

## Cameo Lakey, Activity 15.03, CE 15 (Lesson 2), and ELA Obs Event

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

### ATTACHED FILES AND VIDEOS

[Lakey Module 15andCE 15 Lessons SpellingList-2.docx](#)

[Lakey Module 15 Lesson2 Fluency Intervention.docx](#)

[Lakey\\_Activity15.03\\_CE15\\_andELAObsEvent\\_Lesson\\_enc.mp4](#)

### GENERAL COMMENTS

### I. ESTABLISHING GOALS AND STANDARDS

#### Subject Area(s)

Language Arts

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#### Central Focus

Spell roots correctly. Know and apply grade level phonics and word analysis skills in decoding multisyllabic words. Demonstrate command of the conventions of standard English spelling when writing. 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. Use details, examples, anecdotes, or experiences to explain or clarify information. Respond to relevant questions with appropriate elaboration in oral settings.

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## Standards

### California English Language Development Standards

#### Reading, Grades 3-5

*Word Analysis | Intermediate ELD level | Decoding and Word Recognition*

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

#### Listening and Speaking, Grades 3-5

*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.

*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).

### 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.

*Reading Standards: Foundational Skills | Fluency*

- Standard 4: Read with sufficient accuracy and fluency to support comprehension. a) Read on-level text with purpose and understanding. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*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 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.)

*Language Standards | Conventions of Standard English*

- Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use correct capitalization. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence. d) Spell grade-appropriate words correctly, consulting references as needed.

### 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 | Organization and Delivery of Oral Communication*

- Standard 1.8: Use details, examples, anecdotes, or experiences to explain or clarify information.

*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.

### 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.

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## Grade/Level

4

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## Content Objective

Fourth grade students will be able to select the correct vowel digraph ("ou," "ow," "oi," or "oy") for 17 multisyllabic spelling words through a combination of textually writing the vowel digraph on the whiteboard and kinesthetically moving to the vowel digraph area in the classroom.

75% of the class will meet the objective.

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## Academic Language Demands

The academic language students will be strengthening are vowel digraphs (specifically "ou," "ow," "oi," and "oy") within 17 multisyllabic spelling words. The language demands to be reinforced will consist of sharing thoughts and ideas with partners, small groups, and the class; answering questions; and being a respectful team player when performing a game in a small group setting. Students will understand the vocabulary and demonstrate their ability to perform the language demands through sharing their thoughts with a partner before sharing the answer (whole group), spelling and pronouncing each vowel digraph out loud, practicing on selecting which vowel digraph fits into which of four multisyllabic spelling words (with partners and whole group), playing a spelling game in small groups (4-5 students) where they will be selecting the correct vowel digraph within each of their 17 spelling words, completing an assessment that requires them to both write the vowel digraph for a specific word on the board and walk to the corner of the room that matches the vowel digraph that goes with the word, participating in a think, pair, share, where they will be talking about how well they understand the material, and sharing what they learned.

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## 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)
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## III. MAKING ADAPTATIONS

### Adaptations

Wait Time, Grouping, Preferred Seating, Other Resources

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### Adaptation Details

Students who did not turn in video permission slips will still be taught the lesson; however, they will not be shown in the video (this unfortunately includes the EL student). English Learners (ELs) will continue to hear me and their English fluent classmates model how to pronounce each of the vowel digraphs, they will watch me model how to write each of these digraphs on the SMART Board, during their independent practice, I will assess how well they are conversing in their groups and will have them write each of the vowel digraphs on a sheet of paper and will have them say the sound of each vowel digraph in order to assess their writing and speaking skills of the content, and they will be partnered/grouped with an English fluent student/students 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 in their small groups in order to assist any struggling students, to make sure students are on task, and to allow them to share their thoughts with me.

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## IV. ANALYSIS OF STUDENT LEARNING

### Assessment

Formative

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## 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:

The lesson assessment will be conducted as follows:

- I will place a sign, each having one of the vowel digraphs written upon it (ou, ow, oi, or oy) into each of the four corners of the room.
- The students will start at the center of the room while I use equity sticks, one at a time, to pick a student to come up to the whiteboard at the front of the room.
- Using the ELMO Projector, I will project one of the spelling words on the board with the vowel digraphs taken out of it (for example, trounce will be tr\_\_nce).
- I will orally say the word and will use it in a sentence. When I say go, the student at the whiteboard is to write what they think is the correct vowel digraph on the blanks in the word while the rest of the class is to move to the corner of the room according to which vowel digraph they think is the correct one.
- I will mark which students were incorrect (if the student at the whiteboard is incorrect, I will ask them to try again; if any of the students moving in the room is incorrect, I will have them move to the correct vowel digraph in the room)

We will continue these steps until all of the spelling words have been covered (in order for everyone to be able to write their answer on the whiteboard, I will have two students go at the same time for some of the words)

Note: Even though I will be selecting students with equity sticks, I will have pre-determined which vowel digraph group I want each student to spell based on the results of the pre-assessment and the assessment from lesson 1 (the vowel digraph they are struggling with the most is the one I want them to spell in order to give them writing practice with this particular vowel digraph).

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## V. PROCEDURE

### Prerequisite Background Knowledge/Skills

Students must know how to share with a partner and work with others in a small group setting. Additionally, students need to be able to share their ideas verbally with a partner as well as verbally talk about what they have learned.

### Materials

#### Technological Materials:

- Computer
- ELMO Projector
- SMART Board

#### Other Materials:

- Lesson Objective
- Spelling word cards for the spelling game (x8)
- Spelling word cards for whiteboard
- Vowel Digraph signs
- Spelling words narrative (for struggling reader intervention)

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## INSTRUCTIONAL STRATEGIES

### Open

#### LINKS TO PAST LEARNING:

1. I have students share with their partner what the four vowel digraphs are from their spelling words and, looking at the sorted list of spelling words on the board, choose which vowel digraph goes which each sorted list.
2. Students then tell me what these are together as a group and I write them on the SMART Board, above the correct group of sorted spelling words.
3. I then have students share with their partner what sound each vowel digraph makes.
4. We then say the vowel digraph sounds together as a group.

#### STATE THE OBJECTIVE:

5. Using a sheet of paper on the whiteboard, we read the lesson objective together as a class. "Students will be able to select the correct vowel digraph ("ou," "ow," "oi," or "oy") for 17 multisyllabic spelling words through a combination of textually writing the vowel digraph on the whiteboard and kinesthetically moving to the vowel digraph area in the classroom."

#### WHAT THEY WILL BE LEARNING:

6. I tell the students that today they will be learning how to spell the correct vowel digraph within each of their spelling words.
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## Body

### GUIDED PRACTICE:

1. I remove the spelling cards from the board and, using the ELMO Projector, show the students the spelling word "astound" except the vowel digraph letters will be removed (ast\_\_nd) and I read the word aloud to the class and use it in a sentence.
2. I tell the students to share with their partner which vowel digraph they think fits into this word and why.
3. I call on a student to say the spelling and pronunciation of the correct vowel digraph.
4. We do the same with "scowl," "hoist," and "annoy."

### MODELING:

5. I then model how the students are to play "The Spelling Game" in small groups. The game is played as follows:
  - 1. The students roll dice, the student with the highest number goes first.
  - 2. This student (student 1) picks a card from the stack of cards
  - 3. They read the card to the person to their left (student 2) (it will be a spelling word and the word used in a sentence, such as "hoist" "The pirates had to hoist the sails before their ship could leave the dock.")
  - 4. Student 2 then says the vowel digraph in that word by saying the sound it makes and spelling it (such as /oi/ "o" "i")
  - 5. If student 2 is correct, they get to keep the card; if student 2 is incorrect, then the card goes back into the deck
  - 6. The students continue to follow steps 2. to 5. (with student 2 choosing the next card and the game moving clockwise) until all of the cards are gone
  - The student with the most cards at the end is the winner

### INDEPENDENT PRACTICE:

6. The students play "The Spelling Game" in small groups (if they finish one game, then they play a new game until I tell them to stop). I will walk the room in order to assist any struggling students, to answer any questions, and to assess student performance with the material and them working in small groups.

### INTERVENTION:

7. After walking the room and while the students are working in their small groups, I will pull a struggling reader to the side and will work with them on their reading fluency. (The reading selection will consist of a narrative using the spelling words at the student's independent reading level [see attachment: Lakey\_Module 15\_Lesson2\_Fluency\_Intervention for the narrative])
  - First, I read the selection aloud to the student
  - Next, the student reads the selection aloud to me while I time them and note any errors
  - Next, I provide the student with feedback according to their reading errors
  - Next, I have the student read the selection aloud again, while I time them and note any errors
  - Lastly, we compare their first and second readings of the selection
  - The student then goes back to their small group

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## Close

1. I collect the spelling game materials from the students and have them return to their seats.

### MODELING:

2. I will then model how to complete the assessment to the students (see "assessment description" section).

### ASSESSMENT:

3. I lead the students in completing the assessment activity.

### 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~

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## VI. ANALYSIS AND REFLECTION

## Analysis and Reflection

The parts of the lesson I felt were effective included having the students partner share, the spelling game, the fluency intervention, and the incorporation of the kinesthetic activity into the assessment. I felt that the spelling game was a fun way for students to practice their vowel digraphs within balanced literacy instruction (especially phonics [when they had to say the sound of the vowel digraph], decoding [applying their knowledge of the letter-sound relationships in the spelling words to be able to read them to their partner], fluency [practicing reading the word on its own and reading it in a sentence], and comprehension [reading and hearing the word used in a sentence in order to promote understanding of the word's meaning]. Additionally, the students were very engaged in this activity to where I was able to complete the intervention without having to deal with any behavior problems (I just had to talk to them once about the voice volume). The fluency intervention was also effective with the student (see below [the last paragraph] for specific results from this intervention). I also felt the assessment was effective, especially since the students were very engaged in being able to move to different parts of the room in order to show their answer instead of just completing an assessment at their seats. Also, I liked the opportunity of students being able to receive immediate feedback on their incorrect answers in order to assist them in learning from their mistakes and remembering what the correct answer is.

The changes I would make to my instruction to better support student learning includes setting my expectations of the voice volume I want students to use prior to them starting the independent practice and collecting materials from students after an activity has ended so that it does not distract them for the rest of the lesson. While completing the fluency intervention with the struggling reader, I had to stop once in order to remind the rest of the class what my expectations are for classroom voice levels when they are working in groups. It would have been more beneficial to explicitly state this before the students began their group activity so that it would not have disrupted my intervention. Also, after completing the spelling game, I had students put the materials away into their baggies and leave them in the center of their table groups; however, I had to take one of these away from a student who chose to play with his instead of following directions. This shows that it would be best to remove these materials from the specific students who I know would become easily distracted with them.

My objective goal was for 75% of the class (or about 20 out of 27 students) to successfully fill in the missing vowel digraph by writing it on the whiteboard and by walking to the designated area in the room for the vowel digraph. 81% of students (22 out of 27) successfully met this objective. (see application/next steps below for what I would do with this information).

Additionally, the student I performed the fluency intervention with usually reads narrative text at her independent reading level at a rate of 90 words correct per minute (wcpm) with 95% accuracy. Her wcpm increased to 94 wcpm and her accuracy increased to 97% after hearing me model the reading to her first (she had a total of 5 errors). After going through her errors and having her read the passage a second time, her wcpm increased to 101 wcpm and her accuracy increased to 99% (she only had 1 error). Her first read through of the passage took 1 minute and 50 seconds and her second read though took 1 minute and 45 seconds (there were a total of 178 words in the passage).

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## Application/Next Steps

For the completion of the assessment, all of the students had written the correct vowel digraph when it was their turn to do so at the whiteboard (which means 100% of the class was successful at writing the correct vowel digraph for their chosen word). The word each student was assigned for this assessment were ones that they had previously misspelled the vowel digraph for, or had chosen the wrong vowel digraph for, from their pre-assessment and/or the assessment from Lesson 1. This is a great indication that there has been improvement within the class from the pre-assessment and Lesson 1 assessment to this lesson's assessment (Lesson 2). From the kinesthetic part of the assessment, all of the five students who made errors had selected a vowel digraph that made the same sound, but they had just chosen the incorrect spelling (this included selecting "ou" for scowl, "ow" for rouse, "ow" for encounter, and "oy" for turmoil). This shows that 100% of the class is able to detect the correct sound of the vowel digraph when hearing a word; however, these five students are struggling with selecting the correct spelling form of the vowel digraph. This shows that I should work with these students in a small group and teach them/assist them in discovering additional strategies that they can use in order to select the correct spelling of the vowel digraph (especially when discerning between "ou" and "ow" since that was where most of the errors were made). Strategies can include how words that made the /ow/ sound at the end of a word are spelled with "ow" and to look for rhyming words (scowl, prowl, and fowl).

For the completion of the self-reflection, two of the students showed that they "do not understand the material and are still very confused." These students stated that this is because they are confused in discerning which words are spelled with "ou" vs "ow" and which words are spelled with "oi" and "oy." Five of the students showed that they "understand the material, but there still are parts they are unsure of." These students shared the same information with the students in the "I do not understand the material and are still very confused" group. This shows that it would be good to work with these seven students in a small group and teach them other word analysis strategies they can use when writing words that use these vowel digraphs (such as if it makes the /oi/ sound and it is at the end of the word, then it is going to end with an "oy" since words generally do not end in "i"). Lastly, twenty of the students showed that they "understand the material and are confident with it." There being more numbers in the first two groups in comparison to Lesson 1's self-reflection shows that the ability to know and write the correct vowel digraph is more difficult for students than sorting words into their correct vowel digraph group.

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