

Lesson Plan

Day: Wednesday Date: 24 August 2012 9.30am

Time: Morning Class: 1 and 2 S

Subject: Spelling

Students' Prior Knowledge and Experience:

The students complete spelling exercises weekly (on Monday and Friday mornings) and are familiar with the format of this regular activity. The students take part in regular writing and literacy classes and have a great deal of opportunity to hone their writing skills though this focuses on spelling technique and familiarity with letter combinations.

Learning Purposes:

To extend the student's grasp and technique of spelling and letter combination skills.

To be used as a measureable point of assessment. ✓✓

The combinations are chosen as a result of prior assessment completed ✓

Student Evaluation:

Assessment will be based on responses through the activity and the work produced. The spelling handbooks will be collected and traditionally marked as to what needs to be worked on (technically) and what is well developed.

Observational: I will be roaming the classroom to gather information on how the students are going with the activity.

Preparation and Resources:

3 A3 sheets of paper with the following in the middle:

"tch"

"ed"

"gh"

Timing around 40 mins

Learning Experiences:

10-15 minutes:

The students are placed in groups and told to fill out their paper with words using the central letter combination - "tch," "ed" or "gh" - the first group to get 10 wins. They can use their dictionary, thesaurus and each other as resources.

10 mins

The children gather together on the floor to present their page - one person per group.

The class ^{??} then come up with a sentence using one of the words from each group's page that we write up on the board.

10 mins

Conclusion - what have we learned about these particular letter combinations? Any patterns?...discuss as a class.

ASSESSMENT NOTES BASED ON OBSERVATIONS:

Lesson Evaluation:

(Reflect on the success of the lesson)

NOTE: As long as all the above components are included, there is no set format that must be used for writing the lesson plan. A sample proforma is provided in this booklet but students are free to alter the layout and add other sections as they choose.

Lesson transition from handwriting to spelling was very smooth. Can be beneficial to have a group stretch, or do a couple of brain gym activities just to allow chr. to settle.

While you were demonstrating Herds, some of the chr. weren't 100% with you. A little demarcation line can be very effective.

Group activity was effective. Ensure that chr. have all instructions before you send them off. Also, it can help to explain activity prior to breaking them into groups as ... can become distracted.

Make sure that all are focussed during the "Share time". Several of the chn were not following. You handled Thomas well. His behaviour was attention seeking and wasn't disruptive so ignoring was effective. He eventually came back.

It was great that you called the chn. to order. Remember to use as much "positive talk" as possible when you want the students to focus. Rather than focus on those doing the wrong thing, praise those doing the right thing and others will follow. Use the raffle tickets to reward.

Were you aware of Dion under the back table? He needed to be called back to the group. (You need to do - him back rather than sending to Steve)

Overall your classroom management and content were effective. Keep in mind that quiet calming activities between lessons are helpful in settling chn. and helping them focus.

Well done!

Peter Wilson

24.08.12