

Figure 6.9 Third-Grade Weekly Lesson Plan for Self-Corrected Spelling

<p>Assessed Need: I have noticed that my students need: Spaced practice to develop accurate spelling of new words.</p>
<p>Standard(s) Addressed: 3.10: The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p>
<p>(1) Use correct spelling for frequently used sight words, including irregular plurals.</p>
<p>Text(s) I Will Use: Weekly spelling program words, and common errors in their writing</p>
<p>Learning Intention for This Lesson: We will use what we know about phonics, affixes, and meaning to learn to correctly spell identified words.</p>
<p>Success Criteria for This Lesson: 100% accuracy by the end of the week!</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize Monday only</p> <p>Name the strategy, state its purpose, explain its use: The words I selected this week have a similar pattern: they have sc- in them. When I see sc- at the beginning or end of a word, I know it makes the sound of /sk/. I chose this pattern because it's close to Halloween and Day of the Dead, and some of you are using words like scary in your stories.</p> <p>Analogy: It's like the first and last car on a train. When s and c together are the first two or last two letters in the word, it makes the sound of /sk/.</p> <p>Demonstration: Take each word, and use sound and word part strategies to spell words.</p> <p>Errors to Avoid: When sc- is in the middle of a word, the pattern doesn't work any more.</p> <p>Assess the skill: I will use my spelling self-correction strategy to practice words.</p> <p>Guide and Scaffold: Questions to ask</p> <p>Tuesday: Brainstorm with class: What other words use the same pattern?</p> <p>Wednesday: Look-say-cover-write practice.</p> <p>Thursday: Compose generative sentences with the class using the spelling words.</p> <p>Assess: These are the students who will need further support</p> <p>Monday: Preassess to determine which words they will need to study. Have a second word bank for students to select from in cases where they already know the correct spelling on Monday. Customize student word lists as needed based on preassessment results.</p>

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Dialogic Instruction:

Teacher-Directed Tools

N/A

Student-Led Tools

After they complete their self-corrected spelling, groups of four will meet and use a conversation roundtable to compose notes and then discuss strategies they are using to learn spelling words (e.g., how they are practicing, what words are tricky, where they are seeing progress).

Assess: These are the students who will need further support

Alberto is new to the class and has not done this before. I will scaffold instruction as he completes this.

Feedback Opportunities: Students receive feedback each day by scoring their work.

Independent Learning and Closure:

Closure: Restate the learning intention and success criteria before each day's quiz.

Independent Learning:

Monday: Preassessment of spelling words. Students take a quiz, then circle each error within the word. They grade each word. (0–1 errors in a word is an A; 2 errors is a B; 3 or more errors is a C.) Next, they rewrite the missed words with correct spelling and turn in their entire quiz.

Tuesday: Spelling quiz and self-correction grading.

Wednesday: Spelling quiz and self-correction grading.

Thursday: Spelling quiz and self-correction grading of any words that have not yet been mastered. Write a silly story that includes this week's words. Highlight the spelling words in the story.

Friday: Pair students, who read each other's story aloud. The reader pauses after each highlighted word, while the listener writes the spelling word on a separate paper. Students then switch roles, score their tests, and staple their spelling tests and stories together.

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