

Frame for Language Arts Instruction

To demonstrate my competency in Language Arts Instruction, I am submitting an English Language Arts lesson that I planned, taught, and reflected on during my Literacy in the Intermediate Grades practicum. It is a root word study designed to broaden vocabulary, improve spelling, and support reading comprehension. I created the “root word wheel” needed for this lesson. Each student got to keep their “root word wheel” as a reference tool.

This lesson adheres to my philosophy of education because it entailed gradual release of responsibility, was constructivist in nature, and had a social component to it (Weaver, 2009; Slavin, 2012; Johnston, 2012). Students used the “root word wheel” to understand the definitions of certain root words. They then had to come up with English words containing that root word. They had to write down one of their own words and then get a different word for the same root from a classmate. This “Give One/Get One” exercise encouraged socialization whereby students learned from each other. Students were encouraged to consult a dictionary to confirm spelling and meaning of their words, which helped to develop dictionary use skills. The students had fun while doing this lesson because it was very hands-on; constructivist (Slavin, 2012).

As a hook, I tied this exercise into students’ prior knowledge of a previous language arts lesson we had done together, as well as to a component of a film they were all familiar with. This is a guiding principal that I use in my practice across subjects. I make the topic as relevant and related to students’ knowledge base and experiences as possible (Weaver, 2009).

I embrace language arts instruction because I appreciate the value of reading. Not only are strong reading skills critical for academic achievement, but I try to cultivate a love of reading in my students because reading enriches our lives (Weaver, 2009). I attempt to build strong

readers in my classroom through lessons such as the one attached (Appendix A), through time spent enjoying read aloud books, and through language arts games (Slavin, 2012). During read aloud, when students hear one of our spelling words and raise their hand to mention it, they are rewarded with a “pug slip” (an individual behavior incentive I use for classroom management). In my practice, I have students read to self as well as read to someone. Combined with the books I read aloud to them, my students enjoy a well-rounded approach to reading practice (Weaver, 2009; Strickland, Gankse, & Monroe 2002).

My weekly classroom spelling lists come from our unit of study in the ELA curriculum making them relevant and noticeable as students read stories in the anthology and the books in the unit. To encourage use and study of the spelling lists I have different practice activities available for students as well as a spelling game that they all love (Atwell, 2015). Time spent on the spelling game, “Sparkle,” is coveted and encourages students to be familiar with the spelling words in order to remain competitive.

I appreciate how reading and writing skills go hand in hand (Atwell, 2015; Weaver, 2009). Through grammar lessons, reading, writing, and sharing, the students I am privileged to work with are given the opportunity to grow in English Language Arts proficiency.

References

- Atwell, N. (2015). *In the middle: A lifetime of learning about writing, reading, and adolescents*.
Portsmouth, NH: Heinemann.
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- Slavin, R. E. (2012). *Educational psychology: Theory and practice*. Boston, MA: Pearson.
- Strickland, D. S., Ganske, K., & Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention, 3-6*. Portland, Me.: Stenhouse.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*.
Alexandria, Va.: Association for Supervision and Curriculum Development, ©2001.
- Weaver, C. (2009). *Reading process: Brief edition of Reading process and practice*. Portsmouth,
NH: Heinemann.

Appendix A

Lesson Design Template: MAT/Certification Elementary
ED 615 Literacy in the Intermediate & Middle-School Grades

Required additions to the MAT Program Lesson Design Template for ED 615 are in **red**.
Blue, italicized denotes critical consideration for lesson design.

Candidate Name: Alison K. Annis	Host Teacher Name: Rena Michaud	
School: Ravenwood Elementary	Grade Level: 5	# of Students: 23
Date & Time of Lesson: 11/24/2015, 9 a.m.	Length of Lesson: 45 Minutes	
Topic of Lesson: Root words # <u>5</u> of <u>5</u>	Content Area: <i>Language Arts/Word Study</i> <i>(Informational Text)</i> Essential Question or Big Idea of the Unit: Understanding root words to help decode when reading.	
Materials (include technology): Paper, pencil, “Root Word Wheel” (one for each student)		

Alaska (2012) Reading Standards: Foundational Skills Grade 5
Standard(s): **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.

Using what you know about your students, through informal and formal assessments, consider these Key Questions:

- *How do you know this is an appropriate lesson for the students? How does the lesson build on or reinforce what students already know and can do?*

This lesson builds on my previous word study using Prefix Bingo. It is an exploration of root words that they may recognize in the words they already know. Students will learn words from each other.

- *How will you attend to student academic diversity, including readiness needs, interests, and preferred ways of learning?*

This is a differentiated lesson by design. We will discuss the root words on the root wheel and they will list words from their own memory bank first, then do a “Give One, Get One” activity to expand their lists with their classmates.

- *Where will modifications or accommodations to materials, groupings, task or time be appropriate for differentiation?*

STAGE ONE

Objective (Learning Target/Goal):

Standards describe what students should know and be able to do by the end of the year; therefore instruction must be scaffolded; the objective may not be the standard itself. (Consider also the Standard above & below the grade.)

- *Do you want to include a language objective? Likely, yes - if students are to show what they know in a way that demonstrates use of academic vocabulary, or writing/ composition with technology or in speaking.*

1. I can use combined knowledge to read.

STAGE TWO:

Student Assessment (Success Criteria/ Assessment):

- *How will students know if they have met the objective or learning target for this lesson? How will they show you and themselves their learning/growth?*
- *Will there be public records of students' thinking? If so, how will these be displayed for assessment and to support student learning?*

1. I can use combined knowledge of affixes, root words, and my own background knowledge to identify words I already know and to learn and read new words.
2. I can create a list of words I already know that contain the root words in this lesson and I will create a list of words I learn from my classmates.

STAGE THREE: Opportunities to Learn

Introduction/Hook

- *How will you engage students and connect the purpose and goals of the lesson to real-world application?*

“Today we are going to do some more Morphology! Who remembers what that was?” (discuss)

- *How will you introduce the purpose of the lesson?*

“Remember on ‘A Christmas Story’ when Ralphie got his decoder ring in the mail and decoded a message from Little Orphan Annie? Well we are going to do something like that today!”

I will show them the “Root Word Decoder Wheel”, explain how to use it, and go over the root words on it.

Give them a heads up that they may want to share a word they know while we are going over the root words but to hold on to it because sharing will happen *after* they “storm their brains” for all the words they know FIRST!

- *How will students demonstrate that they understand the purpose?*

I will ask for a thumbs up if they got it before we start the activity.

- *How will you access student prior knowledge and experience in the opening?*

I will remind them about Prefix Bingo and ask them who has seen “A Christmas Story”.

- *How will students be organized during the opening (together in a meeting area, independently, small groups, pairs)?*

It is the first lesson of the day so students will be at their seats. Students will remain at their desks for the lesson.

- *How will you plan for student talk during the opening? All participating?*

Processes and Products

- *How will you plan for a gradual release of responsibility, to meet the lesson objectives? (Is the Before, During, and After, structure appropriate?)*

The structure of this lesson is more of an introduction with some direct instruction, individual work, and then collaboration.

- *How and when will you work with smaller/guided groups when needed?*
- *How will you plan for students interacting with each other?*

I will explain the two lists they will be making. They need a piece of paper folded in half lengthwise and label the top “Give One”. They will use their wheel to compose a list of words they already know that contain the root words in the wheel. They can use the definition of the root word to prompt them. They should think of things they’ve read, words they’ve heard in conversation, words they’ve learned in class, etc.

After students finish writing their list of words to “give” on their “Give One” list, I will tell them to write the heading “Get One” on the other side. This is where they will be collecting words different from words on their own list. They will share their “Give One” list with their trading partner. When we are ready to start “trading” they will hold their list in the air to see who has a word they can add to their “Get One” list. The goal is to discover a word from another student that they don’t already have on their “Give One” list.

- *What classroom management strategies must be integrated?*

The students respond well to their regular teacher’s vocal cues and hand signals to get their attention and direct them. They have responded to my signals well too...the counting down from five has worked nicely. They also use the CHAMPS bulletin board as a reminder of the activity type and the behavior expectations (voice level, etc.). I will use those strategies and visual aids in my lesson.

**Differentiation/
Accommodations/
Modifications
In-Process Check for
Understanding**

- *What specific questions, statements, and actions will you use to encourage conversation and assess students’ understanding? To assess how partners or groups are functioning?*

I will tell students to “discuss in your groups” (they are used to this) and use proximity to gauge participation when groups are collaborating. I will leave my example up on the overhead for the groups to use as a reference.

I will monitor student responses to track student understanding.

- *How will you ensure that the work of all maintains rigor and is equally engaging, and important?*

I will use classroom management techniques such as proximity, pauses, hand signals, and redirection where needed.

Closure:

- *How will you return to and review the objectives/learning targets and assessment/success criteria?*
- *How will students assess themselves against the day's success criteria?*

Students will have a few minutes to trade words and make their lists.

When trading has died down or time is up, I'll call the class back to order.

- *Which anticipated student ideas (individual or group) or work will be shared and how will they be shared? What key ideas do you want to surface?*

We will spend a few minutes sharing words that students found new, or that were interesting to them because of the new information of the meaning of the root word. "I never thought of it that way before..."

- *How will you select and sequence any sharing out at the end of the lesson?*
- *What structures/strategies will you use to encourage students to listen in order to understand the ideas shared by classmates?*

It will be important for students to be active listeners during the sharing time because they should add any new words from the discussion to the Get One side of their list.

- *How will you encourage students to analyze and compare ideas presented?*

Reflection: How will you capture the closure sharing (in order to use it and your lesson assessments to plan the following related lesson)?

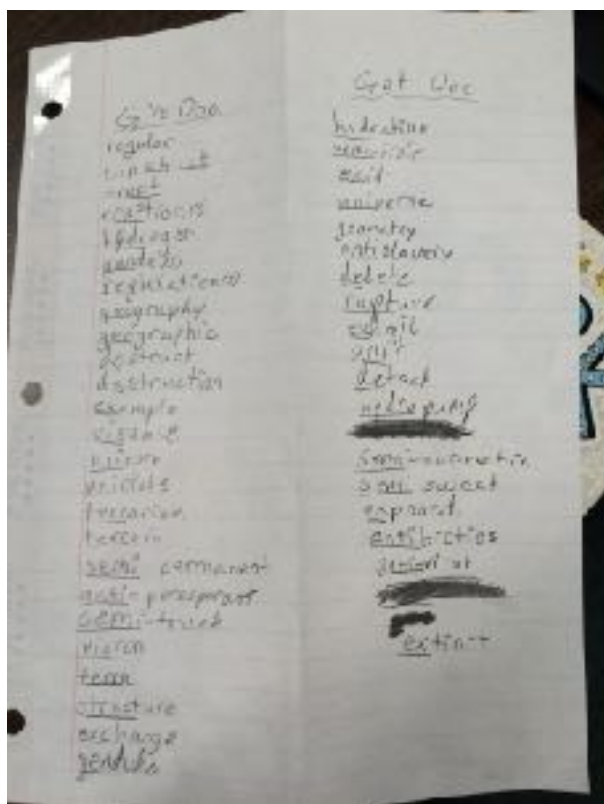
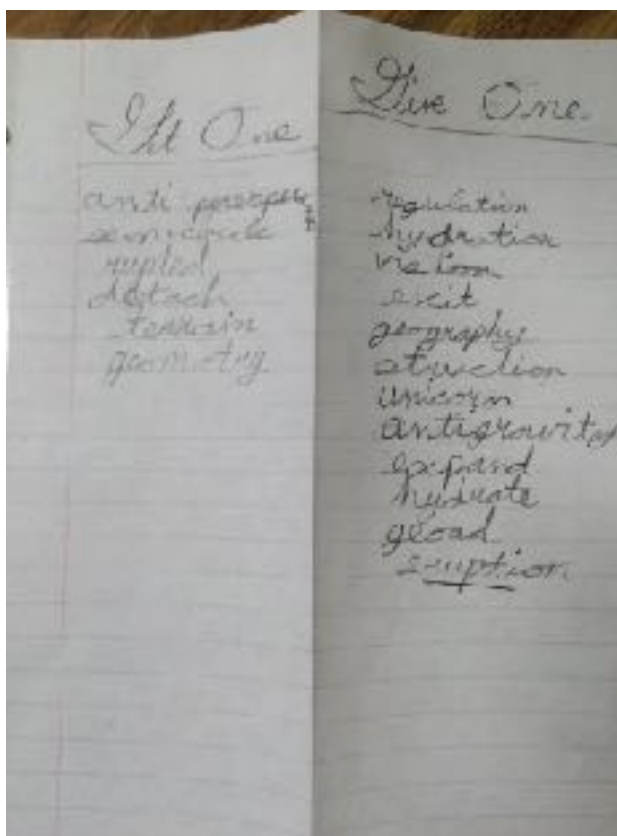
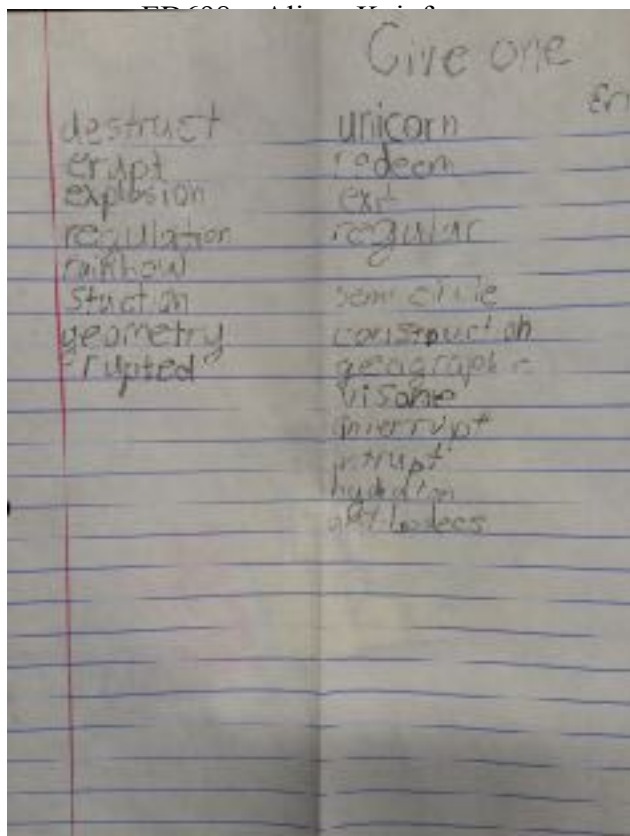
Reflection:

How is this lesson sensitive to cultural and language issues?

The collaboration piece of this lesson and the hands-on visual aid will help student who benefit from these resources.

Attachments: 3 artifacts of student work

This might include scanned documents of physical evidence including pictures, notes, a video clip, or other. Be sure to post in Word, pdf, or link.

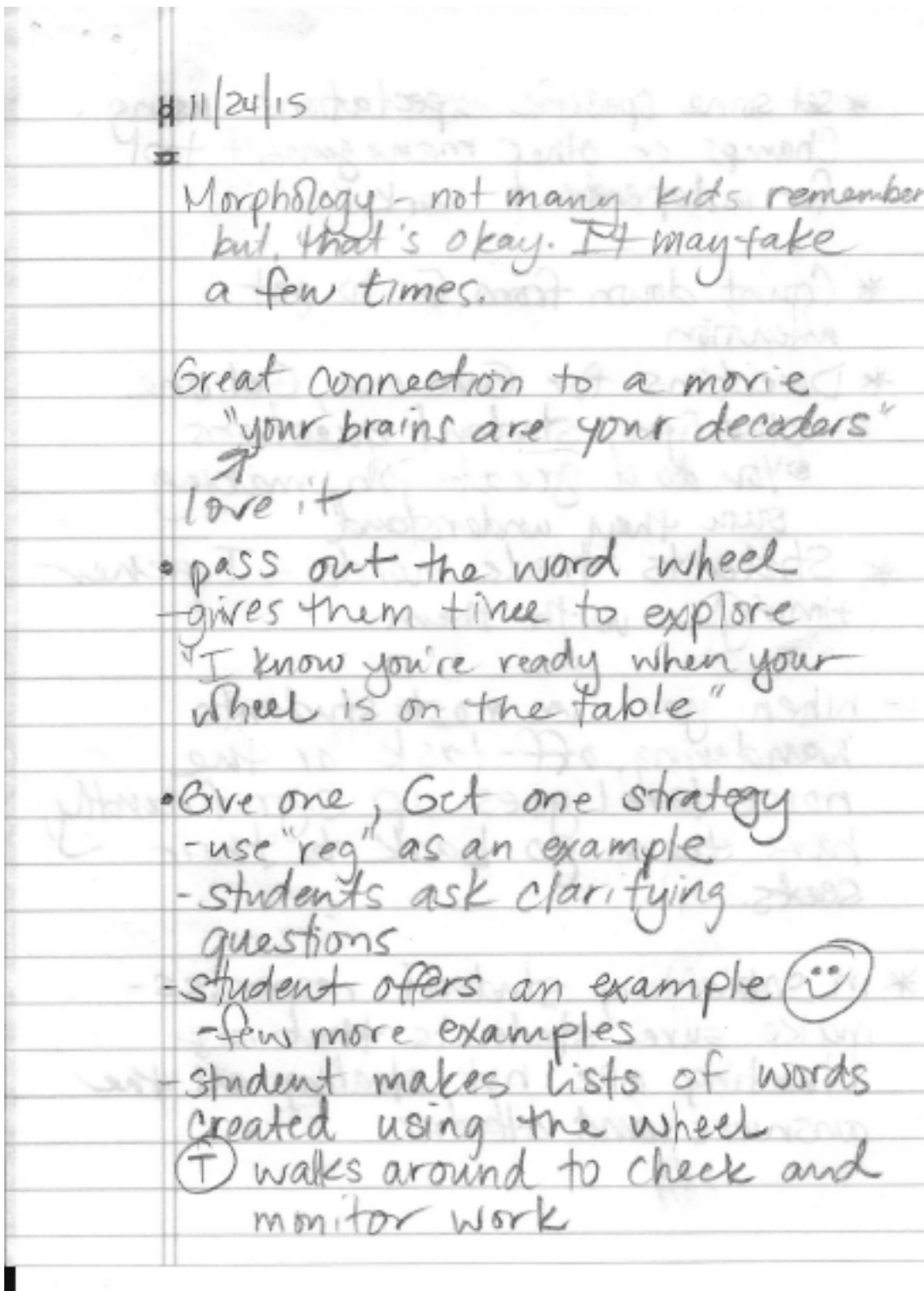


Questions for reflection after the lesson: Discuss these with the Host Teacher if possible.

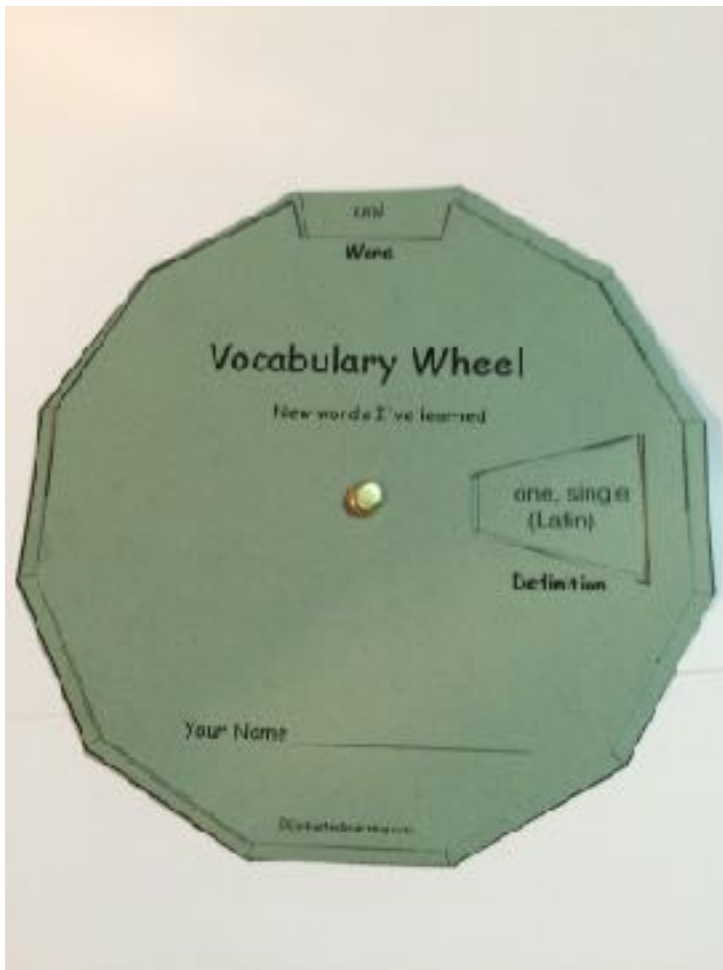
Note: This reflection is a critical component for Project 4 (see Project description and rubric).

- How did the lesson go?

Amazingly, they met the objective. It was the first lesson of the day and some students were hoping for “suffix BINGO” but it was Root words instead. I think they thought that because some had asked about doing BINGO with suffixes after I did the prefix BINGO lesson. Anyway, I made the connection with Ralphie in “A Christmas Story.” They all remembered the story including the part about Ralph using his decoder ring to understand Little Orphan Annie’s message. I told them that their brains are the decoder rings when they are reading and that studying root words will help them do that. I also wrote “rainbow” on the board and we talked about what we know about the meaning of that word and the meaning of the two words that make up that word. I explained that root words were the same way only they couldn’t be stand-alone words; they were parts of words.



Each student received a word wheel that looked like this:



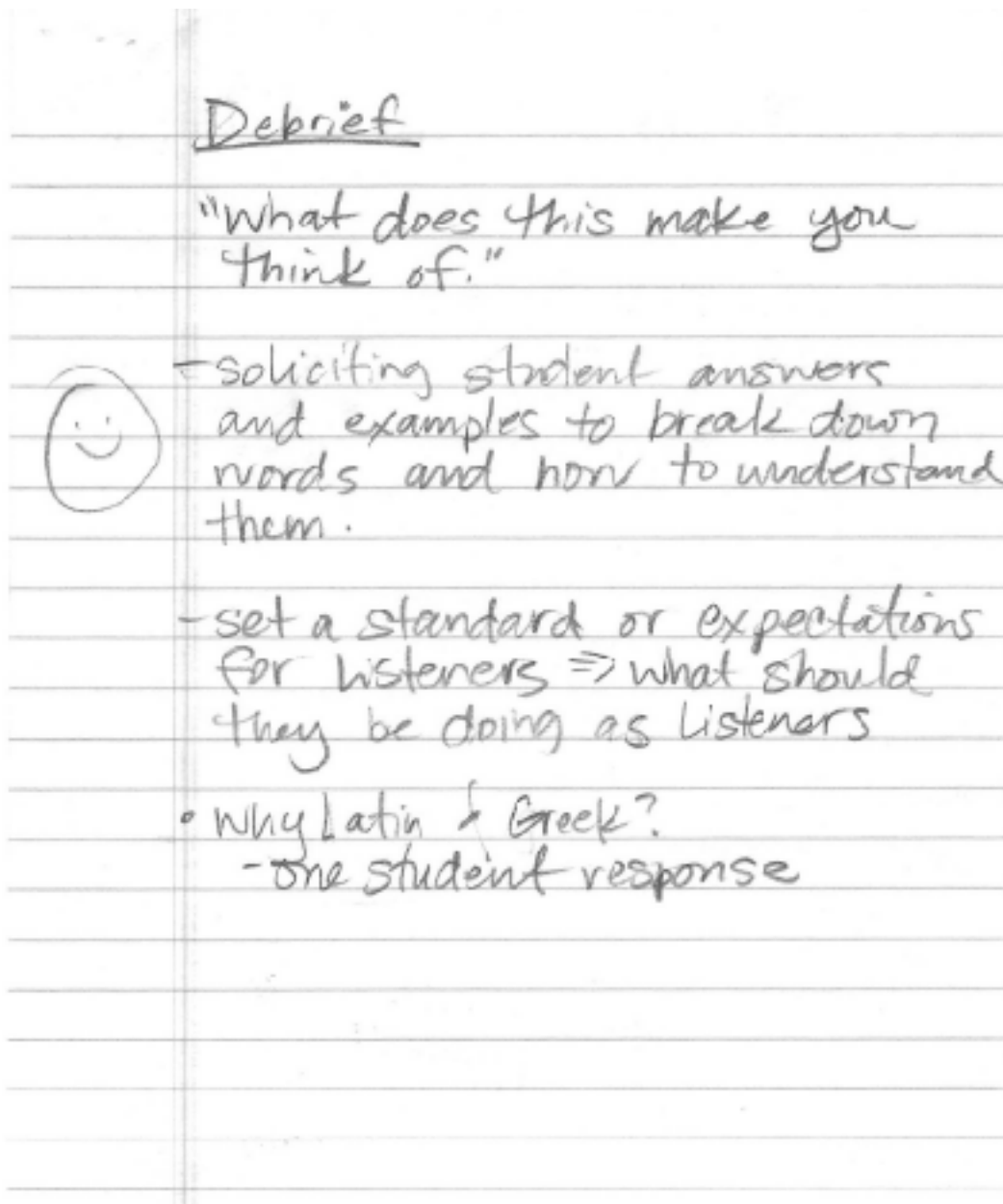
The root words in the wheel are:

anti - against
 ex - from, out
 de - reduce, away, down, remove
 geo - earth, soil, global
 hydr - liquid, water
 reg - guide, rule
 rupt - break, bust
 semi - half, partial
 struct - build
 terr - land, earth
 uni - one, single
 vis - see

I chose these root words because I thought they would be found in many words the students had encountered in their lives, class, and readings.

I explained how the root word wheels worked and that I wanted them to examine them for a while first. I gave them instructions to tap into their memory banks and think of words they know but to save their sharing for the activity portion. I had everyone get a blank piece of paper and a pencil and fold it lengthwise. (One of the students shared that this was called a “hot-dog fold”...I learned something new.) I had them label the top “Give One” because this was the list they were making of the words they already knew that contained these root words. I told them I would give directions for what was next once everyone was done composing their lists. I explained that this was all about what they already knew and that they should “storm their brain” to really think about the words. It didn’t seem like they understood so I decided they could use an example. I used “unicorn” and some students offered examples of their own. I didn’t want sharing to go too far but I wasn’t quite sure they all got it either. I decided to have them just jump in and try it with the hope that they would surprise themselves with what they already knew. I made myself available to answer questions. My student portfolio student (Eris) needed a lot of help so I gave her several examples before she understood about what to do with the root words and how they appear in words she already knows.

Once we got to the trading part the kids were really into it! They were all engaged and as I moved around the room I could hear them sharing words from each other's list. They were on task and they all seemed to really "get it" at that point. I was surprised how many students had different words. Everyone was able to collect a word they didn't already have! Eris was



participating and enjoying it along with the rest of the students. I was worried during the individual activity because when she needed my help she seemed really discouraged.

- Did the students meet the objective? How do you know?

- What artifacts of student performance and thinking did you collect? How might these artifacts inform future thinking and planning?

I collected images of some of the students' lists. (see above) I monitored their lists as they were writing them and sharing them. There was some interesting thinking going on. One student asked about the word "simile" and thought it started with the root word "semi." This tells me that he may have some phonemic confusion. I wrote simile on the board for him (and pronounced it) so he could discover for himself that it wasn't a word containing "semi".

The wrap-up discussion was really great. There was only one student who wondered about a word that wasn't actually a word. She wondered if anti-phobic was a word. We consulted a dictionary and it wasn't there. I like that she was thinking of the two meanings of the root words and putting them together to make one word that means "against fears". I told her it was good thinking even if it wasn't a real word.

- Comment on one student who did particularly well and one who did not meet your expectations. Why did this happen? What can you do to follow up with the student who did not do well?

One student did surprise me! He receives extra support in ELA from the resource teacher both in-class and pull-out. His individual list was thorough and he had a lot of good words on there. He seemed to really be enjoying the activity where normally he is pretty reserved. He worked well with other students and was "teaching" them his words.

There was one student who didn't meet *the* expectations but it was what I expected from *him*. It's somewhat complicated. This student is autistic and he sometimes makes up his mind that he isn't going to participate at all. This was one of those mornings. He also doesn't like interacting with other students in collaboration activities. I follow my host teacher's lead and leave him to his aide who handles these things. It's so complicated that there isn't really anything the head teacher can do because his behavior/the situation can escalate quite quickly. It gives me an idea of how my future classrooms will be; diverse in abilities and personalities.

- Are there any changes you would make in this lesson if you could do it again? Why?

If I could do this lesson again I would take the feedback from my host teacher regarding setting and keeping expectations and improve on that. During the discussion part of the lesson one of the students kept blurting out without raising his hand. I wasn't as direct with him as I should have been so he kept doing it. I didn't notice it as much while I was listening to other students but my host teacher did. She's more tuned into his behavior because she has really had to work on it with him since the first day. He's really come a long way but he still really needs redirection in that area and I wasn't as tuned into it as I could have been.

Also, I let the trading go on a couple of minutes too long. My host teacher says there is a definite change/difference in the sound when students are engaged and learning from each other versus

being loud and off task. She said it's something you can begin to detect with experience. I did notice they were done trading words and brought them back to order with no problem; I just should have done it a bit sooner.

- Describe how at least one component of this lesson fits with your philosophy of literacy education.

My philosophy of literacy includes building on student schema. This lesson uses student knowledge of "A Christmas Story" to illustrate the idea of decoding. I was able to scaffold the idea of decoding words (using their brains) when reading by using the example of Ralphie decoding the message with his decoder ring.

Post the completed lesson write-up (be sure to include your own reflection), student artifacts of learning, and a copy of your Host Teacher Evaluation.

- * set some specific expectations using Champs or other management tool for independent work
- * Count down from 5 to get attention
- * Directions for Give one, Get one.
 - clarifying student questions
 - o You do a great job, making sure they understand
- * Students Trade words - Teacher mingles with them
- when you see most students wandering, off-task or the noise level goes up significantly, have them go back to their seats.
- * in soliciting student responses - make sure students that are blurting are not stealing all the answers and attention

