

1. Lesson Plan Information	
Subject/Course: Language (French Immersion)	Name: Adapted from Ms. Gratton
Grade Level: Grade 5	Date: Feb. 27
Topic: Working with words (Spelling)	Time and Length of Period: 1:25-2:00 (35 minutes)

2. Expectation(s) and Learning Skills
<p>The students will:</p> <ul style="list-style-type: none"> • Spell familiar words correctly. • Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling. • Confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose. <p>Today, students will: manipulate specific individual letters to first spell target words then write them in their notebooks. The words will then become part of their Word Wall.</p>

3. Pre-assessment
<p>A. (i) Students</p> <ul style="list-style-type: none"> • Can all read and write in English and French. • Are used to the “Working with Words” process as it is done 3 times a week. It is their spelling test of sorts. It is recorded in their language notebooks. • Use different strategies and generalizations about spelling while “Working with Words”. • Almost all the students use the cue cards prior to writing the words in their notebooks. <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</p> <ul style="list-style-type: none"> • Many students are hesitant in their spelling in the English language. As we work through the words, confirmation of correct spelling will be given as a visual cue (i.e., checkmark) to the following students: D, S, K, M & G.
<p>B. Learning Environment</p> <ul style="list-style-type: none"> • Regular classroom with home groupings
<p>C. Resources/Materials</p> <ul style="list-style-type: none"> • Language notebooks • Word wall • Pencils • Cue cards (letters are cut into individual cards) • Envelopes • Folders to put between the desks (this ensures no copying) • “Big Words for Big Kids” by Patricia M. Cunningham

4. Content (The What)	Teaching/Learning Strategies (The How)
<p>A. Introduction (motivational steps/hook/activation of students' prior knowledge)</p> <p>(3 minutes)</p> <p>Word Wall Work: Warm Up Using known words on word wall, have students respond to short quiz questions targeting certain words. Students are to stand up when they know the answer and teacher picks student to respond. Keep the pace snappy and fun.</p> <p><i>Sample quiz question: What is a word that has 2 t's and means the same as small?</i> <i>Answer: little</i></p> <p>Tell students that we need to add to our word wall and will be working with some new words today that target certain letters.</p> <p>Have the envelopes with the letters inside of them distributed.</p> <p>Tell the students what words to make. Have the students record the words in their language notebooks. Keep this lesson fast paced and only repeat the word twice, unless asked to repeat any word again.</p>	
<p>B. Content for New Learning</p> <p>(12-15 minutes)</p> <ul style="list-style-type: none"> • Letters: a, a, i, i, i, o, c, f, l, n, s, s, and t • 14 letters in total • Words : class, final, social, classic, fiction, fictional, finalists, socialists, antisocial • Secret Word : *classification 	<p>B. Teaching/Learning Strategies for New Learning</p> <ul style="list-style-type: none"> • Take 5 letters and spell class. The class of 1994 was having a reunion. • Use 5 letters to spell final. We are playing in the final game of the season. • Use 6 letters to spell social. She was a very social person who had lots of friends. • Use 7 letters to spell classic. My uncle collects classic cars. • Use 7 letters to spell fiction. I like to read historical fiction. • Add 2 letters to spell fictional. The characters were all fictional, but they seemed very real. • Use 9 letters to spell finalists. There were four finalists in the last round of the math competition. • Use 9 letters to spell socialist. Many countries in Europe have socialist governments. • Use 10 letters to spell antisocial. Someone who doesn't like people is antisocial. • Secret word: Take a minute to see if you can figure it out...Add your letters to a word we have already made to spell the secret word. In science, we learn about the classification of plants and animals. • Students will spell the words in their notebooks. • Spelling words will be posted up on the Word Wall.

5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)

(1 minute)

Discuss: If you did not know how to spell a word during working with words what strategies did you use to spell it?

How did you discover the secret word?

What helped you to solve the problem?

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding/ gradual release of responsibility)

(13-15 minutes)

Students will use the related words to make sentences.

Students will be encouraged to use the words in their journal writing.

7. Assessment (collection of data) / Evaluation (interpretation of data)

- Observation: I will watch the students as they use their cut out letters and spell the listed words. Checkmarks will be given to certain students as they work to encourage their self-confidence.
- Language Notebook assessment: Grades are given to “Working with Words” lessons. One point is given for each word that is spelled correctly

8. Lesson Conclusion

(3 minutes)

Ask: Brief quiz questions related to today’s words and have student with correct response come up to place word on Word Wall.

Tell: Students to try to use new words in various writing tasks during the week.

9. Student Teacher’s Reflections on the Lesson

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

Students are highly motivated by the Working with Words approach. They focus well on the task of forming, then writing, the words. Spelling results are generally stronger and students have been more attentive to use of these words in journal writing.

Students were able to manipulate the letters and write the target words in their notebooks with a high degree of success.

(iii) Next Steps for Student Learning Related to Lesson Expectation(s)

Some students may be able to handle more words using this approach so I will consider ways to differentiate the Working with Words tasks.

D, S, K, M & G. really responded to the immediate feedback and positive reinforcement.

B. (i) Evidence of the Effectiveness of the Student Teacher

I kept the pace of this lesson brisk so students were able to focus throughout and had enough time to form the required words with the letters I provided and write them into Language notebooks.

Students were very engaged and focused well on manipulating the letters and writing the correct spelling of words into their notebooks.

(ii) Next Steps Related to the Effectiveness of the Student Teacher

I will start a file system to store the developing pile of Working with Words resources I have been using for easy access in the future. I need to continue to develop strategies for helping hesitant students gain confidence in responding. All students would benefit from more verbal positive reinforcement.