

Grade: 5 th grade	Subject: Language arts (word study)
Materials: PowerPoint, expo markers	Technology Needed: PowerPoint
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain: We will be going over it together as a large group but each of the students will be writing it down on their own board.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) ELA – 05.RF.03 Know and apply level phonics and word analysis skills in decoding words. ELA – 05.RF.04.c ELA – 05.L.02c ELA – 05.L04.b	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) By the end of the lesson the student will be able to identify the difference between long to short and long to schwa by writing down different words on their desks Bloom’s Taxonomy Cognitive Level: Identify	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • When the students have a question, they will raise their hand and wait to be called on. • When they have to use the restroom, they ask the teacher and sign-out on the sign-out paper. • If they need to sharpen their pencil, they can get up and do so as long as it is not when the teacher is talking. • When they are in a transition period (between subjects) their voices should be below a 1. <ul style="list-style-type: none"> ○ If their voices are above a 2 ask them to start over and to not talk. • When another student is presenting or talking then other voices should stay quiet, and if someone starts to talk, the 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Start <ul style="list-style-type: none"> ○ They will be starting out on the carpet in front of the front board. ○ They will be instructed to move to their designated desks silently. <ul style="list-style-type: none"> ▪ When they do move silently they get to pick a number and place it on the board (it accumulates to a larger prize). ▪ There might be a little noise from them talking, if it gets too loud, ask them to start over. ○ • Definition/explanation Instruction <ul style="list-style-type: none"> ○ During this time the students should be focused on the front board and not talking.

<p>teacher should talk to them afterwards.</p> <ul style="list-style-type: none"> If a student is off topic or is struggling to participate then the teacher should ask them to stay after and check in with them. 	<ul style="list-style-type: none"> They will be staying at their seats and not moving around the classroom (unless to go to the bathroom, water, or get materials). When the instructor asks a question then they are expected to raise their hands. <ul style="list-style-type: none"> If they fail to do so and shout the answer out, the instructor should remind them to raise their hands by asking them to do so. If the students have a question, again they should raise their hands and wait to be called on. <ul style="list-style-type: none"> Group engagement <ul style="list-style-type: none"> During this time they still need to listen to instruction, but they can talk to one another in their pods. <ul style="list-style-type: none"> Pods are their table group, which they already know. Their voices however, should be at an indoor level, 2-3. When the instructor needs to get their attention back, they will say “eyes on me in five, four, three two and one.” When the activity is over they will put their materials away.
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Minutes	Procedures
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30 seconds	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Have the Vowel alternation long to short or Schwa up on the board; have the students grab their expo markers and have them ready at their desk.
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2-3 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> Start off with the kids at their desk, and ask them to clear off their desk if there are things on it. Then the teacher will start off with reviewing the long and short vowel alterations that they learned two weeks before. The teacher will say: “Alright guys, two weeks ago you learned about long to short vowel alterations. As in ‘serene’ to ‘serenity’. You talked about how in ‘serene’, the ‘e’ says its name and that is what makes it have a long sound. Then when the word changes to ‘serenity’, the ‘e’ says that ‘eh’ sound, like in the word ‘bed’ and that's what makes it short. Now this represents your desk (the teacher will draw a large rectangle like the students' desks), on your desk I want you to write this word: ‘athlete’. Now under this word we will write the word ‘athletic’.” <ul style="list-style-type: none"> This dialogue has the introduction of going over what long to short sounds like. Have the student repeat the sounds if they have a look of confusion.
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Explain: (concepts, procedures, vocabulary, etc.)	
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<p>2-3 minutes</p>	<ul style="list-style-type: none"> • The teacher will write the word “athlete” in the top center of the rectangle that they drew on the white board. Then right under the word “athlete” the teacher will write the word “athletic”. • The teacher will say “Now we want to break these words into their syllables, let’s start with the word ‘athlete’.” The teacher will ask the student to have raised hands and let them say where the breaks are. The teacher will draw the breaks in the word where the syllables are, and ask the students to do the same. • Then the teacher should ask the students where they hear the long sound in the word “athlete”. When the students have responded, draw a dashed line above the long vowel. Also state that “the vowel sound that is accented in the word ‘athlete’ is the ‘e’ saying its name. It is the stressed syllable of the word.” The teacher will underline the stressed syllable. <ul style="list-style-type: none"> ○ When going over the accented syllable, the teacher should tap the syllables of the word with their hands and clap on the stressed syllable. • Then the teacher will do the same with the word “athletic” (making the breaks where there are syllables and the “u” shaped mark above the short sound). <ul style="list-style-type: none"> ○ Have the students clap the syllables out with the word “athletic”. • The teacher will ask the student if they notice anything similar with their markings on the board. Draw their attention to how both of the words have lines under the second syllable.
<p>10-15 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Have the students erase their desks and write “reptile” and “reptilian”, similar to how the other words were written (stacked). And repeat the process with these words, making sure to drill the clapping as well drawing on the board. • After they seem to have it down the teacher will move on and introduce the concept of schwa by saying, “Now that we have gone over long to short I want to introduce you to long to schwa. Can everyone say that really quickly? ‘Schwa.’ Schwa makes the short ‘u’ sound. Now knowing this, can you say it again and listen to it. Can you hear that? Schwa. Now we will see how it looks when applied to words.” • At this point the teacher will pull up the “vowel alternation long to short or schwa”, and will read the poster to the students. • The teacher will then write the word “compose” and “composition” on the board that was on the white board. Then the teacher will go through each word and break them down into syllables and draw where there is a long and short sound. • The teacher will ask the student to also tap out the syllables so that they get into the habit of doing it when they come into words that they don’t know. • Ask them if they see something similar or different in the words on the board. The teacher will draw their attention to how the lines are under different syllables. • Have them erase their desks and write “define” and “definition”. The teacher will break down the words with the students into syllables, underlining the stressed one. The teacher will ask them if they see the difference. • The teacher will then give them another long to short then a long to schwa and work through it with the students. The long to short words are: “flame” and “flammable”. The long to schwa words are: “compete” and “competition”.

	<p>The teacher will have them break the words down into syllables and underline the accented sound.</p> <ul style="list-style-type: none"> • After the teacher has gone over the last long to schwa they will say, “the schwa sound can be spelled with different vowels, it is not always a ‘u’ because it has the short ‘u’ sound. You can hear the long ‘o’ sound in ‘custodian’ which is a clue that the schwa sound in ‘custody’ is spelled with an ‘o’. • Then the teacher will read off the spelling words in the back. <ul style="list-style-type: none"> ○ Custody ○ Compilation ○ Definition ○ Competition ○ Position ○ Serenity ○ Production ○ Intervention • The teacher will point out to the students that they had already gone over a few of these words on the board.
<p style="text-align: center;">2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • To wrap up the teacher will ask the students what a long to short vowel alternation sounds like, then what a schwa sounds like. <ul style="list-style-type: none"> ○ The teacher can reestablish that the schwa sound is the short ‘u’ sound if they seem to struggle with it still.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Walking around to see what they have on their desk. What questions do we have?</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Spelling test at the end of the week.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	