

Lesson Plan

Student name: Elizabeth Wood

Class/grade: 5th

Subject/Topic: Spelling

Date to be taught: 2/16/17

Standard and Indicator

5.RV.3.2: Vocabulary – Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing

Co-Teaching Strategy: One teach, one assist

Materials

1. Teacher
 - a. 13 dice
 - b. Dry erase marker
2. Student
 - a. Spelling list
 - b. Pencils
 - c. Paper
 - d. Spelling Roll-A-Word

Objective(s)

1. The students will complete the activities that correspond with the number they roll based on the Spelling Roll-A-Word reference sheet.

Motivation

1. The teacher will write the following on the board:
 - a. 1 = stand up and sit back down
 - b. 2 = clap
 - c. 3 = touch your feet
 - d. 4 = high five someone
 - e. 5 = raise your hands
 - f. 6 = wiggle your nose
2. The teacher will explain to the students that they will do the activity that corresponds with the die.
3. The teacher will roll the die at least three times and have the students complete the activity.

Goal for Learner

1. “Today we are going to review the definitions and spelling of our spelling words and then complete various activities that correspond with the number you roll.”

Content and Procedures

1. Teacher Content
 - a. The new spelling words and their definitions are as follows:
 - i. Artist - a person who creates art
 - ii. Tourism - the travel services industry
 - iii. Biology - the study living things
 - iv. Phobia - an intense, often irrational fear
 - v. Heroism - courageous action in the midst of danger
 - vi. Geology - the study of the rocks in the Earth's crust
 - vii. Cartoonist - one who draws funny pictures or comic strips
 - viii. Technology - science of knowledge put into use to solve problems or invent tools

- ix. Journalism - the work of presenting news through the media
- x. Hydrophobia – fear of water
- xi. Violinist - one who plays a stringed instrument
- xii. Ecology - science of organisms and their environment
- xiii. Patriotism - loyalty to one's own country
- xiv. Vocalist – a singer
- xv. Meteorology - the science of weather and atmosphere
- xvi. Zoology - the study of animals
- xvii. Claustrophobia - the fear of closed spaces
- xviii. Capitalism - economic system creating independent wealth
- xix. Novelist – a person who writes stories
- xx. Technophobia - a fear or dislike of technology

2. Procedure

- a. The teacher will have the students take out their spelling list.
- b. The teacher will go down the list and tell the students the definitions of the words.
- c. The students will write down the definitions on their spelling lists.
- d. Then, the teacher will explain that the students will complete the Spelling Roll-A-Word activity.
- e. The teacher will pass out the Spelling Roll-A-Word reference to each student.
- f. The teacher will explain that if a student rolls a:
 - i. 1, he or she will write their word in a sentence
 - ii. 2, he or she will draw a picture of their word
 - iii. 3, he or she will write their word pyramid style
 - iv. 4, he or she will write the word with a different color for the vowels
 - v. 5, he or she will write the definition of their word
 - vi. 6, he or she will write their word three times
- g. The teacher will explain that they will keep the die on their desk, they will be in pairs, and one student will use their ten individual words.
- h. The teacher will model by using the first word, invisible, roll the die, and complete the activity that corresponds with the number he rolled.
- i. The teacher will explain that the students will continue down their spelling list using the same steps.

Practice/Application

- 1. In pairs, students will participate in the Spelling Roll-A-Word activity. The students will take turns rolling the dice and completing the activity that corresponds with the number they rolled for their spelling word.

Evaluation of student learning

- 1. The teacher will observe the students as they complete their activities.

Closure

- 1. “Great job today! Today, we learned the definitions of our spelling words and completed various activities with our words. Who would like to share a picture of the word you drew or a sentence that you wrote? Great job! For homework, you will write your spelling words in cursive three times each.”

Resources

M. (2013, December 29). Moturoa's Blog: Spelling. Retrieved January 21, 2017, from <https://www.pinterest.com/pin/116952921547339427/>

Word Verification. (2017). Retrieved February 13, 2017, from <https://www.spellingcity.com/word-verification.html?listId=437389>