

## Lesson Plan

Student name: Elizabeth Wood

Subject/Topic: Spelling

### **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

Class/grade: 5th

Date to be taught: 2/2/17

### Materials

1. Teacher
  - a. Spelling list
  - b. 13 dice
  - c. Dry erase marker
  - d. Spelling Roll-A-Word (x24)
2. Student
  - a. Spelling list
  - b. Pencils
  - c. Paper

### Objective

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 complete various activities based on the number you roll.”

### Content and Procedures

1. Teacher Content
  - a. The spelling words and their definitions are as follows:
    - i. **Elementary** - basic and easy; early grades of school
    - ii. **Vehicle** - a device used for transportation
    - iii. **Miniature** - very small
    - iv. **Probability** - chance that something will happen
    - v. **Opportunity** - a chance for an improved situation
    - vi. **Substitute** - something that takes the place of another
    - vii. **Variety** - a number of different forms or types

- viii. **Literature** - writings based on a specific time or culture
- ix. **Elevator** - machine used to lift things and people
- x. **Pennsylvania** - northeastern US state, home to Philadelphia
- xi. **Ravioli** - small pasta with various fillings
- xii. **Cafeteria** - dining area
- xiii. **Mosaic** - art made with many small, multicolored items
- xiv. **Tuxedo** - very formal suit for a man
- xv. **Meteorite** - piece of rock and metal that falls from space
- xvi. **Fascination** - very interested in something
- xvii. **Cylinder** - a long, round shape, like a can or water pipe
- xviii. **Intermediate** - in the middle, being a middle stage
- xix. **Centennial** - every one hundred years
- xx. **Curiosity** - a desire to know or learn

## 2. Procedure

- a. The teacher will have the students take out their spelling list.
- b. Then, the teacher will explain that the students will complete the Spelling Roll-A-Word activity.
- c. The teacher will pass out the Spelling Roll-A-Word reference to each student.
- d. 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 a synonym of their word
  - iv. 4, he or she will write a antonym of their word
  - v. 5, he or she will write the definition of their word
  - vi. 6, he or she will write their word three times
- e. The teacher will explain that they will keep the die on their desk, they will be in pairs, and one student will use the even numbers and the other will use the odd numbers of their spelling words.
- f. The teacher will model by using the first word, invisible, roll the die, and complete the activity that corresponds with the number he rolled.
- g. 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 activities that correspond 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, 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 ten spelling words three times each in cursive and please remember that your spelling test is tomorrow."

## Resources

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

Word Verification. (2017). Retrieved January 29, 2017, from <https://www.spellingcity.com/word-verification.html?listId=43362953>