|  |
| --- |
| **Lesson A Plan and Assessment** |
| **Course/Grade**: 1st-3rd  | **Unit:** Spelling the300 Most Common English Words |
| **Lesson Topic: Expressing the /k/ sound (why is “cat” spelled with a “c” & why is “king” spelled with a “k”)?****CCSS:** CCSS.ELA-LITERACY.L.1.2.D, CCSS.ELA-LITERACY.L.1.2.ECCSS.ELA-LITERACY.L.2.2.D, CCSS.ELA-LITERACY.L.2.3CCSS.ELA-LITERACY.L.3.2.E, CCSS.ELA-LITERACY.L.3.2.FCCSS.ELA-LITERACY.L.3.3.B | **Lessons 1-2**\***(30-60 min.)** |
| **Indicator(s)/Sub-Outcome(s)/Expectation(s)/This Lesson is Successful if:**1. Students can independently explain and apply the studied convention.
2. Students can independently recognize and spell most of the common English words from this lesson correctly.

**Student Objective(s):**Students Will Be Able To (SWBAT) use conventional spelling for words with studied spelling patterns.  |
| **Instructional Delivery** | **Instruction** |
| **Do-now** **(1-5)****I-do****(5-10)** **We-do****(20-30)****You-do****(10-15)** | **All lesson materials can be found in Lessons 1-2 at:** [**https://learnenglishwithmovies.teachable.com/p/spelling-words-grade-1-3**](https://learnenglishwithmovies.teachable.com/p/spelling-words-grade-1-3)* In a couple minutes, how many words can you come up with the /k/ sound?

**IMPORTANT.** Teacher will provide a spelling pre-assessment on the most commonly used English words (the **pdf “Word Lists” for Lessons 1 & 2 (mixed)** from the above link to the lesson materials + words **monkey, care, color, can, keep, course, magic, key, October, choice** & SKIP word “cat” the second time – since it’s listed both in lessons 1 & 2 (these are words NOT covered in the lessons, but spelled based on the same conventions). Should read the words at the speed of [\_\_] seconds per word (for the teacher to decide, record the speed and keep the same speed for post-assessment).* IMPORTANT. Teacher does not correct the pre-assessment, only collects.
* Does anyone know why “cat” is spelled with a “c” (not “k” like in “monkey” or “ck” like in “chicken”)?
* Teacher will show the video lesson titled, “Why is “Cat” Spelled with a “C”? (4:34)
* After the video, teacher will guide a discussion and practice on why “c” sounds like /k/, using the vocabulary terms from the Word List from Lesson 1 as reference. (*Answer*: “c” is the most common spelling for the /k/ sound, happens in 7 out of 10 English words.)
* Teacher will show the video lesson titled, “The “Yeti rule” for letter “k” (5:28)
* After the video, teacher will guide a discussion and practice on when letter “k” is needed to spell letter “c”, using the vocabulary terms from the Word List from Lesson 2 as reference. (*Answer*: letter “c” is “melted” into sound /sss/ if followed by “Yeti vowels” Y, E, I; for sound /k/, letter “k” should be used in such cases.)
* **IMPORTANT.** Students complete their post-assessment on the Word Lists **for Lessons 1 & 2 (mixed)** + words **monkey, care, color, can, keep, course, magic, key, October, choice** (same as pre-assessment), at the SAME speed of reading the words
* IMPORTANT. Teacher does not correct the pre-assessment in class, only collects.
* *Optional*: Students write their own 3 sentences (or a short paragraph) with the words from the Word List.
* *Optional*: Students log onto Quizlet and independently use the “Match” and “Gravity” games to reinforce the words from the Word List (a link to the Quizlet set is included in the lesson materials).
* *Optional*: Students cut out the words from the Word List, mix and sort them.
* *Optional*: Students write a word from the Word List and make a drawing to better remember the spelling convention.
* *Optional*: Students explain the main rule learned in the lesson.
 |
| **Assessment/Evaluation (Formative/Summative)** |
| **Formative:** pre-assessment, writing sentences with words from the Word List, open-ended questions during the discussion, Quizlet or other activities as listed above.**Summative:** post-assessment on the Word List or the explanation of the main rule of the lesson.**Homework**: students are given (or sent if online) the Word Lists, and, (1) using them, memorize the word spellings (so that post-assessment can be given or repeated later) or (2) cut out the words from the Word List in class and mix; and do a word sort at home (or practice on Quizlet if no printer access). |
| **Subsequent Assessment/Evaluation**  |
| **After class:** Teacher reviews mistakes, makes copies, asks students to work on corrections during the next class. **One week later:** Second post-assessment of the same words, read at the same speed, without reminding the students about the rules they learned. |

 **Common Core, English Language Arts Standards for This Lesson**

**Grade 1:**

CCSS.ELA-LITERACY.L.1.2.D,

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Grade 2:**

CCSS.ELA-LITERACY.L.2.2.D,

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Grade 3:**

CCSS.ELA-LITERACY.L.3.2.E,

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CCSS.ELA-LITERACY.L.3.2.F

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.