# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Spelling Lesson | **Lesson #** | 1 | **Date:** | July 18th, 2022 |
| Name: | Muyang Sun | Subject: | English Language Arts | Grade(s): | 5/6 |

Rationale:

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| Students need to know how to spell each word on their word lists, the definitions of each word and how to use each word in a sentence. This lesson is important in students’ growth because students have the opportunity to practice their spelling phonetically, understand the meaning of various vocabulary and learn to construct their own sentences by utilizing different words. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Communicating * Students have the opportunity to communicate with the teacher to clarify their confusions about the rules * Students can communicate with their peers to discuss some of the games or activities (e.g. Happy Hangman, Crossword Puzzle) * Collaborating * Students can work together with their peers to participate in some of the games or activities (e.g. Happy Hangman, Crossword Puzzle) | * Critical thinking * Students need to think critically to guess the word based on the given definition and vice versa * Creative Thinking * Students need to think creatively to come up with sentences by using the words given or the definitions given * Students need to think creatively to do their fancy writings | * Personal awareness and responsibility * Each student can ask questions about the rules but keeping quiet and listening respectfully to the speaker when it is not their own turn to ask. This ensures the collective well-being * Positive personal and cultural identity * Students are able to find out their strengths and practice their various skills and abilities * Social awareness and responsibility * Students build relationships with each other in discussions, contribute to the discussions with different ideas that require critical thinking skills together and value the diversity in this learning community after learning more about each other’s strengths and etc. |

Big Ideas (Understand)

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| ELA (Garde 5):   * Using language in creative and playful ways helps us understand how language works. * Students can use the words on their word lists to create their own sentences.   ELA (Grade 6):   * Developing our understanding of how language works allows us to use it purposefully. * By playing the games and participating in various activities in this lesson, students are able to fully understand the words and use it in their own creative sentences. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Grade 5: CC1, CC9, CC14, CC15, CC16, CC17, CC18 * Grade 6: CC9, CC13, CC16 | * Grade 5: C2 (reading strategies; oral language strategies; metacognitive strategies), C3 (sentence structure and grammar; conventions) * Grade 6: C2 (reading strategies; oral language strategies; metacognitive strategies), C3 (language varieties; sentence structure and grammar; conventions) |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * SWBAT participate in different spelling games or activities * SWBAT study their word lists to prepare for the spelling test | **What:** Various Spelling Games or Activities (assessment FOR/AS learning)  **How:** The teacher can gain information about where students are at in spelling and she might adjust her later lesson activities accordingly to meet students’ needs. Students are able to take control of their own learning and see their daily progress in spelling  **What:** Spelling Test (assessment FOR/OF learning)  **How:** The teacher can gain information about what and how students learned in the past few days. The spelling test is also a summative assessment and gives students the opportunity to show their learning to the teacher. Based on the result of the spelling test, the teacher might adjust her later lesson activities accordingly |

Prerequisite Concepts and Skills:

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| * Students need to have some prior knowledge about the spelling of some basic vocabulary * Students need to have some basic writing skills * Students need to have developed communication skills to discuss within their groups and share their ideas with the class * Students need to be able to think creatively and critically * Students need to be able to listen to the speaker quietly, carefully and respectfully without interrupting others * Students need to know some basic information about how to solve a crossword puzzle * Students need to know some basic information about how to play the game of hangman * Students need to know some basic information about how to do some fancy handwriting * Students need to know some basic information about how to play a bingo game * Students need to know some basic information about how to use a word in a sentence |

Indigenous Connections/ First Peoples Principles of Learning:

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| * First Peoples Principles of Learning * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: In this lesson, students are able to explore their own strengths. * Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): Experiential and hands-on learning is incorporated in the lesson. Students have the opportunity to do some fancy handwriting. Choice and flexibility are provided in the activity so that different aspects of the whole self can be attended to. * Learning involves patience and time: It really takes time to see learning happen. During the daily learning, students need to keep patient so that there is a chance for them to explore further and gain new understandings about the topic. * Learning requires exploration of one’s identity: Students need to explore their own identity throughout the lesson, including learning about their strengths. * Circle of Courage * The “belonging” quadrant in the Circle of Courage can be seen in this lesson. Students are able to communicate with each other, discuss about their thoughts and share their ideas. This can make students feel that they are all included in this learning community. Therefore, they can feel the sense of belonging. * The “independence” quadrant in the Circle of Courage can be seen in this lesson. Students need to do their spelling test individually without getting help from others. * The “mastery” quadrant in the Circle of Courage can be seen in this lesson. Students are able to fully understand the words and know how to spell the words and how to use them in sentences. * The “generosity” quadrant in the Circle of Courage can be seen in this lesson. Students can help each other to learn the words and discuss with their peers to solve different learning tasks. |

Universal Design for Learning (UDL):

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| 1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:  * Teacher displays pictures in the “Happy Hangman” game slideshow to students * Teacher talks in the lesson to offer students an opportunity to learn by listening  1. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:  * Students can speak out their ideas individually * Students can share their thoughts within their groups * Students can share their ideas with the entire class * Students have the opportunity to demonstrate their learning by actively participating in various games or activities * Students have the opportunity to demonstrate their learning by writing a spelling test  1. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:   **Auditory:**   * Teacher talks to introduce the topic * Students have the opportunity to discuss and share their ideas throughout the lesson * Students have the opportunity to listen to the music and the sound effects in the game “Happy Hangman” slideshow   **Visual:**   * Students are able to read the requirements on their sheets for different games or activities * Students can see pictures from the teacher’s slideshow about the game “Happy Hangman”   **Kinesthetic:**   * Students can move around in the classroom to talk to their peers to solve the different learning tasks * Students have the opportunity to do fancy handwriting * Students have the opportunity to fill out various sheets |

Differentiate Instruction (DI):

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| * Teacher will instruct at the front of the classroom and use the projector to show the words and pictures to fulfill the needs of the students who are having difficulties in seeing and hearing * Students who are having difficulties in seeing and hearing will be placed in a position that is close to teacher * For energetic students who have a hard time concentrating on their tasks, teacher will offer them the opportunity to move around frequently (e.g. assign them the task of handing out materials) * Students who are having mental disabilities can choose not to participate in a specific activity if they are not feeling comfortable * Teacher will pay more attention to the students who are having learning difficulties and offer support when they need it * Advanced students who finish tasks early will be asked to read story books from the classroom library or add drawings to their finished work |

Materials and Resources

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| * [Slideshow](https://docs.google.com/presentation/d/1fgNF8S8uRJhrhhoc3lksD5T8px03MXswXRCnfO55AL4/edit?usp=sharing) * 26 copies of word lists * “Happy Hangman” PowerPoint slideshow * 26 copies of “Crossword Puzzle” * 26 copies of “Bingo Game Sheet” * 26 copies of “Fancy Wring Sheet” * 26 copies of “Practice Quiz Sheet” * 26 copies of “Practice Test Sheet” * 26 copies of “Spelling Test Sheet” * Pens * Pencils * Crayons |

Lesson Activities:

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| Teacher Activities | Student Activities | Time  (75 min) |
| Introduction (anticipatory set – “HOOK”):  **Word List with Definitions:**   * Ask students to sit in their seat quietly and get ready for the spelling time * Give each student a word list (8 words in English and 2 words in French) with definitions next to each word (the words can be nouns, adjectives, adverbs and verbs) * Ask students to study the words and their definitions * Tell students “We are going to practice these words (the spelling of each word, the meaning of each word and how to use each word in a sentence) by doing various activities (i.e. happy hangman, crossword puzzle, bingo, fancy writing, quiz and practice test).” * Make it clear to students that once they feel ready, they will have a test about the words | **Word List with Definitions:**   * Students sit in their seat quietly and get ready for the spelling time * Read their word list (8 words in English and 2 words in French) with definitions next to each word (the words can be nouns, adjectives, adverbs and verbs) * Study the words and their definitions * Listen to the teacher attentively * Study for the test | 5 min |
| Body:  **Happy Hangman:**   * Tell students “We are going to play a game called ‘Happy Hangman’. We can use this game to practice the spelling of the words” * Explain the rules of the game “Happy Hangman” (i.e. The teacher uses a PowerPoint slideshow to set up the game. At the start of the game, the teacher chooses a word from the word list and keep it as a secret from the students. Students are told how many letters there are in the word and they need to guess what each letter is and the position of each letter in the word chosen by the teacher. Students have 9 attempts for each word.) * Ask students if they have any questions about the game * Clarify students’ confusions * Start the game   **Crossword Puzzle:**   * Tell students “We are going to solve a crossword puzzle. We can use this activity to practice the spelling and the definitions of the words” * Give each student a crossword puzzle sheet * Explain the rules of the crossword puzzle (i.e. There are 2 categories: “cross” and “down”. Definitions of the words are given under either category. Students need to guess the word based on the definition and write each letter of the word in the squares at the corresponding position of the puzzle.) * Ask students if they have any questions about the crossword puzzle * Clarify students’ confusions * Ask students to start the activity   **Bingo:**   * Tell students “We are going to play a bingo game. We can use this game to practice the spelling and the definitions of the words” * Give each student a bingo game sheet * Explain the rules of the bingo game (i.e. The bingo game sheet is 3x3. In each square, a definition is given. Students need to guess the word based on the given definition and write their guess down in the corresponding square. The first student who fills out a row/column/diagonal correctly is the winner of the game.) * Ask students if they have any questions about the bingo game * Clarify students’ confusions * Ask students to start the game   **Fancy Writing:**   * Tell students “We are going to do some fancy writing. We can use this activity to practice the spelling and the definitions of the words” * Give each student a fancy writing sheet * Explain the rules of the activity (i.e. The definition of each word is given on the sheet. Students need to guess the word based on the given definition and write each word with their fanciest handwriting. Students can use different colored pens to do their fancy writing.) * Ask students if they have any questions about the activity * Clarify students’ confusions * Ask students to start the activity   **Quiz:**   * Tell students “We are going to do a practice quiz. We can use this quiz to practice the spelling and the definitions of the words and practice how to use each word in a sentence.” * Give each student a quiz sheet * Explain the rules of the quiz (i.e. For the first section, the definition of some of the words is given on the quiz sheet. Students need to guess the word based on the given definition and write each word next to the corresponding definition. For the second section, some of the words are given on the quiz sheet. Students need to write their definitions next to the corresponding word. In the last section, some of the words are given, students need to use each word to write a sentence.) * Ask students if they have any questions about the quiz * Clarify students’ confusions * Ask students to start the quiz   **Practice Test:**   * Tell students “We are going to do a practice test. We can use this test to practice the spelling and the definitions of the words and practice how to use each word in a sentence.” * Give each student a practice test sheet * Explain the rules of the test (i.e. The definition of the words is given on the practice test sheet. Students need to guess the word based on the given definition and write each word next to the corresponding definition. Then, they need to use each word to write a sentence to show they have fully understood the word.) * Ask students if they have any questions about the practice test * Clarify students’ confusions * Ask students to start the practice test | **Happy Hangman:**   * Listen to the teacher attentively * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the game   **Crossword Puzzle:**   * Listen to the teacher attentively * Read their crossword puzzle sheet * Listen to the teacher carefully * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the activity   **Bingo:**   * Listen to the teacher attentively * Read their bingo game sheet * Listen to the teacher carefully * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the game   **Fancy Writing:**   * Listen to the teacher attentively * Read their fancy writing sheet * Listen to the teacher carefully * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the activity   **Quiz:**   * Listen to the teacher attentively * Read their quiz sheet * Listen to the teacher carefully * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the quiz   **Practice Test:**   * Listen to the teacher attentively * Read their practice test sheet * Listen to the teacher carefully * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the practice test | 10 min  10 min  10 min  10 min  10 min  10 min |
| Closure:  **Spelling Test:**   * Tell students “We are going to have a spelling test.” * Give each student a test sheet * Explain the rules of the test (i.e. For the first section, the definition of some of the words is given on the test sheet. Students need to guess the word based on the given definition and write each word next to the corresponding definition. For the second section, some of the words are given on the test sheet. Students need to write their definitions next to the corresponding word. In the last section, some of the words are given, students need to use each word to write a sentence.) * Ask students if they have any questions about the spelling test * Clarify students’ confusions * Ask students to start the spelling test | **Spelling Test:**   * Listen to the teacher attentively * Read their test sheet * Listen to the teacher carefully * Ask questions if they have any * Listen to the teacher’s clarifications carefully * Start the spelling test | 10 min |

Organizational Strategies:

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| * Get students involved in various games or activities to engage them into the topic for this specific lesson * Pens, pencils, crayons and different sheets will not be distributed to students until the corresponding parts begin * After each activity, teacher will keep a calm voice to set the tone again * After returning back to their seat, students will be asked to listen carefully |

Proactive, Positive Classroom Learning Environment Strategies:

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| * Teacher is positive and excited to talk about the contents * Teacher will say “class, class, class” in order to bring students’ attention back to teacher and students will respond “yes, yes, yes” * Praise all speakers * Encourage shy students to share their ideas * Stating the rules before the class begins: all the students should sit quietly and listen to the speaker attentively and they can only speak once they are called upon |

Extensions:

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| * The teacher can continue to use these games or activities for students to learn about spelling in later lessons * Other fun spelling-related activities can be included in later lessons (e.g. create silly sentences, write the words in upper case or lower case, write the words in ABC order) |

Reflections (if necessary, continue on separate sheet):

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| * The lesson has not been taught yet * It is difficult to predict how students will respond to each activity in this lesson * After each activity, students might get too excited to focus on the next learning task * The game, “Happy Hangman” might be the most successful and exciting part of the whole lesson because students have the opportunity to see the animation of the man in the PowerPoint slideshow and listen to the music and sound effects in the slideshow. At the same time, students can practice their spelling in a fun way * I need to improve my skills in assigning time limit for each lesson activity and I believe that practice makes perfect |