Then on the last page you will sort the words. We are going to split our notebook into three columns and the head is going to be au, aw, and al. ● Now let's sort our words that we wrote down. ● Have the students tell me the words and which column that the word goes under. ● Make sure that we sorted all of the spelling words
3	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● What are the three ways that we can sort the words this week? ● Today I am going to be giving you guys an exit slip to fill out. ● There is two different parts on the top half you put the correct word into the sentence and the second part you can circle the part of the word that has the ambiguous spelling pattern that we are looking for. ● I will call your guy's name you can come up and get a sheet from me and then when you are done with the sheet just keep them at your table spaces then move on to your next round.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. As I am having the students sort the words, I will call on different students to get their answers. Then when they are working on their exit slip, I will walk around the room and see if the students are understanding the concept.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students will have an exit slip that they are going to fill out for me and I will check for their understanding of weather they get how the words are spelled because they have to circle the correct accented syllable that we are talking about this week.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went pretty well. This type of lesson is something that the students experience every single week on Monday. That means they are used to it and need more effort to engage them. I think that I did a pretty good engaging the students into the lesson with having them review the previous weeks work. The students knew exactly what they learned last week when I asked them, and they were able to give me examples of what words they had the previous week. I introduced the new words for the week that they would be working with. The words that they were working with were more ambiguous vowel sounds that don't have a short or long sound. The spelling pattern that they were working with was au, al, and aw. During the lesson we went through their main spelling words that they would be working with. We gave sentence examples and talked about the definition to each of the words because some of the words were unfamiliar words that they had not heard of before. Then we set up their notebook where they wrote each word five times, wrote each spelling word into a sentence, and then the word sort. The students were given a set of more words with the aw, au, and al spelling pattern that they had to sort into the different categories. The different categories the students were splitting the words into was aw, al, and au spelling patterns. As a class the students would give me a word and then tell me which category it went under. We did this for all of the spelling words that they were given initially. At the end the students were given an exit slip that I had them complete. On this exit slip the students had to circle the correct spelling pattern that we were concentrating on this week in each of the words that were given to them. Then they had to complete a couple of sentences that used some of the words with the aw, al, and au spelling pattern. At first the students were confused on the part of the exit slip where they were circling the correct spelling pattern. In the middle of them working I had to correct any confusion by explaining the directions again. The students did understand what was being taught. I knew this from what their exit slip looked like and then at the end of the week they had their weekly assessment on the words and the students were doing well with both assessments. Some changes that I would make is explaining the exit slip better right away so I would not need to break their stamina by interrupting the whole class to explain the directions again. I would find another activity that the students could do while we are filling out their notebooks. Instead of just having one student tell me where a word goes in a chart have the whole class engaged by having them hold up signs saying what is the correct spelling pattern that the word is being sorted by.</p>	

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