

Manchester College
Education Department

Lesson Plan by: Jeff Bauman
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Lesson: Word Identification Lesson

Length: 30 – 45 Minutes

Age or Grade Intended: Grade 3

Academic Standard(s): 3.1.2 – Read words with several syllables.

Performance Objectives: Given a list of vocabulary words, the student will decide how many syllables are in each word and record their answer correctly for four out of every five words on the list.

Advanced Preparation by Teacher: Spelling list should be prepared with the alternate list for those students with disabilities (especially for students with word finding difficulties.) Groups should be pre-planned to avoid the grouping of students who do not work well together or who each struggle with the material being presented.

Procedure:

Introduction/Motivation: (This word lesson will have followed a lesson about fall. The students will have studied fall and will have been working with fall related vocabulary.) Introduce a list of words to the students. The words are “Fall” words since the season is fall.

Step-by-Step Plan: Start the lesson by reading the words to the students aloud. This will help any students who do not understand any words. (This should not be too much of a problem since they have recently studied fall vocabulary.) Next the students will repeat the words you have read aloud as a class. (This will allow any student who still is having problems pronouncing or reading a word clarify how it sounds from their peers without causing them to “stand out.”) Then the teacher can explain the different ways to count syllables (**Syllabication** – clapping, holding your hand under your chin etc.) The teacher should then go through a couple of words with the whole class and show them how to count the syllables. The class will then be split into small groups (pre-prepared) to count the syllables for the rest of the words on their spelling list. If the teacher sees students struggling, individual group reinforcement may be needed. This should be done by the teacher clapping the word or words with the group.

Closure: After the groups have the syllables counted for all their words, each group will be assigned one word. They will then use the syllabication techniques learned to show the class how they came about the number of syllables in the word.

Adaptations/Enrichment: A separate list of words should be prepared for students with disabilities. This should be the same list of words however it should have lines drawn in between the syllables of each word. They will still need to count the number of syllables in the word. However, this may not need to be done to all the words on the list. For

certain students, depending on the student, only a couple of words may need to be split to get them started. Students with special needs also need to be placed into a group of students who excels with this sort of skill. This will allow the special needs student to receive help from the excelling student.

Self Reflection: The teacher will be able to judge the effectiveness of the activity/lesson by watching the groups present their word. It should be evident if a student does not understand the concept either by watching them present or by reviewing their worksheet. If a specific group or student needs extra help with this lesson, they should be approached during later free time.