Houston Baptist University

**College of Education and Behavioral Sciences**

**Lesson Plan Format**

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**Subject:** Spelling **Grade Level:** 1st

**Time Estimate:** 50 minutes

**Unit:** Week One Spelling List **Topic:** Sight Words and -at Family

**Goal(s):** Students understand the definitions and proper spelling of the first list of spelling words.

**Objective(s):** Students can remember definitions and correctly spell and identify correctly spelled words on the spelling list.

Students will participate in structured practice in spelling and defining the words on the list.

**TEKS:** 1.3.A, 1.3.B, 1.3.C(i), 1.3.D, 1.3.H

**Materials/Resources/Technology needs:** milk cartons, a can of spray paint, permanent marker, 2 laundry baskets, colored tape, Week One Spelling List, dry erase board, dry erase markers, “Mystery Word” clues

* Week One Spelling List:
  + the
  + of
  + and
  + that
  + cat
  + mat
  + sat
  + hat

**Instructional Procedures:**

**Focusing Event**:

Review the spelling list with the students (this activity will occur mid-week after they have had ample time to practice in and out of class). The words were already taught on the first day of the week. Review the list by playing “Mystery Word” with them. In this game, the teacher will read a clue and the students discuss it with their elbow partner. The teacher will call on a group to reveal the word. Do this for each word on the spelling list, calling on different groups each time. When the groups correctly identify the words, they get to write them on the white board (practicing spelling them). Different clues could include:

Q: Wipe your muddy feet on me to make your mother very happy.

A: “mat”

* Clues similar to this are clues that reveal the definition.

Q: You have this \_\_\_ I have that. The cat has a hat \_\_\_\_ the cat has a rat.

A: “and”

* This type of clue is fill in the blank. The sentences can also include other spelling words on the list (e.g. “cat”).

The focusing activity will take approximately 15 minutes (the first spelling list has eight words, allowing for time to discuss mistakes or clarify words).

**Teaching/ Learning Procedures:**

1. After reviewing the spelling words, the students will compete in a team activity called “Milk Carton Relay.”

* Before playing the game, the teacher must prepare the materials for the game. First, the teacher must acquire enough milk cartons to create the letters of the alphabet, including extra letters for more common words. The teacher needs to create two identical sets. The teacher can acquire these through the school cafeteria. Next, the teacher should tape the top of each carton down. The teacher can spray paint the cartons any color of their choosing. After the cartons dry, the teacher will write the letters on the cartons with permanent letters. The teacher needs to bring the two sets and two laundry baskets to school for the activity. The day of the game, the teacher needs to set up two desks on either side of her (she will sit in the middle) and place the laundry baskets (containing the carton letter sets) on either side of the desks. The teacher will use the colorful tape to create two starting lines on the carpet/floor for the two teams.
* After reviewing the words during the focusing activity, explain the directions to the students. The students will line up at the colored tape after being divided into two teams. The teacher will choose a word from the spelling list and read it aloud. The first person in line for each team will go to the basket and place the first letter of the word on the desk and go back to the end of the line. Then the next student in line will place the next letter, and so on until the word is complete. The first team to finish the word gets a point. Whichever team has the most points at the end of the game wins!

1. The letter cartons can also be used in spelling centers for extra practice. The students can complete the centers in groups or individually.

* The students may also quiz each other by calling out words on the list while the other one spells them and then switching roles.
* During centers, the teacher can observe and give feedback to ensure the students are spelling the words correctly, staying on task, and understand the meaning of the words.

1. Make the lesson relatable by asking the kids to use the words in sentences that relate to their lives.

**Formative Check (ongoing or specific)**:

Ask review questions (choral and individual responses are acceptable).

Q: How do you spell “\_\_\_\_\_\_?”

-The class can clap and say each letter out loud.

Q: Create a sentence using “\_\_\_\_\_\_.”

Q: Which sentence using “\_\_\_\_\_\_” is correct?

Q: Can you think of other words like those on our spelling list (in the “-at” family)? How do you know they are like them? How do you think you spell them?

**Reteach (alternative used as needed)**:

If the students are struggling to spell the words or understand their meaning, you should reteach the list and find a way to make it more comprehensible and relatable for the students. Do this by:

* Writing each word on a large piece of tablet paper. For each word possible, create a movement or draw a picture that will help students remember how to spell the word or its meaning. The students can contribute to this by coming up with ideas for the pictures or movements.
* Practice, practice, practice. After going over the words as a class again, allow the students to rotate through the spelling centers again for extra practice.
* If necessary, show videos of songs that help teach different words and word families.

\***Note**: If you notice that the students are struggling in the focusing activity, reteach the list before playing the game.

**Closure**:

1. Write out the spelling words on the board. Spell half of them (four of them) incorrectly. Ask the students if the words are spelled correctly. Call on students to come up to the board and correctly spell the word.
2. Remind the students to study for the pretest that will occur tomorrow (Thursday).
3. Dismiss the students in rows to their desks and tell them what materials to get out for the next part of the day.

**Assessment/Summative Evaluation**:

The next spelling test will be composed of the words on the Week One spelling list. It will occur on Friday.

**Modifications/Notes**:

* Special Education
* If students have physical disabilities that make participating in the game difficult, do the relay in pairs. One student can tell the other which letter to place on the desk.
* If a student has a visual impairment, write the letters with a thicker marker or make them bigger to make it easier to read. You can also use a different material that has more room to write larger letters instead of milk cartons. You may also be more intentional about the color of the materials to make the contrast of the letter and paint easier to read.
* For students with intellectual impairments, work individually with them during centers to practice the words. You may also shorten the list or start with a different list.
* English Language Learners
  + Instead of creating movements for the words to understand meaning during reteach, which is only done with necessary, use them when you initially teach the spelling list.
  + Create centers that make use of manipulatives to help the students make a connection between physical objects and abstract thinking. For example, they can use Legos that have the letters written on them to “build” the words.
* Gifted and Talented
  + During centers, encourage students to write sentences using each of the words on the list. For an extra challenge, challenge them to use each word on the list in a single sentence or to write a story using each word.