Lesson Title: Word Wrap

Content Area and Grade Level: 3rd Grade Spelling

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Brief Description of the Lesson/Unit:

The students will be creating a word map for each one of their 10 spelling words for the week. They will have to write the word correctly, find its definition, write a sentence or draw a picture to show they know the meaning of the word, find a synonym or an example of the word, and break the word apart into syllables. The students will be using reference materials, such as a dictionary and an encyclopedia, to find the information.

South Dakota Content Standards:

- Standard numbers and exact wording
  3.R.1.1 Students can decode using word recognition skills.
  3.R.5.2 Students can choose reference materials to locate information.
  3.R.5.3 Students can collect information from two reference materials.

- Unpacked standards (in student-friendly wording)
  The student will use word maps to decode spelling words. The students will use reference materials to find the information needed to complete the word map.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

The students will learn the meaning of the word and how to apply it to decoding words in a text.

2. What essential questions will guide this unit and focus both the teaching and the learning?

What is the meaning of the word?  
How can it be used in a sentence?  
What are other words that mean the same?  
How will I apply this strategy when reading a new text?

3. What key knowledge and skills will students acquire as a result of this unit?

The students will be able to use reference material as a source of finding information. The students will be able to decode words within a text.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

The students are familiar with finding a definition of a word, but now they will have to learn how to use that information to decode unfamiliar words within a sentence.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

   Spelling Pre-Test--writing the word and trying to figure out it's meaning from the sentence Mrs. Frank reads to them orally.

2. Performance Tasks:

   The students will work on completing their Word Maps. They will use a dictionary, an encyclopedia, and the internet to find their information.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

   - Spelling Test
   - Vocab Test
   - Word Decoding Test

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   The teacher will observe the students during their work time. Deadlines will be set for each day, so the students know what needs to be finished for what day. Otherwise the students tend to procrastinate and wait until the last minute to do all of it. For example, by the end of the day on Monday, the students will need to have two words completed. And so on.

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

   At the end of each day, the teacher will collect their work, and note any corrections that need to be made. The student will then work on it during Opening the next morning.
5. **Student Self-Assessment:**

Each day, a student will present his/her completed word map word to the class. If the class can not figure out what he/she is describing it will give the student insight as to where he/she needs to improve.

6. **Attach or include specific rubrics being used for this lesson/unit:**

6 Points for each word
--1 point for writing the word in cursive and spelling it correctly
--1 point for writing the correct definition of the word (cursive)
--1 point for drawing a picture of or writing a sentence about the word
--1 point for finding the number of syllables the word had as well as writing it out correctly
--1 point for finding a synonym or an example of the word
--1 point for handing it by the deadline
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

   Students will learn how to use reference materials to find information of and about a word that he/she is unfamiliar with. They will use this information to assist them in decoding unfamiliar words within a text.

2. Materials, Supplies, & Resources (technology & print):

   -- Copy paper (split into four parts with an oval in the middle)
   -- Writing utensil
   -- Computer (internet)
   -- Classroom Dictionaries
   -- Set of Encyclopedias

3. Classroom Management:

   The teacher will monitor the productivity of each student. Any student not using their work time wisely will make it up on their own time (before/after school, recess time, etc.).

4. Support Services and Special Teacher Notes:

   Mrs. Pulse, special ed. teacher, Mrs. Holan, special education aid, and Mrs. Scott, title reading instructor, will all be available to provide support and assistance to those students with special needs. I have also established some before and after school time to work with each student individually.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

   The students have their own individualized spelling lists. The words that are being used will be at their own level of achievement. The words maps will therefore be individualized to each student's needs.

2. Differentiated Content:

   Students will be able to use the internet and other resources to find their information. This will allow students some "breathing room" and be able to feel successful in what they are doing.

3. Differentiated Product:

   Each student will have completed a ten page word map booklet. This will be able to be used as their own personal resource. When the students are finished they will carry this over to writing, where he/she will use it to write a one paragraph story including as many of their spelling words as they can.