

ECE LEARNING PLAN

Name: Britney Bankhead

Grade: 1st

Lesson Topic: Spelling

Length: 40 mins

Lesson Type: Review

Group Size: Small Group

What Taught (Learning Goal and Objective):

1. Literacy and Math Core (Common and ECE):

- a. Domain (Learning Standard): Language
- b. Cluster (Content Standard): Conventions of Standard English
- c. Standard (Performance Standard): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. **Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**

2. NAEYC Guideline:

- A. Principle #8: Development and learning occur in and are influenced by multiple social and cultural contexts.
- B. Principle #6: Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities

3. Objective(s):

Using knowledge of phonemic awareness and spelling conventions, students will be able to write untaught words in their groups with 80% accuracy.

How Taught (Instructional Strategy): GUIDED LEARNING

1. Lesson Overview (Describe anticipated activities)

Before:

- Attitude Orientation:
 - In 1 minute, I want everyone to line up in the front of the classroom according to their first name. For example, I want the people whose name starts with an A over here, B next, C, and so forth. We are going to alphabetize ourselves. Ready...go!
 - Afterwards, review each student to make sure they are in the correct place.
- Schema Orientation:
 - Ask the students, "What sound(s) does an 'A' make?". Keep going throughout the alphabet.

- Have the students make all the sound(s) together out loud. Then, give examples from student names, such as “Adam’s name starts with an ‘A’ and it sounds like ‘ah’”
- If students do not know a letter sound, quickly teach them the sound.
- Learning Event Orientation:
 - By the end of this lesson, you will have practiced spelling words that may be unfamiliar to you. This is important because when writing, we may not know how to spell a word but we can make an educated guess based on what we know about letter sounds.
 - To help us practice, we are going to split up into 6 groups. Each group will receive a tray with various items on them, such as a clock or an apple. Your group will need to first decide what each object is, how to spell it, and then finally, alphabetize the items. The teacher will ring the bell once everyone is finished and it’s time to switch trays with another group.
 - Make sure to work with your group! Everyone has to agree on a word’s spelling before you write it down on the worksheet.

During:

- Learning Event:
 - As students split off into their 6 groups and begin working on the activity, the teacher should be circling around the classroom, listening to the group discussions.
 - If a group is unsure what an object is (possible but unlikely if you use common, everyday items), then ask questions like, “Have you seen this item before? Where? What does this object remind you of?” in order to activate prior knowledge and hopefully connect the item to something they already know. Then, if they still don’t know what the object is, tell them, enunciating all the sounds of the word.
 - Ask questions such as, “What other letter(s) make a similar sound?” for instances like ‘c’ and ‘k’ in order to try and guide them to the correct spelling.
 - If students are getting frustrated and can’t agree on one spelling, encourage them to write a second version of the word. Discuss with them why they are struggling to spell the word, what sounds can they hear, and how they can represent those sounds.
 - In order to help whole groups that are struggling, ask questions such as, “What other words, that you know how to spell, have similar sounds to this object?” Try to help them connect the unknown words with the words they already know in order to help them see connections in sounds and spelling.
 - Ring the bell every 3-4 minutes to pass trays of objects, or whenever most groups are done, in order to keep the activity progressing.

After:

- Response to Learning Activity:

- After the activity, have a classroom discussion to see what each group decided on. Have each group write on the whiteboard one set of objects. Then, ask the other classmates if they agree on the spellings or not. If not, ask why and move deeper into how the students think about letter sounds.

2. Materials List:

- 6 trays, boxes, or baskets
- 24 simple objects (i.e. bear, apple, clock, chair, stick, leaf, pillow, cup, phone, soap, spoon, etc.) 4 per group
- 6 Alphabet Lineup Worksheet (1 per group)

3. Preparation Process:

1. Collect all objects you will be using for the activity
2. Separate into the 6 trays/boxes/baskets
3. Print off the Alphabet Lineup Worksheets

4. Accommodations:

Because students will be working in groups, those who may not know all the letter sounds will have help from their peers. This provides valuable time to discuss, teach each other, and come to a consensus on how to spell a word as correctly as they can. Therefore, no additional accommodations are necessary for this activity.

5. Quality Fast Finishers:

For groups that finish faster than others, instruct them to identify and underline any blends and digraphs in the words they've written. Explain to them how it is important to know the blends and digraphs because it will help us read and spell words we are unfamiliar with both inside and outside the classroom.

How Evaluated

1. **Informal Assessment:** Anecdotal Notes
 - a. While walking around the classroom and observing each group, make quick notes on the types of discussions going on, who is saying what, which students seem to be able to connect sounds to letters easily and which ones seem to be struggling.

1. **Formal Assessment:** Student Work Sample
 - a. Using the worksheets each group will turn in, check over it to see how the groups decided to spell the words. First, see how many words they spelled correctly and then identify patterns in mistakes across all groups. The focus should be on the spelling, not the alphabetizing. Incorporating alphabetizing into the activity was just another way to get the students to think about the letters, their sounds, and how they relate to one another.