

Apple Theme	TITLE	Apple picking spelling
	DURATION	1 class period – 60 minutes
	MATERIALS	<ul style="list-style-type: none"> • Smart board • “Apple Picking Day!” by Candice Ransom (Kindle Edition) • Cardboard tress (see appendix 1) • Apple letters (see appendix 2) • Baskets (see appendix 3) • Key words flashcards (see appendix 4) • Key words sheet (see appendix 5) • Spelling sheet (see appendix 6) • Cardboard • Large envelopes • Sticky Tack

SUBJECT AREA	English Language Arts	
LEVEL	Elementary Cycle One	Grade 1
LEARNING OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify key words • Write down key words • Make attempts to spell key words 	
SUBJECT-SPECIFIC COMPETENCIES	<p>Competency 1: To read and listen to literary, popular and information-based texts Key Features: To use a response process when reading and listening to literary, popular, and information-based texts</p> <p><u>To construct meaning by applying appropriate reading strategies</u></p> <ul style="list-style-type: none"> • Students will listen to a short story about apple picking <p>Competency 4: “To use language to communicate and learn” Key competency: <u>To use language (talk) for listening and thinking</u></p> <ul style="list-style-type: none"> • By taking part in a discussion about the key words, students are encouraged to use language to discuss the words and theme <p><u>To apply her/his knowledge of linguistic structures and features”</u></p> <ul style="list-style-type: none"> • By asking the students to spell out the key words 	

<p style="text-align: center;">CROSS-CURRICULAR COMPETENCIES</p>	<p><u>Competency 5: To adopt effective work methods</u></p> <ul style="list-style-type: none"> • Students are required to follow instructions, use effective work methods and demonstrate good behavior during the lesson. <p><u>Competency 8: To cooperate with others</u></p> <ul style="list-style-type: none"> • Students are expected to work in teams towards 1 goal
<p style="text-align: center;">LESSON</p>	<p><u>Prior to lesson</u></p> <p>Students:</p> <ul style="list-style-type: none"> • Prior to this lesson students had been apple picking and are familiar with the activity. <p>Teacher (prior setup):</p> <ul style="list-style-type: none"> • Prepare 5 cardboard trees (see appendix 1) • Prepare the apple letters (see appendix 2) • Print out baskets (see appendix 3) • Print out spelling sheet (see appendix 5) • Print out key word sheet (see appendix 6) • Place the baskets, spelling sheet and key word sheet into an envelope designated to each table (see appendix 7) <p><u>Introduction/Accessing Prior Knowledge</u></p> <ul style="list-style-type: none"> • Begin the lesson by familiarizing the students with the topic of apples <ul style="list-style-type: none"> ○ Remind them about the apple picking trip they had been to <ul style="list-style-type: none"> ▪ Have a brief discussion with the students • After the discussion is complete inform the students that you will be reading a story about apple picking to them. <p>Development</p> <ul style="list-style-type: none"> • Read “Apple Picking Day” by Candice Ransom <ul style="list-style-type: none"> ○ Display the story on the smart board (using the kindle edition) • After the story has been complete discuss the ten key words <ul style="list-style-type: none"> ○ Inform the students that as our theme for the week is going to be apples it is important that they learn how to spell these words ○ Using the key words flash cards (see appendix 4) discuss each word with the students. <p>Activity:</p> <ul style="list-style-type: none"> • Once all key words have been discussed begin the apple picking spelling activity. • While students are still seated at the carpet demonstrate the activity and give out all instructions. <ul style="list-style-type: none"> ○ Students will be required as a group to spell out all the key words by picking the apple letters off the tree and sticking them onto the baskets using sticky tack ○ Once the group has spelled out all the words, each student will be required to practice writing the ten words by copying them off the flash cards.

**MULTI LEVEL
MODIFICATION**

Extension:

- Students who complete the work early can decorate their spelling sheet and color in the baskets

Differentiation

- The activity is designed to be completed in groups, allowing different students to take part in roles he/she feels comfortable and capable.
 - While some students are engaged, and trying to find letters and spell out words
 - Other students will be just as engaged trying to identify letters and interact with the material in front of them.
- When students are copying down the key words on the spelling sheet some students may need more assistance
 - Use the flash cards to help them focus on only one word at a time
- The different parts of the lesson aim to grasp the attention of different types of learners
 - Visual & auditory learner
 - Displaying and reading the book on the smart board
 - Reading/ writing
 - Copying the words down
 - Kinesthetic
 - Using the tress and apple letters as manipulative to learn the words

PROFESSIONAL COMPETENCIES

- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
 - reading the story to the children using a dynamic, animated voice
 - Giving clear instruction
- Competency 3: To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.
- Competency 4: To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study
- Competency 5: To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.
 - Displaying the story on the smart board for all the children to have a clear view to be able to familiarize themselves with the words they hear.

POST LESSON TEACHER REFLECTION

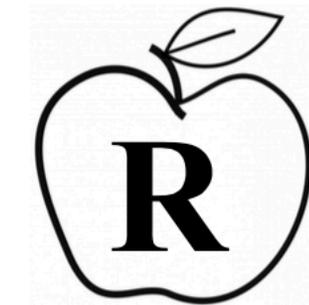
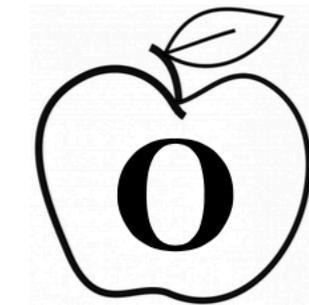
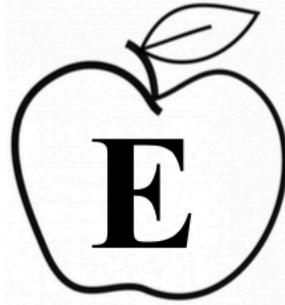
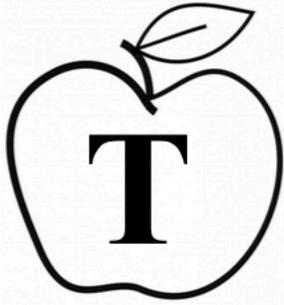
Future adjustments to be made:

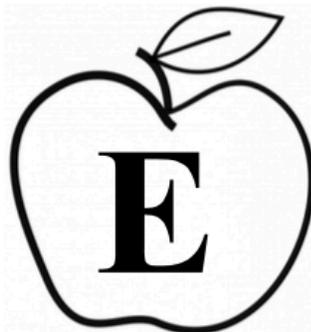
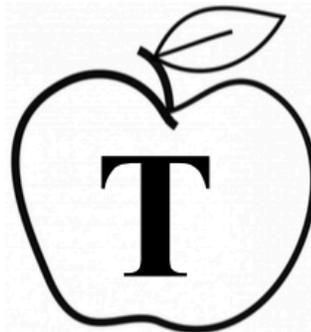
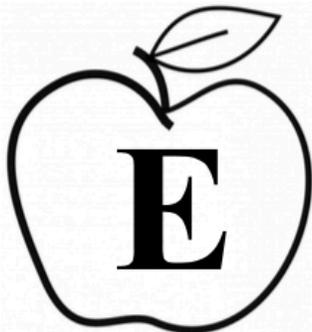
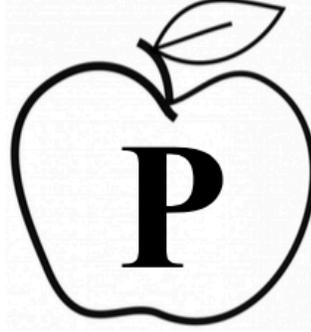
- Asking students to spell out the letters and stick them on the baskets proved to be time consuming an alternative to this may simply be spelling out the words on the table in front of them
- This activity portion of the lesson required a lot of teacher assistance, if this lesson is to be repeated in the future in a situation where only one teacher is available in the classroom the following adjustments are advisable:
 - Instead of each group of 4 students receiving their own tree divide the students into three groups and set up 3 stations in the classroom.
 - Station 1: station 1 will remain the apple picking activity where the teacher will remain helping the students
 - Station 2: students at station 2 will practice writing the key words
 - Station 3: students at this station will color in the baskets.

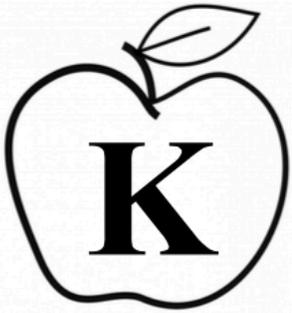
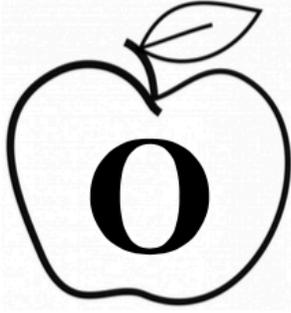
Appendix 1:



Appendix 2:



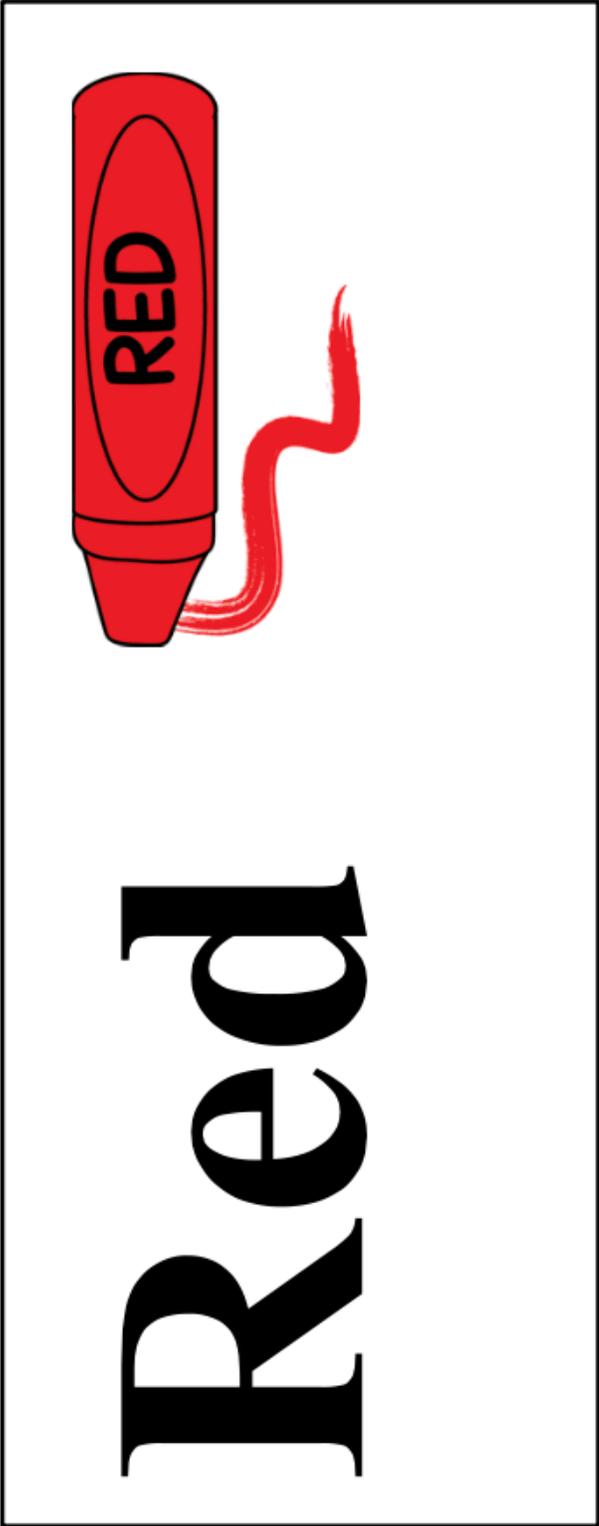




Appendix 3:



Appendix 4:



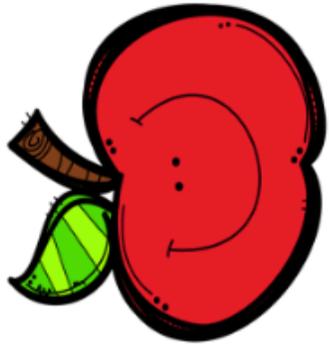
Yellow

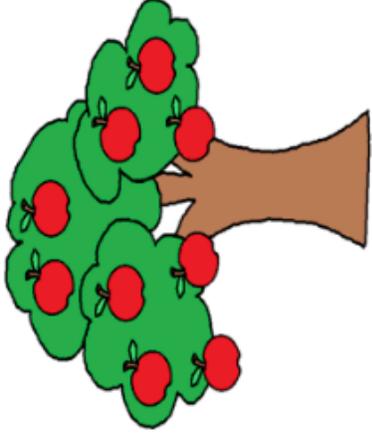


Green

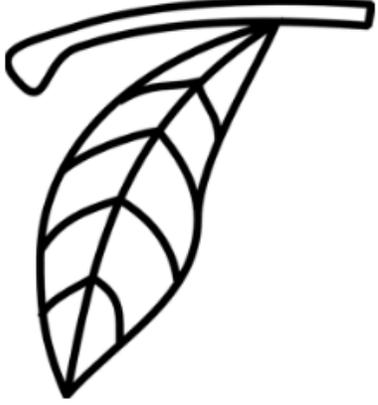


Apple



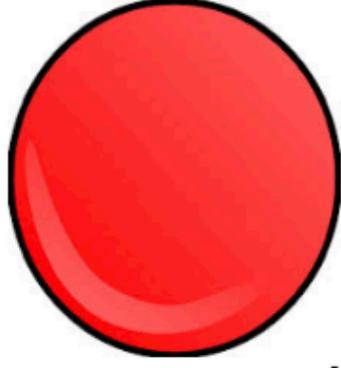


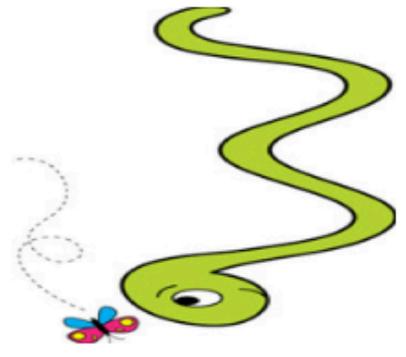
Tree



Stem

Round





Worm

Pick

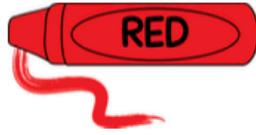


Fall



Appendix 5:

Red



Stem



Yellow



Round



Green



Worm



Apple



Pick



Tree



Fall



Appendix 6:

Name _____

1

2

3

4

5

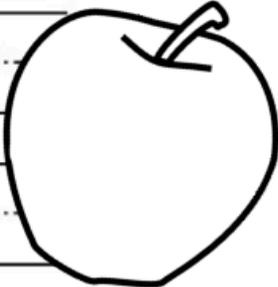
6

7

8

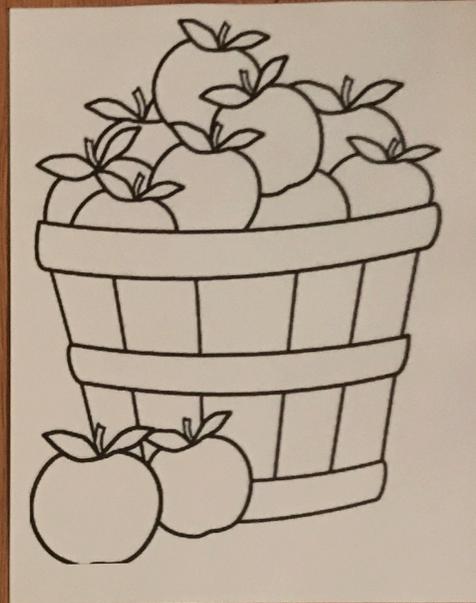
9

10



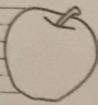
Appendix 7:

Table 1



Red 	Stem 
Yellow 	Round 
Green 	Worm 
Apple 	Pick 
Tree 	Fall 

Name _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____ 
- _____