

# Manchester College

Education Department

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Lesson Plan: adapted from Miss Ray (West Central 3rd grade elementary teacher)

Lesson: Making Words

Length: 30-45 minutes

Age or Grade Intended 3<sup>rd</sup> graders

## **Academic Standard(s):**

**3.1.4** Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different).

**3.1.6** Use sentence and word context to find the meaning of unknown words.

**3.6.8** Spell correctly one-syllable words that have blends (*walk, play, blend*), contractions (*isn't and can't*), compounds, common spelling patterns (*qu-*; changing *win* to *winning*; changing the ending of the word from *-y* to *-ies* to make a plural, such as *cherry/cherries*), and common homophones (words that sound the same, but have different spellings, such as *hair/hare*).

## **Performance Objectives:**

\*Students will spell the 10 words on a sheet of papers with 90% accuracy.

\*Each student will define what homophone means by writing in a complete sentence the definition with 100% accuracy.

## **Advanced Preparation by Teacher:**

1. The teacher needs to find a “secret word”-a word which can be made from all letters you will use. For this lesson the secret word is *strawberries*.
2. Using the letters in the secret word, choose 10-15 words which will give some easy and some harder words and several sets of rhymes. For example here is all the words that can spell the word *strawberries*- was, saw, raw, war, air, ear, rear, tear, wear, bear, bare, rare, seat, beat, beet, wait, waist, waste, stare, stair, straw, sweet, sweat, swear, write, wrist, wiser, rarer, erase, eraser, rarest, wisest, seesaw, waiter, writer, rewrite, sweater, berries, and waitress. From this list of words pick what words you would like to use. (This lesson can be split into two days if the teacher wants to cover all the words.)
3. Decide on the order in which words will be made, beginning with short words and building to longer words. Write these words on index cards to use in the sorting and transferring parts of the lesson. Put the index cards in the order you want to teach them.
4. Need to write letters on strips –make letter strips out of poster board for both you as the teacher and the students to use during the lesson. Make the letter strips for the students smaller and the letter strips for the teacher need to be big enough so

- the class can see them up on the board. (If you have a pocket chart use that to hold the letters to spell the words or make the letters magnetic to put on the blackboard.)
5. Have the letters in piles ready for the students to pick up on the back table. For example in strawberries the teacher needs to have this many letter strips for each letter 2 s, 1 t, 3 r, 1 a, 1 w, 1 b, 2 e, and 1 i.

### **Procedure:**

#### **Introduction/Motivation**

The teacher will introduce the lesson by saying, “Can anyone define for me what the word homophone means?” (**Bloom’s Taxonomy: Knowledge**) If some students raise their hands, call on a student to define what a homophone is. Then write two sentences on the board that show the word *pair* and *pear* in two different sentences so the students can use the context of each sentence to figure out what each word means. On the board the teacher can write these two sentences: *The pear was a delicious treat for an afternoon snack. Those pair of sneakers must be kept outside because they’re dirty.*

#### **Step-by-Step Plan:**

1. To begin the lesson have a few students at a time come to the back table and pick up the piles of the letters strips that are needed to spell the “secret” word and the words within the secret word.
2. While the students are waiting to come back to get their letters or are at their seats with their letters the students can try to figure out some words that are within the word *strawberries*.
3. “Also get out a piece of paper. Everyone will need to write down each word we spell. I want you to write the word how you spell it with your letter strips the first time and if you spelled the word incorrectly spell the word correctly next to your first spelling.”
4. Once every student has the letter strips needed the teacher can start out by saying, “I want you to spell with your letters at your desks the word *was*.” (Each time you ask the students to spell a word walk around the room and give a decent amount of time to spell the word depending on the selected word being spelled.) Now ask the students, “Who can show me how to spell *was* by placing the letters in the pocket chart up on the blackboard?” (**Bloom’s Taxonomy: Knowledge**) Pick on a student and have them go up and spell the word *was*. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart. (**Gardner’s: Bodily-Kinesthetic**)\*
5. To go onto the next word the teacher can say, “Now I want you to use the same letters to spell a different word. Can you think of a different word by rearranging the three letters?” The students will try to spell a new word at their desks with the letter strips using the same letters. “How can we change the word *was* to spell a new word?” (**Bloom’s Taxonomy: Synthesis**) Call on a student and they can come up and spell the word *saw*. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
6. “Now I want you to spell the word *raw*. In order to spell this word you need to change JUST ONE letter from the word.” (make sure to emphasize the words JUST ONE so the students hear what you say) “Who can show me how to spell

- raw* by placing the letters in the pocket chart up on the blackboard?” (**Bloom’s Taxonomy: Knowledge**) Pick on a student and have them go up and spell the word *raw*. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
7. “For the next word we are going to do the same thing we did for the word *saw*. I want you to arrange the letters in *raw* to spell a new word.” Continue to keep walking around the room and encourage the students to sound out the words and make little comments on what clue you gave them to figure out the spelling of the word. “What word did you come up with?” Call on a student to come and spell the word they spelled on their desk, which should be the word *war*. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
  8. Explain to the students that the next four words are going to be homophones. “I would like each of you to spell the word *bear* on your desks. Listen to my sentence in order to spell the correct word. *The bear destroyed our campsite when we were on our camping trip in Colorado.* Now spell the word on your desks with your letter strips. “Who can spell for me the word *bear*? Pick a student to spell the word. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart. (**Gardner’s: Spatial Visual-understanding the relationship between image of the word and the meaning**)
  9. “Now spell the homophone for the word *bear*. Listen to my sentence: I walk with my *bare* feet across my yard at home during the summer. Who can spell the word *bare* up on the pocket chart? Call on a student to come and spell *bare*. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
  10. “The next word I would like for you to spell is the word *stare*. LISTEN, I like to *stare* outside my window on rainy days. Now spell the word on your desk. Pick a student to spell the correct word. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
  11. “I would like for you to spell the same word in a different way. Here is a sentence for you; *I tried to not trip on the stair as I went up to my room on the second floor of my house.* Who can spell the word *stair* correctly? Pick a student to spell the word. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
  12. “Now I would like you to spell the word *sweat*. Pick a student to spell the word. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart.
  13. “The last word before our “secret” word I want you to spell is *sweater*. Look at our previous word and try to figure out what needs to be added in order to spell *sweater*. Can you identify what part of the word in *sweater* is similar to a word we already spelled?” (**Bloom’s Taxonomy: Application**) Pick a student to spell the word. Once the word is spelled correctly the teacher can put that index card with the word up in the pocket chart. (**Gardner’s: Logical/Mathematical detecting patterns**)
  14. “Now we are to our “secret” word. Remember in order to spell the secret word you need to use all the letter strips I gave you. EVERY letter strip should be

used. You have two minutes to figure out a word and then I might give you a hint.” After giving the students two minutes give the students a clue. “My clue is that cool whip is very delicious to dip these in.” Give the students one more minute to figure out the word and then choose a student that thinks he/she might have the correct word.

**\*Each time the students spell the words on their desk with their letter strips they are using Gardner’s: Bodily Kinesthetic**

**Closure:**

“Now that we know what homophones are I want each of you to write in a complete sentence the definition of homophone on the same sheet of paper as the words you wrote down” Have the students turn in the 10 words we spelled and how they spelled them. Then have them turn that in that paper and then get out their social studies book.

**Adaptation:**

The teacher will put the students in partner groups after the lesson by putting the higher level spellers with a lower level speller. Once they are in their partners have them each spell three words from the lesson. To spell them though have one of the partners write a word with their index finger on the other partner’s back. Then once they spell three words from the lesson have the partners switch roles and spell three new words. Having them spell the words by writing them on each others’ backs is a great way to keep both of the partners involved and spelling the words at the same time.

**Enrichment:**

The words to spell as the lesson progresses are at a higher level compared to the words that are spelled at the beginning of the lesson. Every student should be able to spell the beginning words, but as the lesson progresses the teacher needs to make sure the students see how the words relate to previous words in that same lesson. For example the word *sweat* and *sweater* can be grouped together at the end of the lesson. Along with *sweat* and *sweater* the words *rare* and *rarest* can be grouped together as well. At the end of the lesson, the words that have been made can be sorted into patterns such as beginning sound, rhyming words, prefixes, suffixes, and even homophones.

**Self-Reflection:**

*How do you know you’ve done a good job?*

As a teacher I will know if the students have done a good job when I am just walking around the room observing each and every student sometime during the lesson spell one of the 10 words we spelled. I can then see what parts of spelling the students are getting confused on and try to emphasize that particular area. I can also know if I have done a good job by watching the students that come up to the front of the classroom and spell the words on the pocket chart.

*How do you know if you’ve met your criteria?*

I will know if I have met the criteria by what each student writes on their sheet of paper that they turned in. I want to make sure they meet both objectives.