

**Name:** Nicole Mumford

**Grade Level:** 3<sup>rd</sup> Grade

**Subject of Lesson:** Spelling Practice

**Date:** 10/27/2010

**Students:** Seven third grade children, placed in an early intervention classroom. Four girls and three boys.

**Goals:**

- Students will be able to spell their spelling words by sounding out vowel sounds
- Students will be able to remember adding suffixes to words.
- Students will be able to write letters and words in shaving cream by verbal cues from the teacher

**Instruction:**

- Handout the Spelling Sentences Practice Worksheets
- Students will complete the worksheets, sentences will be read and spelling words corrected on a volunteer basis
- Students will each be given a “dollop” of shaving cream and will spread it out at their spot at the table
- Students will spell their spelling words, as they are said by the teacher, in the shaving cream
- Once all words have been spelled and practiced, students will wash their hands and clean the table with Clorox wipes.

**Standards:**

- Phonics and Word Recognition
  - 3. Know and apply grade-level phonics and word analysis skills in decoding words.
    - a. Identify and know the meaning of the most common prefixes and derivational suffixes
- Conventions of Standard English
  - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
    - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

- F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

**Materials:**

- Spelling Sentences Practice Worksheet (See attached)
- Pencil for each student
- Shaving cream
- Bowl with warm water
- Clorox wipes to clean table/desk

**Assessment:**

- Observation of students spelling abilities
- Completed Spelling worksheets