

Cameo Lakey, CE 15 (Lesson 1)

Lesson by Cameo Lakey (created 03/13/18 with the CalStateTEACH Lesson Plan Assistant)

ATTACHED FILES AND VIDEOS

[Lakey Module 15andCE 15 Lessons SpellingList.docx](#)
[Lakey CE15 Lesson1 Assessment.docx](#)

GENERAL COMMENTS

I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Language Arts

Central Focus

Spell roots correctly. Know and apply grade level phonics and word analysis skills in decoding multisyllabic words. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Respond to relevant questions with appropriate elaboration in oral settings. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Standards

California Academic Content Standards

English-Language Arts, Grade 4

Written & Oral English Language Conventions | 1.0 Written and Oral English Language Conventions | Spelling

- Standard 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Listening and Speaking | 1.0 Listening and Speaking Strategies | Comprehension

- Standard 1.1: Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Listening and Speaking | 1.0 Listening and Speaking Strategies | Organization and Delivery of Oral Communication

- Standard 1.5: Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

Listening and Speaking | 1.0 Listening and Speaking Strategies | Organization and Delivery of Oral Communication

- Standard 1.9: Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Listening and Speaking | 2.0 Speaking Applications (Genres and Their Characteristics)

- Standard 2.2b: Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students make informational presentations: Include facts and details that help listeners to focus.

Common Core Standards

English-Language Arts, Grade 4

Reading Standards: Foundational Skills | Phonics and Word Recognition

- Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words. a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Speaking and Listening Standards | Presentation of Knowledge and Ideas

- Standard 4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a) Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.

Speaking and Listening Standards | Presentation of Knowledge and Ideas

- Standard 6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

California English Language Development Standards

Listening and Speaking, Grades 3-5

Strategies and Applications | Intermediate ELD level | Comprehension

- Standard : Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").

Strategies and Applications | Intermediate ELD level | Comprehension and Organization and Delivery of Oral Communication

- Standard : Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).

Strategies and Applications | Intermediate ELD level | Comprehension and Organization and Delivery of Oral Communication

- Standard : Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Reading, Grades 3-5

Word Analysis | Intermediate ELD level | Decoding and Word Recognition

- Standard : Use common English morphemes in oral and silent reading.

Technology Standards

NETS (National Educational Technology Standards), Grades K-12

NETS for Students | 6. Technology Operations and Concepts

- Standard a: Students understand and use technology systems.

Grade/Level

4

Content Objective

Fourth grade students will show their understanding of the vowel digraphs "ou," "ow," "oi," and "oy" by correctly sorting 17 multisyllabic spelling words into each vowel digraph category and labeling the 2 oddballs during the completion of a scoot activity.

75% of the class will meet the objective.

Academic Language Demands

The academic language students will be strengthening are vowel digraphs (specifically "ou," "ow," "oi," and "oy") within 17 spelling words. The language demands to be reinforced will consist of sharing thoughts and ideas with partners, answering questions, providing reasoning to support a stance, and presenting information. Students will understand the vocabulary and demonstrate their ability to perform the language demands through saying the spelling words out loud (whole group), listening to the meaning of "vowel digraphs" and being provided with textual visual examples of each one, listening to me model the oral sound of each vowel digraph and practicing the sounds on their own (whole group), sorting a spelling word into the correct vowel digraph category with a partner (through sharing and discussing), presenting information, completing an activity consisting of correctly labeling/sorting each word into its vowel digraph group, participating in a think, pair, share, where they will be talking about how well they understand the material, and sharing what they learned.

II. LEARNING ABOUT STUDENTS

Class Information

- Total Number of students: 29
- Number of boys: 14
- Number of girls: 15
- African American: 3
- Caucasian: 15
- Hispanic/Latino Americans: 9
- Two or More Races: 2
- English Language Learners: 1 (Spanish) [Overall: Intermediate | Listening: Intermediate | Speaking: Early Advanced | Reading: Beginning | Writing: Early Intermediate]
- CELDT RFEP students: 1 (Portuguese) [Overall: Early Advanced | Listening: Early Advanced | Speaking: Advanced | Reading: Advanced | Writing: Early Advanced] (RFEP in May 2017)
- Special Needs: IEPs - 9 (Speech - 2 , Health related - 7) | 504 - 1

III. MAKING ADAPTATIONS

Adaptations

Wait Time, Grouping, Preferred Seating, Other Resources

Adaptation Details

English Learners' (ELs) spelling lists will additionally consist of an example sentence for each spelling word as well as an image to accompany the sentence. I will model how to make the sound of each vowel digraph and (during independent practice) will ask them individually to say the sounds to me in order to assess that they are making the sounds correctly, they will watch short video clips of each vowel digraph from fun phonics (see links below) on the iPad during independent practice, and they will be partnered with an English fluent student for scaffolding. For speech students, I will provide them with the time they need to formulate verbal responses and they will be in groups with students who are not in speech during verbal discussions for scaffolding. The student with the 504 plan will be allowed to take extra time if needed in order to finish their work. I will also walk the room while students are discussing with their partners in order to assist any struggling students, to make sure students are on task, and to allow them to share their thoughts with me.

Vowel Digraph Video Links:

- ou: <https://www.youtube.com/watch?v=vbPZbZEj7mY&t=>
- ow: <https://www.youtube.com/watch?v=9Ph6nnHrVwY&t=>
- oi and oy: <https://www.youtube.com/watch?v=EJV7XsmxW4s>

IV. ANALYSIS OF STUDENT LEARNING

Assessment

Formative

Description of Assessment

PRE-ASSESSMENT:

Students were previously given a spelling pretest in order to determine if students need instruction on the spelling patterns of the vowel digraphs within their spelling words. Of the four vowel digraphs, 67% of the class spelled "oy" correctly, 33% spelled "oi" correctly, 25% spelled "ou" correctly, and 17% spelled "ow" correctly. These results indicate that the students require word analysis lessons that focus on these vowel digraphs (in which Lesson 1 of Clinical Experience 15 will focus on correctly sorting their multisyllabic spelling words into each vowel digraph category and Lesson 2 of Clinical Experience 15 will focus on correctly spelling each vowel digraph within their multisyllabic spelling words).

LESSON ASSESSMENT:

One card will be placed, upside down, onto each of the students' desks (some desks will not have cards, in which these will be labeled as "rest stations"). Students will be given an answer sheet (see attachment: Lakey_CE15_Lesson1_Assessment). I will model how the students are to move from desk to desk (there will also be arrows on the floor in order to assist them in knowing where to move to) and how to fill out their answer sheets before we begin. The students will have 10 seconds at each desk. During these ten seconds, the students will:

1. Find the number on the card on the desk.
2. Find that numbered box in the table on their answer sheets.
3. Look at the spelling word on the card.
4. Determine which vowel digraph pattern the spelling word has (ou, ow, oi, oy, or oddball).
5. Write the vowel digraph pattern into the correct box on their answer sheet.

After each 10 seconds is up, I will ring a bell, which will indicate that the students are to move to the next desk, in which they will follow the same steps. Students will be given breaks when they come to a "Rest Station." Students will continue to move from desk to desk until everyone has filled in the entire table on their answer sheets. To begin the assessment, I will say "go" in which the students turn over the card at their desk and then begin.

V. PROCEDURE

Prerequisite Background Knowledge/Skills

Students must know how to share with a partner and present their ideas to the class. Additionally, students need to be able to share their ideas verbally with a partner as well as to verbally talk about what they have learned.

Materials

Technological Materials:

- Computer
- ELMO Projector

Other Materials:

- Lesson Objective
 - Spelling Words list (one for each student)
 - Vowel Digraph and Oddballs cards
 - Spelling Word Cards
 - Cards for scoot activity
 - Answer sheets for scoot activity
 - Floor arrows (to assist student movement during scoot activity)
 - Pencils
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INSTRUCTIONAL STRATEGIES

Open

LINKS TO PAST LEARNING:

1. Using the ELMO Projector, I point to each of the 19 spelling words and have students say them aloud, together as a class.

STATE THE OBJECTIVE:

2. Using a sheet of paper on the whiteboard, we read the lesson objective together as a class. "Students will show their understanding of the vowel digraphs "ou," "ow," "oi," and "oy" by correctly sorting 17 multisyllabic spelling words into each vowel digraph category and labeling the 2 oddballs during the completion of a scoot activity."

WHAT THEY WILL BE LEARNING:

3. I tell the students that today they will be learning how to sort their spelling words according to the different vowel digraph patterns within the spelling words.

Body

MODELING:

1. I place the cards "ou" and "ow" on the board and tell the students that this is our first vowel digraph group. I tell the students the sound these vowel digraphs make and we say the sound together as a class.

2. I place the cards "oi" and "oy" on the board and tell the students that this is our second vowel digraph group. I tell the students the sound these vowel digraphs make and we say the sound together as a class.

GUIDED PRACTICE:

3. I place the word cards "astound," "scowl," "hoist," and "annoy" in random order (and to the side of the vowel digraph cards) onto the whiteboard.

4. I point to one of the words and we say it together as a class. I then have students share with their partner which vowel digraph group they think this word fits into and why. I call on a student to come up and move the word underneath the correct vowel digraph and to share why it does so.

5. I circle the vowel digraph pattern in the word and the students do the same on their spelling list.

6. We repeat steps 4 and 5 with the other three words.

INDEPENDENT PRACTICE:

7. I tell the students that I will give a different spelling word card to each of their partner groups. When I say go, they will turn over their spelling card, look at the word, and will each take turns sharing with their partner which vowel digraph group the word will go under and why.

8. I also tell them that two of the words will not fit into the vowel digraph patterns and add a new card ("oddballs") to the board for these two words.

9. I tell them that once everyone is finished, each group will come up and present what their spelling word is, will place it underneath the correct category (ou, ow, oi, oy, or oddballs), will share why it does so, and will circle the vowel digraph in the word (in which the rest of the students will circle the vowel digraph on their spelling list).

10. I pass out the cards, students discuss with their partner, then students present.

Close

MODELING:

1. I remove the words from the whiteboard, have students put their spelling lists away, and I model the completion of the assessment activity to the students (see "description of assessment")

ASSESSMENT:

2. I lead the students in completing the scoot activity (see "description of assessment" section for the activity details).

3. Once completed, students will turn their worksheets in.

SELF-REFLECTION:

4. I lead the students in a think, pair, share, where they will physically show me how well they understand the material (they will move to either the front of the room [meaning "I do not understand the material and I am still very confused"], to the middle of the room [meaning "I understand the material, but there still are parts I am unsure of"], or the back of the room [meaning "I understand the material and I am confident with it"]). The students will then pair with someone in their group and will take turns sharing why they chose that part of the room with their partner. I will then call on a student from each group to share what they and their partner had to say.

WHAT THEY LEARNED:

5. I call on volunteers to tell me one thing they learned from the lesson.

~END OF LESSON~

VI. ANALYSIS AND REFLECTION

Analysis and Reflection

The parts of the lesson I felt were effective included the use of the magnetic spelling cards, the independent practice activity, and the differentiated instruction I completed with the EL student. I enjoyed using the magnetic spelling cards because students were able to watch me model how to physically manipulate and sort them on the whiteboard. Additionally, the students were able to place their magnetic spelling word on the board and present their information in front of the class, instead of having to be off to the side if we had used spelling word cards with the ELMO Projector instead. One change I would make to the cards would be to laminate them so that I can reuse them. The students enjoyed being able to present their word to the class during the independent practice activity. Most of the partner groups were excited to come up and share their information and the entire class was engaged throughout this activity. As a part of this activity, the students were very open to sharing with their partner every time I designated them to. Lastly, the short oral vowel digraph assessment I completed with the EL student, as well as having him watch the vowel digraph videos, seemed to be very beneficial to further developing his understanding of the material. This student usually chooses a 1 or a 3 (meaning that he does not understand the content at all, or he only understands some of it) during the self-reflection; however, he chose a 5 (meaning that he completely understood the content) for this lesson. The EL student also got all of his answers correct for the assessment.

The changes I would make to my instruction to better support student learning includes having the students practice the directional movement for the scoot activity before teaching the lesson and giving the students more time (20 seconds instead of 10 seconds) at each desk for the scoot activity. The students have previously performed the scoot activity several times with my site mentor, in which I assumed that the students must have mastered where they are to move to during the completion of the activity by now (I even added arrows onto the floor in order to provide them with a visual of where to move to and walked from desk to desk to show them which way they will be moving); however, it was still necessary to have the students practice by having them physically move from spot to spot before beginning the activity, which added time onto my lesson. This shows that I need to keep this in mind and have the students continue to physically practice the movement in order to master it. Additionally, one of the students told me during the think, pair, share that 10 seconds at each desk was not enough time for him. Thus, the next time we perform this activity, I will be sure to add more time depending on how much the students need to do (at least 5 additional seconds). However, the students did enjoy the opportunity to get up and move while completing this activity.

My objective goal was for 75% of the class (or 21 out of 28 students) to successfully label the correct vowel digraph (and the two oddballs) within their 19 spelling words by completing the scoot activity. 82% of students (or 23 of 28) successfully met this objective. (see application/next steps below for what I would do with this information).

Application/Next Steps

For the completion of the assessment, 2 of the 5 students had written an "ow" for "encounter" instead of an "ou." These students did select the correct phonetic vowel digraph group /ow/; however, they picked the wrong spelling (ow instead of ou). The letters "un" close together might have mixed these students up, since they may appear as an "ow" at first glance, or this might have been more of a mechanical mistake than a visual one (since one of the student's w's look very similar to their u's). I will speak to these students during their morning work session (show them the card, "astound," have them tell me the sound the vowel digraph makes, and to write it down). I additionally will assign this word to the both of them during the assessment for Lesson 2. One of the students had labeled "loyalty" as an oddball, when its vowel digraph is "oy." I will review what the two oddball words are with this student and I also will assign this word to this student during the assessment activity for Lesson 2. Another student labeled "foul" and "fowl" as oddballs instead of "ou" for "foul" and "ow" for "fowl." This student might be registering the homophones in our spelling list as "oddballs." I will bring this to his awareness and ask him to share his reasoning behind his answer choice during the students' morning work session. The last of the five students left the two oddball answers on his worksheet blank. For this student, I will approach him during the students' morning work session and ask him why he left these answer choices blank, since he may have known that they were the oddballs, but just missed the directions to write "oddball" for his answer.

Additionally, there were several students whose written w's and u's looked very similar because they would bring the tail of their u's up a little too high. It would be a great idea for me to model how to write a "u" so that it does not look very similar to a "w" to the class.

For the completion of the self-reflection, one of the students showed that they "do not understand the material and are still very confused." This student specified that the scoot assessment activity went too fast for them and they did not have enough time to think. This shows that I need to increase the time that the students have at each desk during this activity, since some of the students require more time. Two of the students showed that they "understand the material, but there still are parts they are unsure of." These students shared that the oddballs confused them a little bit since "ie" in the oddball "tied" is also a vowel digraph. One of the students had mentioned it, and we briefly talked about it during the lesson, though I should have explicitly stressed to the class that even though "tied" has a vowel digraph in it, it is still considered an oddball because it is the only word in our spelling list that falls under that specific vowel digraph. Lastly, twenty-five of the students showed that they "understand the material and are confident with it."

