

Spalding Teacher Lesson Planning Checklist

This Checklist is intended to help beginning Spalding teachers self analyze their spelling, writing, and reading instruction to determine if they consistently implement the actions listed in their *Teachers' Guides* and reprinted in this checklist. Actions that reflect the Spalding philosophy and methodology are listed on page 1 because they are the foundation of The Method. Appropriate references are listed.

THE SPALDING METHOD	FOCUS
Philosophy	
Do I ...	
1. Make children's physical and mental well-being a primary concern? (WRTR 4) <ul style="list-style-type: none"> • Ensure that children maintain proper sitting position (hips, back, feet flat ...). • Have all children face the front for whole group instruction. • Implement good classroom management with a positive feeling tone. • Provide praise for good performance. 	Focus #1 is the first two actions. Students can focus on learning when they are comfortable, respected, and appreciated. High expectations encourage high achievement. Excessive praise and/or prompting demonstrates low expectations.
2. Have high expectations for children of differing ability levels? (WRTR 4)	
3. Self analyze lesson planning and delivery to enhance student achievement?	
Methodology	
Do I ...	
1. Provide explicit, interactive, diagnostic instruction. <ul style="list-style-type: none"> • Have children explain the purpose for each new task. • Model new skills, check understanding, coach, scaffold/fade as appropriate. • Have students articulate, reflect, and perform tasks independently. • Observe students having difficulty and respond appropriately in all lessons. • Observe students who are not actively engaged and respond appropriately. 	Focus #2 is on the first two actions. Knowing the purpose for each task increases student motivation. Explicit, interactive, diagnostic, sequential, multisensory instruction using procedures in the Teacher's Guide enables children to learn. Ensuring that all children are actively engaged enhances learning.
2. Consistently provide sequential, multisensory instruction? (WRTR 5)	
<ul style="list-style-type: none"> • Follow the sequence, procedures, and routines in WRTR/Teacher's Guide. • Incorporate auditory, visual, kinesthetic, and tactile learning in all lessons. 	
3. Demonstrate integrated language arts instruction? (WRTR 5)	
<ul style="list-style-type: none"> • Explain the connection between spelling, writing, and reading objectives. "We learned how to spell these words, let's learn their meanings and usage." 	
Aligned with WRTR 6th Ed. & TG 3rd Ed. Revs'd 1/2014	

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SPALDING CURRICULA: LESSON OBJECTIVES	FOCUS
Spelling: Phonemic Awareness with Systematic Phonics	
Do I ...	
1. Have children explain what phonograms are? (until mastery)	<p>Focus #3 is on precise pronunciation of phonograms. Keep sounds short, crisp, and precise so students recognize phonograms in words they read. Vowel sounds should not be elongated or consonants extended (buh for /b/). Avoid "voice overs," repetitive phrases, and excessive praise.</p>
2. Introduce new phonograms using procedures on WRTR 43-55? (when appropriate)	
3. Provide daily <i>Oral Phonogram Reviews</i> ?	
<i>Step 1 (Delivering K-3: 9-12; 4-6: 10-13)</i>	
• Use maximum 30 cards at one time.	
• Pass cards back to front, showing only one card at a time.	
• <i>Listen</i> for precise pronunciation of sound(s) <i>only</i> , e.g., /b/, not cue words. (no voice overs)	
• Cover card if mispronounced, then pronounce precisely, e.g., /b/ (not /buh/).	
• Have children repeat sound(s) precisely. (no voice overs)	
<i>Step 2 (Delivering K-3: 9-12; 4-6: 10-13)</i>	
• Show phonograms a second time.	<p>Focus #4 is on correct OPR procedures including pacing and basic and higher-level questions. The appropriate pacing for 30 phonograms is 5-8 minutes.</p>
• Continue to <i>listen</i> for precise pronunciation of only sounds in unison. (no voice overs)	
• Ask knowledge questions that clarify which phonogram to use, then application questions that require students to apply knowledge of phonograms in words.	
• Have children respond and explain.	
4. Provide daily <i>Written Phonogram Reviews</i> ? (<i>Delivering K-3: 17-20; 4-6: 14-17</i>)	<p>Focus #5 is on correct WPR procedures including pacing. The appropriate pacing for 20 phonograms is 8-10 minutes.</p>
• Model and then coach children's accurate and legible handwriting. Set handwriting focus for each WPR, e.g., "Today focus on beginning clock letters at 2 on the clock."	
• Use maximum 20 cards at one time.	
• Pronounce phonograms precisely.	
• Require children to precisely say sounds in unison. (no voice overs)	
• Give cues as needed.	
• Require children to precisely say sounds softly just before they write. (no voice overs)	
• Give immediate feedback for new learning (show cards); delayed feedback thereafter.	
• Model evaluating and then coach as children evaluate their handwriting based day's focus.	

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SPALDING CURRICULA: LESSON OBJECTIVES	FOCUS
Spelling: Phonemic Awareness and Systematic Phonics	
Do I ...	
5. Follow daily <i>spelling dictation</i> procedures? (<i>Delivering K-3: 21-25; 4-6: 18-22</i>)	<p>Focus #6 is on no teacher voice overs. Teacher should be <i>listening and clarifying as needed</i> as students sound letters or syllables in a word and then sound again while writing word.</p> <p>Notice children's actions vs. teacher's actions in the spelling dication sequence. Students are doing majority of the work.</p> <p>Pacing is 1 word per minute.</p>
• Say word in normal speech.	
• Give sentence for each word (K-1) or each <i>unfamiliar</i> word (2nd grade and above).	
• Use fingers to show sounds and two hands to show multisyllable word. (no voice overs)	
• Have children precisely say sounds in unison, then sound and write the word.(no voice overs)	
• Have children dictate word to teacher by sound or syllable.	
• Write word on board.	
• Have children dictate marking, then read word.	
• Have children give rule when appropriate. (<i>Delivering K-3: 26-28; 4-6: 23-25</i>)	
• Have children <i>read for spelling</i> . (<i>Delivering K-3: 29-30; 4-6: 26-27</i>)	
• Have children <i>read for reading</i> . (<i>Delivering K-3: 31-32; 4-6: 28-29</i>)	
(<i>Delivering K-3:33-38</i>) <i>word analysis</i> .(<i>Delivering K-3: 33-38</i>)	Focus #7 is any explanation or discussion of recently entered words should be practiced here, not during spelling dication.
7. Have children analyze/apply syllabication, markings, and/or rules to <i>check application</i> .	
Writing: Sentence Construction (<i>Delivering K-3: 39-70; 4-6: 31-62</i>)	
Do I ...	
1 Model composing oral/written sentences that demonstrate usage and meaning of week's unfamiliar spelling/vocabulary words?	<p>Focus #8 refers to TG Writing Objective #1. Students composing well-crafted sentences is practiced daily and is essential to improving student writing.</p> <p>Being prepared with exemplary models improves student sentences, allowing the teacher to quickly move from modeling to coaching and scaffolding/fading.</p>
2 Coach as children compose oral/written sentences that demonstrate usage and meaning of the same <i>unfamiliar</i> spelling/vocabulary words?	
3 Model each new writing skill in the <i>Teacher's Guide</i> lesson objectives?	
4 Coach as children perform each new writing skill in the <i>Teacher's Guide</i> lesson objectives?	
Reading: Literary Appreciation and Text Structure (<i>Delivering K-3: 71-89; 4-6: 67-81</i>)	
Do I ...	
1. Model identifying/labeling attributes of literature in literary selections read aloud?	<p>Focus #9 is teacher preparation. Advanced preparation will enhance class discussion and students's understanding of the text, allowing the teacher to quickly move from modeling to coaching and scaffolding/fading.</p>
2. Coach as children identify/label attributes of literature in literary selections read aloud?	
3 Model identifying/labeling elements of narrative, informative, or informative-narrative text structure using a McCall-Harby/Crabbs passage?	
4 Coach as children identify/label elements of same type of text structure as modeled in Reading Obj. 3 using a McCall-Harby/Crabbs passage?	
5 Model identifying/labeling 3/5 mental actions using a McCall-Harby/Crabbs passage?	
6 Coach identifying/labeling 3/5 mental actions using a McCall-Harby/Crabbs passage?	