

Name: Nicole Mumford

Grade Level: 3rd Grade

Subject of Lesson: Spelling Practice/Vocabulary Work

Date: 11/16/2010

Students: Ten second grade children, placed in an early intervention classroom. Five girls and five boys.

Goals:

- Students will be able to complete the last page in their spelling packet
- Students will be able to spell their spelling words by looking at them then covering the word up and writing it themselves.
- Students will be able to write their bonus words by remembering the rules for adding suffixes. (Example: Drop the “e” and add “ing”)
- Students will be able to complete their Daily Language Review

Instruction:

- Review the vowel sounds that are used in the weeks spelling words
- Students will complete the spelling packet page and will go over it as a class
- The teacher will check each student’s packet as they complete it, pointing out errors and have the student’s correct their work.
- Students will “check” themselves by reading the list of spelling words and then covering it and writing the words again.
- Spelling packets will be sent home to use as practice for the next day’s spelling test.
- Student’s will complete their Daily Language Review page and will go over it as a class.

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
- Language Standards
 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Materials:

- Spelling Sentences Practice Packet
- Pencil for each student
- Each student's individual Daily Language Review book

Assessment:

- Observation of students completed spelling packets
- Observation of individual student's spelling abilities within the packet
- Observations of completed Daily Language Review page