

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Stephanie Hofer

Lesson: Middle School TESOL Placement Lesson: **Spelling and Homophones**

Length: 45 minutes (one class period)

Age or Grade Intended: Grade 8: one ESL (English as a Second Language) learner

Academic Standard(s):

ELP 8.1.9 Apply knowledge of root words, suffixes, and affixes to solicit meaning from some literary works and content-area texts.

ELP 8.1.10 Describe differences of literal and figurative language with key words and descriptive sentences.

ELP 8.6.18 Use most elements of conventional spelling.

Performance Objectives:

1. Given the first spelling game, SpellCheck, the student will correct a misspelled word by typing in the proper spelling, verified by the computer software for accuracy and the teacher for participation. <http://www.funbrain.com/spell/index.html>
2. Given the second spelling game, SoundAlikes, the student will review homonyms, prefixes, and suffixes, verified by spelling the given word correctly on the computer program. <http://www.spellingcity.com/sound-alikes.html>
3. Given the second spelling game, SoundAlikes, the student will expand his vocabulary, verified by completion of the four main activities attached to the word list (Teach Me, Flash Cards, Vocab Test, and Spelling Test). <http://www.spellingcity.com/sound-alikes.html>
4. Given the third spelling game, 100 Most Misspelled Words- Battleship, the student will choose the correct spelling of a word from a list of four options, verified by the Battleship 'hit' provided by the computer software. http://www.quia.com/ba/1476.html?AP_rand=1868649942

Assessment: This student is an eighth grade male ESL (English as a Second Language) learner. Each week, I tutor him over a specific grammar point to help him gain more confidence with English and to help him improve his LAS Links score. The LAS Links test places all ESL students into a bracket and category a scale of one through five to decide how proficient in English the student is. This student has been a level four for about three years, according to his documentation. My goal is to help him prepare to achieve a five on the LAS Links test, which is the highest score and displays proficiency, suggesting near-native fluency. Once a student has tested out as a level five for two consecutive years, that student no longer needs a TESOL/ESL professional tutor. Because these sessions are not a formal class structure, there are state standards, but there is no true assessment when it comes to getting a 'grade.' An appropriate assessment in this situation is monitoring and documenting how the student does during each lesson and deciding what the

student needs more help on individually. Documentation is the most direct form of assessment, but each lesson could do an informal, formative assessment to monitor the student's progress.

This lesson asks the student to work on spelling in an informal, one-on-one basis. To accommodate the short time frame and the task-based instruction that this student needs, I am using the computer to play educational spelling quiz games. One of the games even doubles as a homonym, suffix, and prefix review because it asks the student to spell words using these three concepts. The actual assessment for this lesson is to simply see if the student improves his spelling at least a little from beginning to end of the lesson. Therefore, the assessment is an informal, formative assessment based on observation and student performance during the lesson. Again, this is not a real class for this student; it is just a tutoring session, so I cannot take a 'real' quantitative grade.

Advanced Preparation by Teacher:

1. Do research on the internet to find educational and developmentally appropriate interactive websites that concentrate on spelling
2. Upon beginning class period, load each website:
 - a) <http://www.funbrain.com/spell/index.html>
 - b) <http://www.spellingcity.com/sound-alikes.html>
 - c) http://www.quia.com/ba/1476.html?AP_rand=1868649942
 - d) If there is still more time in the period, have the student pick a game from:
<http://www.gamequarium.com/spelling.html>

Procedure:

Introduction/Motivation: Hello, David. How was your day? Do you have any questions about what we did last class. Lately, we have been working with prefixes, suffixes, antonyms, synonyms, and most recently, homonyms. Today we are really going to concentrate on spelling, but we will incorporate some of the grammar points from previous lessons.

Step-by-Step Plan:

1. Explain to the student that today's goal is to work on spelling, while using the computer.
(Gardner: Verbal/Linguistic)
(Bloom's: Recall some spelling games that we have played in the past to help you improve your spelling. – Knowledge) (Bloom's: What can you say about spelling? What about it do you find challenging? – Comprehension)
2. Start game one. This game is called SpellCheck. It asks students to identify a misspelled word and then correct it.
 - a) For this student, an appropriate level to begin would be the 'hard' setting, as the 'easy' setting concentrates on elementary level words instead of middle school and high school level words.
 - b) Ideally, this game should last fifteen minutes.
<http://www.funbrain.com/spell/index.html>
(Gardner: Visual/Spatial, Intrapersonal, Verbal/Linguistic, Logical/Mathematical)
(Bloom's: Use what you know about the word it gives you and identify the misspelled word. – Application) (Bloom's: Spell the misspelled word correctly by typing it in the box provided. – Knowledge)

3. Start game two. This game is called SoundAlikes and double as the homonym review; it also asks students to spell some prefixes and some suffixes.
 - a) To play with this specific student, scroll down to the 5th and 6th grade spelling lists. Unfortunately, the next level is 'high school' and I believe these words to be too challenging for this student. Hopefully, I can get him to work up to the harder level.
 - b) Start with 'Sound Alikes High School List 1,' then progress to List 5, or until the fifteen minute allotment for this game is up.
 - c) For each level, have students complete the Teach Me, Flash Cards, Vocab Test, and end with the Spelling Test. (In that order.)
 - d) This game is great for an ESL student struggling with spelling because it also teaches the student what the word means and how to use it, expanding his or her vocabulary.
 - e) Ideally, this game should last fifteen minutes.

<http://www.spellingcity.com/sound-alikes.html>

(Gardner: Visual/Spatial, Intrapersonal, Verbal/Linguistic, Logical/Mathematical)
(Bloom's: Make a distinction between the homonym flash cards and the Teach Me definition. – Analysis) (Bloom's: Why do you think that this game asks you to learn a definition, use practice flash cards, and take a vocab test before giving you the spelling test? – Analysis)

4. Start game three. This game is called '100 Most Misspelled Words- Battleship.' It is a creative way for students to spell and play a classic game.
 - a) To play with this student, use the hard setting. If it is too hard, try the medium setting. (There are a total of three settings: easy, medium, and hard. Judging the words after playing the game, I feel like the student can succeed on the hard setting.)
 - b) Have the student select where to put his ships, then begin play.
 - c) In order for the student to gain a 'hit,' he must answer the spelling question correctly. The game will ask him to identify the correctly spelled word out of a list of four options.
 - d) This is a great spelling challenge for students because it uses frequently misspelled words, versus random spelling words.
 - e) Ideally, this game should also take fifteen minutes.

http://www.quia.com/ba/1476.html?AP_rand=1868649942

(Gardner: Visual/Spatial, Intrapersonal, Verbal/Linguistic, Logical/Mathematical)
(Bloom's: Why do you think the words on this word list are considered to be some of the most frequently misspelled words? – Analysis) (Bloom's: Create a new word list that includes words that you believe to be that hardest to spell. – Synthesis)

Closure: David, I really hope that you really got a lot out of today's lesson. I really had fun helping you through the games and I was able to learn as well. You did a great job today reviewing old lessons and applying them to your tasks for today. I can tell that your spelling has improved. Next week, we will do more exercises regarding spelling practice.

Adaptations/Enrichment:

Enrichment: If this lesson finished early, the teacher could:

- dictate some words and have the student write them down; check for correct spelling
- read the student two sentences; each sentence contains one homonym; discuss the difference in spelling and meaning between the homonyms
- review and discuss prefixes or suffixes used in the computer games

Self-Reflection:

- Was the lesson successful?
- Was the student engaged in each of the lesson's activities?
- Did this activity make sense to the student?
- Did the student understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Was the student able to improve his spelling skills throughout the lesson?
- Did the student seem to enjoy the interactive computer-based learning?
- Was the student too stimulated and not able to learn?
- Did I provide too much or too little time for each spelling game?
- Did the student learn how to spell words that are important to every day English?
- Was this also a beneficial review of homonyms, prefixes, and suffixes?