**Name**: Andrea MacMurray **Date**: 2/16/12 **Students**: ‘E’ & ‘I’

**Grade Level:** Third **Subject**: Language Arts **Topic**: Spelling

**Common Core Standards**

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

**SAU 29 Standards**

Foundation Skills

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Introduce words that do not follow general phonetic rules including ‘r’ controlled vowels: ar, er, ir, or, and ur

**Objective(s)**:

 ‘E’ and ‘I’ will be able to write and say the five ‘R’ blends. During the jump rope exercise ‘E’ and ‘I’ will be able to jump and spell 7/10 words correctly. During the matching game ‘E’ and ‘I’ will be able to read 10/10 words correctly and will be able to agree or disagree if a definition is right.

**Rationale:**

‘I’ & ‘E’ are reading below grade level. ‘E’ & ‘I’ work very hard in the resource room. ‘E’ & ‘I’ participate in whole group instruction with the Houghton Mifflin Third Grade Reading Program. As well as a small reading, group. Within the resource, room ‘E’ and ‘I’ take part in spelling, fluency drills, sight word recognition, and the Wilson Program.

**Materials:**

(2) Jump Ropes

Small White Boards

Markers

Erasers

Spelling Concentration Game Cards

Fluency Drills

Timer

**Procedures**

Agenda

1. Fluency Drills
2. Review (ar, er, ur, ir, or)
3. Pre-Jump Rope Exercise
4. Jump rope and spell
5. Spelling vocabulary matching concentration game
6. Fluency Drills

Spelling List

1. Lord
2. Curt
3. Lard
4. Chirp
5. Jerk
6. Yard
7. Cork
8. Turn
9. Birth
10. Firm

Introduction**:**

Hi ‘I’ and ‘E’! Today for spelling, we are going to jump and spell and then play a concentration game to review what each spelling word means.

Body of Learning Experience:

 What are the five ‘R’ controlled blends we need to remember? Please write them on your white board. Let’s say each ‘R’ controlled sounds together. Now let’s try writing a couple of words. How about you write (turn); what ‘R’ controlled sounds do you hear? Let’s do one more…

Now we are going to jump and spell. If the resource room has other students working in it, we will go outside in the hall. I am going to set the timer for one minute you can free jump for one minute and then we are going to jump and spell. The way jump and spell works is we jump and say one letter at a time. I am going to model it for you; please watch. Turn: ‘T’ (Jump) ‘U’ (Jump) ‘R’ (Jump) ‘N’ (Jump). Now let’s practice turn together. Your turn; please spell lord. ‘L’ (Jump) ‘O’ (Jump) ‘R’ (Jump) ‘D’ (Jump). Nice job! I could hear each letter of the word lord as you were jumping. How about you spell yard now.

You did a great job listing to the sounds and spelling while jumping. We are now going to play a concentration game with our spelling words and their definitions. Will you help me lay these cards out on the table? I will help you read the definitions. I am going to model what you will do. (Flip a card over read the word and repeat for the other second card.) Let’s have one practice round and then we will begin the game. ‘I’ or ‘E’ how about you pick a card first.

Conclusion**:**

We are going to do one last fluency drill and then it is time for you to go back to class.

**Positive Feedback:**

Throughout the entire learning experience, I will be actively trying to give positive feedback to ‘E’ & ‘I’. I will positively be reinforcing the concepts that they are working with. For instance “yes that word is curt, what is the ‘R’ controlled sound that you hear in that word?”

**Assessment**:

**Write & Say 5 ‘R’ Controlled Blends**

|  |  |  |
| --- | --- | --- |
| ‘E’ | **Write** | **Say** |
| AR |  |  |
| ER |  |  |
| IR |  |  |
| OR |  |  |
| UR |  |  |

**Write & Say 5 ‘R’ Controlled Blends**

|  |  |  |
| --- | --- | --- |
| ‘I’ | **Write** | **Say** |
| AR |  |  |
| ER |  |  |
| IR |  |  |
| OR |  |  |
| UR |  |  |

**Jump Rope**

|  |  |  |
| --- | --- | --- |
| Spelling Words | ‘I’ | ‘E’ |
| Lord |  |  |
| Curt |  |  |
| Lard |  |  |
| Chirp |  |  |
| Jerk |  |  |
| Yard |  |  |
| Cork |  |  |
| Turn |  |  |
| Birth |  |  |
| Firm |  |  |

**Concentration Game**

|  |  |  |
| --- | --- | --- |
| Spelling Words | ‘I’ | ‘E’ |
| Lord |  |  |
| Curt |  |  |
| Lard |  |  |
| Chirp |  |  |
| Jerk |  |  |
| Yard |  |  |
| Cork |  |  |
| Turn |  |  |
| Birth |  |  |
| Firm |  |  |

**Anticipated Problems:**

With a detailed plan I try to prepare for possible problems that could arise, here is what I think might happen with ‘E’ & ‘I’. Within my plan, I planned ways to accommodate anticipated problems. ‘E’ is very focused and motivated. ‘I’ gets very frustrated with himself, when he does not get a word correct on the first try. I planned an activity where he might not necessarily be able to know how his friend is doing because it is not written down. ‘E’ wears an assistive hearing aid which helps him to block out background noise. I will wear the assistive technology piece that corresponds to his hearing tool so that he can hear me well.

**Rules and Expectations:**

The rules for this classroom are a continuation of their classroom. I will be reinforcing the rules that they created in their classroom.