

JaNae Booth  
SPED 200-03  
Sister Aileen Watts  
December 7, 2010

### MICRO TEACHING SELF-ANALYSIS

The night before I was to present the UDL lesson to our class, I was actually excited. I couldn't wait to share with the class the lesson that has taken me weeks to prepare and ponder on how I wanted to approach teaching the concepts using the accommodations that I have learned. However, that morning, Friday, December 3<sup>rd</sup>, I was starting to get anxious. I kept on thinking that I had too much, didn't do enough, didn't have many accommodations, and psyching myself into thinking that I wasn't prepared. However, through much prayer and self-contemplation, I knew I could conquer the task. Now that I'm done and all the color is back in my face from the anxiety that I felt before and during the presentation, it is time to reflect. Some aspects I did better than I thought and others... well... not so great.

While watching the Micro Teaching lesson, I kept on thinking, "Why aren't you putting down the paper in your arms?!" For some reason (probably nervousness) I was holding a few papers for the bingo game in my arms for almost the entire lesson. That was the first thing that I had noticed right from the get-go that I really disliked. Although that small aspect was less than satisfactory for my own criticism, I am also disappointed with a few more aspects. One in particular was that I had the students pick out the words to define and write sentences for in their partnerships. My motive behind this was to activate their background knowledge, collect them (as a real teacher), and that way I could see what the students already knew from prior years of schooling. But looking

back, I definitely would have loved to just assign student partnerships the sentences by picking them out of a hat. That way I would have ensured all participation during the PowerPoint presentation and guided practice.

Another critique and aspect of the lesson that I would change is having more participation. I would have liked to see the students read off the slides more instead of myself doing it. That is one thing that I definitely failed to do and as a future teacher, I won't fail to notice in the future. I really missed possible opportunities for those interpersonal students to activate their knowledge and participate in the class. Although it may have aided the intrapersonal learners, I personally believe that the more we can get students involved the better. It creates an atmosphere that is non-threatening and an atmosphere where they can feel confident in their learning.

Along with feeling confident in their learning, they need to feel confident that their teacher is teaching them correct materials. I failed to review my PowerPoint along with the sentences that I had picked and made the correcting of the Bingo card somewhat difficult because some words had been doubled on the board and one word was even wrong! I felt embarrassed as I was supposed to be the expert on the material and I failed to review the PowerPoint that I had saved before showing it to the class. In the future, I know now that I must review what is right when it comes to correcting to ensure that students can trust me and know that I am teaching them things that I have already mastered so they have someone to ask questions to.

For those things that were affective in the lesson, I think I did well on a few. The first thing is definitely my anticipatory set. I think that the story that was presented drew in students and created something that they could relate to and see the significance of

those words in our writing. I also believe that it was somewhat entertaining for them since some of their names were thrown in the story. It turned out better than expected, although some may have thought it was really cheesy. Another aspect that was affective was the guided practice. Students had the opportunity as partners to learn the information first on their own and then with the teacher together. I like this format of lessons because it really engages almost all of the students and keeps them on their toes because they “may be presenting.” The accommodation of having partnerships is also great for students that may find the subject to be difficult and also because it gives them an opportunity to share with someone else what they already know about the subject. Using the PowerPoint presentation was also very great for those students who are very visual learners as it gives them the opportunity to link pictures to sentences and then the sentences to the word that they’re supposed to be remembering. I also tried to address those who were bodily kinesthetic in the class by saying that they could pick someone in the room to be their partner, even if they weren’t sitting by them. This gives them the opportunity to get up and move to the different side of the room if they need to get up and get a few wiggles out.

Along with trying to accommodate for the bodily kinesthetic learners in the room, I really tried to accommodate for gifted and talented students by giving extra things that they could do when they finish; such as, drawing a picture underneath their sentence. Growing up I was a gifted student and would often get bored while we were having group discussions or lessons. By having a Bingo game that would have really helped me to have fun while I learned but also grasp the material that was being taught. I really thrived on

fun, creative lessons and so when I was preparing for my lesson I knew I wanted to do something that I would like if I were in twelfth grade again.

Through the reflections that I read of my peers' responses to my presentation, I know I could have done a lot of things differently that may have been more affective. For example, Wendy Cornelison suggested that I had the Homonym story with some words incorrect in it and have it be corrected by the students as an assessment instead of the Bingo card. I think that is such a great idea because that way I could have used the Bingo card as an informal assessment and the correction of the homonym story as a formal assessment.

Other suggestions from students were great as well as they suggested that I had assigned them the words instead of picking them and maybe even let them create their own story using all of the words to see what creative things they come up with. I really enjoyed reading the comments from the students who were active participants in the lesson because it gives me an opportunity to get added insight on what I could have done different and what I did well at besides just me watching myself on the video.

Overall, my reflection of my Micro Teaching lesson was fairly good. I did a lot better than I thought, but definitely had some room for improvement through my preparation and through my execution. My feelings about the Micro Teaching experience are definitely positive. I gained added insight on really what it takes to accommodate to students in the classroom. It'd be so easy to get into the same routine every day as a teacher and never switch up your lesson plans and only teach to those handful of students in the room who learn by lectures and through note taking. By doing this lesson it really taught me how important it is to accommodate for all different types of students whether

they learn by visuals, lectures, group work, individual work, etc. I know that by doing this lesson it has better prepared me for future classes with the Education program and also has prepared me for my student teaching experience and ultimately my teaching after graduation. I really appreciate this assignment as it has taught me how to accommodate for all students and the great effort that it takes to prepare and execute great lessons for my future teaching career.

# UDL Science Lesson Plan English- Language Arts (Twelfth Grade)

**Title:** Commonly Confusing Words

**Author:** JaNae Booth

**Subject:** Language Arts-- English

**Grade Level:** 12

**Unit Description:** Students will distinguish between commonly confused words.

**Lesson Description for the Day:** Students will use background knowledge and newly introduced information to distinguish between words that are commonly mixed up in the English language.

**State Standard:**

## **Standard 1**

(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

## **Objective 1**

(Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.

- a. Analyze the meaning of words using etymologies (e.g., word origins and histories). Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal "they").
- b. Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages - Italian, Spanish, etc.):
- c. **Distinguish between commonly confused words (i.e., assure/ensure/insure; coarse/course; formally/formerly; later/ latter; stationary/stationery).**

## **Goals**

### **Unit Goals**

- Students will be able to use commonly confused words correctly in future essays and written assignments.
- Students will be able to know the meaning of the confusing words and use them in their speech.

### **Lesson Goals**

- Students will be able to know the difference in spelling and meaning for commonly confused words (i.e. assure/ensure/insure; coarse/course; formally/formerly; stationary/stationery, etc.).

## Instructional Methods

### Anticipatory Set

- Powerpoint with homonym story with color coordinated words that correspond with one another.
- Teacher will select students to read certain paragraphs/sections of the story.
- Teacher will introduce topic and explain that the students will learn how to distinguish between these commonly confusing words for today's lesson.
- Before going into the new information, the teacher will hand out one definition for each elbow partner to look up the definition of a word.

<b>Recognition "What"</b> <b>Multiple means of Representation</b>	<b>Strategic "How"</b> <b>Multiple means of Action and Expression</b>	<b>Affective "Why"</b> <b>Multiple means of Engagement</b>
1.1 Customize the display of information. 3.1 Provide or activate background knowledge. 3.2 Highlight critical features, big ideas, and relationships 3.3 Guide information processing	5.1 Allow choices of media for communication. 5.3 Provide ways to scaffold practice and performance. 4.2 Provide varied ways to interact with materials. 4.3 Integrate assistive technologies.	8.1 Heighten salience of goals and objectives. 8.3 Foster collaboration and communication. 9.1 Guide personal goal-setting & expectations.

### Introduce and Model New Knowledge

- Teacher will start powerpoint presentation and have all of the words that we will be distinguishing against each other on the first slide. Students will read the words out loud going down the rows.
- The second slide will have an example of just two words (for example, stationary & stationery) and explain the definitions of both.
- The next slide will have how the activity will be modeled and what to do within your partnerships for the Guided Practice.

<b>Recognition "What"</b> <b>Multiple means of Representation</b>	<b>Strategic "How"</b> <b>Multiple means of Action and Expression</b>	<b>Affective "Why"</b> <b>Multiple means of Engagement</b>
1.2 Provide alternatives for auditory information. 1.1 Customize display of Information 1.3 Provide alternatives for visual information.	4.2 Provide varied ways to interact with materials. 4.3 Integrate assistive technologies 5.1 Allow choices of media for communication 5.3 Provide ways to scaffold practice & performance	7.1 Increase individual choice and autonomy 7.2 Increase relevance, value, and authenticity 8.1 Heighten salience of goals and objectives

## Guided Practice

- Students will pick a partner for the guided practice and sit by one another. Teacher may also assign partners.
- Students will then pick 2 commonly confusing words to define that are listed on the powerpoint.
- Students may use their own background knowledge for definitions or they may use a computer to look up the definition or use a dictionary in class.
- While students work, you may turn on classical music to activate the brains of those musical students.
- After writing a definition students will write a sentence for each similar confusing words.
- If they have extra time they may draw a picture under their sentences. (This will be done on the back of their bingo card and will also be used as an informal formative assessment.)
- After 2-3 minutes time, teacher will start by asking who defined the first two set of words to share with the class.
- The students will present what definitions they did, sentences, and possibly their drawings.
- While students are defining the words, the teacher will have the words, definitions, sentences, and pictures on the board for those visual learners.
- If the students have questions or need clarification, the teacher will be available to add insight and additional information and review.
- This will continue until all of the words have been taught by the students and the teacher.
- After the students will turn their Bingo cards to the front where they will now prepare for the Independent Practice.

<b>Recognition “What” Multiple means of Representation</b>	<b>Strategic “How” Multiple means of Action and Expression</b>	<b>Affective “Why” Multiple means of Engagement</b>
1.3 Provide alternatives for visual information. 2.1 Define vocabulary and symbols. 2.5 Illustrate key concepts non-linguistically. 3.1 Provide or activate background knowledge 3.4 Support memory and transfer	4.3 Integrate assistive technologies. 5.1 Allow choices of media for communication. 5.2 Provide appropriate tools for composition and problem solving. 5.3 Provide ways to scaffold practice and performance.	7.1 Increase individual choice and autonomy. 7.2 Enhance relevance, value, and authenticity 7.3 Reduce Threats and distractions. 8.2 Vary levels of challenge and support 8.3 Foster collaboration and communication.



### Independent Practice

- Students will fill in all of the blank spaces on the bingo card with the words from the word bank provided on the page. Some words will be used twice to make sure that all of the spaces are filled.
- While the teacher reads off sentences where the confusing words are used, students will mark off the squares with those words with an 'X.'
- Students will do this individually until someone has had a 'Bingo' or until the teacher has read 10 sentences with the words.
- Following the bingo game, students will look up on the Powerpoint to see which words in sentences the teacher used to determine what their score was.
- With time as a restriction, students may either grade their own papers or give it to the person next to them to grade.
- Students will give themselves a score out of 10 points. This will be used as a formal assessment to be put on their grade.

Recognition "What?" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
2.4 Promote cross-linguistic understanding	4.2 Provide varied ways to interact with materials.	7.3 Reduce threats and distractions
3.1 Provide or activate background knowledge	5.3 Provide ways to scaffold practice and performance.	9.1 Guide personal goal setting and expectations.
3.3 Guide information processing	6.3 Facilitate managing information and resources	9.3 Develop self-assessment and reflection
3.4 Support memory and transfer.		

### Wrap-up

- Teacher will show words on the board one more time.
- When the teacher reads off various sentences, the students will raise either their left or right hand to indicate which word that sentence correlates with.
- For example, 'COURSE or COARSE' will be on the powerpoint and after the teacher reads the sentence, depending on which word is used they will either raise their left or right hand depending if it is the 'course' on the left or the 'coarse' on the right.

Recognition "What?" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
1.1 Customize display of information.	4.1 Provide varied ways to respond	7.1 Increase individual choice and autonomy
2.5 Illustrate key concepts non-linguistically	5.3 Provide ways to scaffold practice and performance	7.2 Enhance relevance, value, and authenticity
3.1 Provide or activate background knowledge.	6.4 Enhance capacity for monitoring progress	8.3 Foster collaboration and communication
3.4 Support memory and transfer.		

**Assessment**

**Formative (Informal)**

- Commonly confusing words (2) definitions, sentences, and drawing (additional) that was done in partnerships.

**Summative (Formal)**

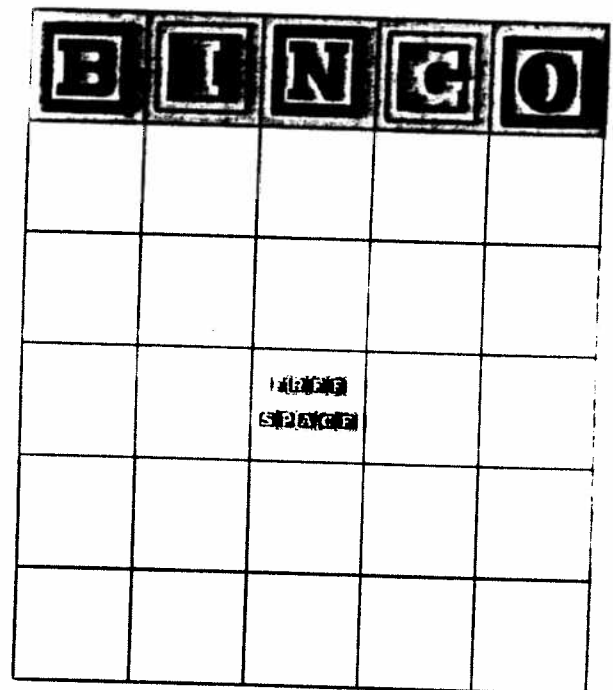
- Bingo card that was done as independent practice with their score listed at the top of the paper.

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
1.1 Customize display of information. 3.2 Highlight critical features, big ideas, and relationships 3.4 Support memory and transfer.	5.2 Provide appropriate tools for composition and problem solving. 5.3 Provide ways to scaffold practice and performance. 6.2 Support planning and strategy development.	7.2 Enhance relevance, value, and authenticity 7.3 Reduce threats and distractions 3.1 Vary levels of challenge and support 9.3 Develop self-assessment and reflection

**Materials**

- Powerpoint presentation
- Computer for Webster's Dictionary searching
- Possibly have dictionaries instead of, or in addition to, using the computer
- Bingo card worksheet
- Pencil/Pen

Name \_\_\_\_\_ Score: \_\_\_\_\_



Word Bank

council	counsel	principal	principle	complement	complement
assure	ensure	course	course	except	accept
formerly	formally	affect	affect	conceive	conceive

# UDL Lesson Plan

Your task, along with the other people at your table, is to begin brainstorming ideas of what you're going to teach, step by step, in your lesson. And as you're brainstorming ideas of specific activities and instructional models you're going to be looking at the 3 ways UDL outlines various ways that you can incorporate flexibility in your lesson plan for diverse learners.

	Overview	What You're Actually Going to Teach
<b>State Standards</b>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	Twelfth grade Language Arts: #1. Students will use vocab development to understand + text selections to comprehend + analyze text.
<b>Lesson Goals - Outcomes</b>	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	Objective #2. Texts relating to the Holocaust.
<b>Anticipatory Set</b>	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	Say, statistical information regarding Holocaust. Have them guess the topic.
<b>Introduction and model new knowledge</b>	Student teacher completely yet concisely describes the new concept that will be the subject of the day's lesson	Brief history of the Holocaust and what define Holocaust.
<b>Guided Practice</b>	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	Two versions of text: Show them how each may be explaining something but which is most effective?
<b>Independent Practice</b>	Students in the class are provided with the opportunity to engage with the content independently.	Using critical thinking answer questions regarding both texts.
<b>Wrap Up</b>	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Sum up topic with a short YouTube video describing the Holocaust.
<b>Assessment of Student Learning - Formative and Summative</b>	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	As they are writing down their answers go around the room and see if it all makes sense.
<b>Materials</b>	All materials are listed and clearly relate to the lesson.	YouTube video, paper, worksheet, form, literary texts
<b>Differentiated-Accommodation Strategies</b>	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	Powerpoint, reading, writing, lecture.

# UDL Guidelines – Educator Checklist

improve my reading the summaries

Your notes

1. Provide options for perception:
  - 1.1 Customize the display of information
  - 1.2 Provide alternatives for auditory information
  - 1.3 Provide alternatives for visual information

powerpoint instructions  
verbally explain things

2. Provide options for language and symbols:
  - 2.1 Define vocabulary and symbols
  - 2.2 Clarify syntax and structure
  - 2.3 Decode text and mathematical notation
  - 2.4 Promote cross-linguistic understanding
  - 2.5 Illustrate key concepts non-linguistically

Define telecast of terms.

3. Provide options for comprehension:
  - 3.1 Provide or activate background knowledge
  - 3.2 Highlight critical features, big ideas, and relationships
  - 3.3 Guide information processing
  - 3.4 Support memory and transfer

history summary  
highlight main information

Your notes

4. Provide options for physical action:
  - 4.1 Provide varied ways to respond
  - 4.2 Provide varied ways to interact with materials
  - 4.3 Integrate assistive technologies

Turn over paper when you're done or raise hand

5. Provide options for expressive skills and fluency:
  - 5.1 Allow choices of media for communication
  - 5.2 Provide appropriate tools for composition and problem solving
  - 5.3 Provide ways to scaffold practice and performance

find two historical things on your own, (literature)  
dictate it; 14 definitions.

6. Provide options for executive function:
  - 6.1 Guide effective goal setting
  - 6.2 Support planning and strategy development
  - 6.3 Facilitate managing information and resources
  - 6.4 Enhance capacity for monitoring progress

In two minutes you should be done w/ this portion

Your notes

7. Provide options for recruiting interest:
  - 7.1 Increase individual choice and autonomy
  - 7.2 Enhance relevance, value, and authenticity
  - 7.3 Reduce threats and distractions

share with on the following articles.

Turn on Music.

8. Provide options for sustaining effort and persistence:
  - 8.1 Heighten salience of goals and objectives
  - 8.2 Vary levels of challenge and support
  - 8.3 Foster collaboration and communication
  - 8.4 Increase mastery-oriented feedback

period of today you'll know the difference  
I have - and find a  
Tell your partner what you found

9. Provide options for self-regulation:
  - 9.1 Guide personal goal-setting and expectations
  - 9.2 Scaffold coping skills and strategies
  - 9.3 Develop self-assessment and reflection

# Microteaching UDL Lesson Plan

	Overview	UDL Checklist Areas - 3 areas	Accommodations	Multiple Intelligences
<b>Lesson Overview</b>	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)	2.1 Define vocabulary, and symbols	Lesson	
<b>Unit Description</b>	Student teacher provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.	2.4 Promote cross-linguistic understanding		
<b>Lesson Description</b>	Student teacher describes what will be taught in the lesson that day.	1.1 customize the display of information		
<b>State Standards</b>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	2.4 Promote cross-linguistic understanding (the in rational/ state standards)		
<b>Unit Goals</b>	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.	1.1 customize display of information 1.3 Provide alternatives for visual information		
<b>Lesson Goals - Outcomes</b>	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	8.1 Heighten salience of goals and objectives.	↓	
<b>Anticipatory Set</b>	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	3.1 - provide background knowledge 3.3. Foster collaboration	Powerpoint w/ sound as well as pictures	Verbal Linguistic Visual/Spatial
<b>Introduction of model new knowledge</b>	Student teacher completely yet concisely describes the new concept that will be the subject of the day's.	1.2. Provide alternatives for content information	Powerpoint / lecture, note taking, etc	Linguistic Visual/Spatial

	lesson	VLL CHECKLIST ARTS 2 AXES	ACCOMMODATIONS	Intelligences
<b>Guided Practice</b>	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	2.5 Enhance... 1.3 Increase...	Group... - 7.1 increase... and...	Visual Interpersonal - Logical
<b>Independent Practice</b>	Student in the class are provided with the opportunity to engage with the content independently.	6.4 Enhance capacity for monitoring progress.	- Use same sentences as before for Bingo game.	Intrapersonal Verbal Linguistic
<b>Wrap Up</b>	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	8.2 vary levels of challenge...	- Discussion of... (chart out answers) - Visuals	Visual Spatial Interpersonal
<b>Assessment of Student Learning - Formative and Summative</b>	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	9.3. Develop self-assessment and reflection. 3.4 Support memory and transfer.	- Alternatives for auditory learners by writing down.	Verbal/ Linguistic Intrapersonal
<b>Materials</b>	All materials are listed and clearly relate to the lesson.	5.1 Allow choices of media communication.	<del>X</del> 161 for...	Visual spatial Interpersonal
<b>Differentiated-Accommodation Strategies</b>	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	7.2 enhance relevance, value, and authenticity.	- Powerpoint for visual learners - lecture for auditory - group work for social learners.	Interpersonal Intrapersonal Verbal/Linguistic Visual/Spatial Learning/Intelligence

# COMMONLY CONFUSING WORDS

12TH GRADE ENGLISH

## THE SECRET ENVELOPES

1 Once upon a time there was a principal named Ms. Watts. She was a wonderful principal who would often counsel students and give them many compliments on their work in the classroom. One day a council of twelfth grade students, Michelle, Tanya, and JJ, came to Ms. Watts to formally tell her that the affect that one course has on them is rather negative: math class. In this dreaded math class, they had to learn many things to ensure they could pass the ACT test.

2 One thing that JJ particularly hated was complements of angles. He didn't understand why the angles couldn't just stay stationary and stop switching sizes! It seemed as if the teacher, Mrs. Stoddard, was never willing to help him understand.

3 Another student Tanya came to accept that she'd have to deal with angles, but really disliked how coarse Mrs. Stoddard was. It seemed as if Mrs. Stoddard was formerly an army lieutenant in the way she directed her classroom.

4 Michelle, on the other hand, was concerned with just about everything in the class except the fact that the teacher always allowed them extra time in class to do their homework.

5 Because Ms. Watts genuinely cared about the students, she counseled them to do something very out of the ordinary and assured them it would be a success. She got out some stationery and explained what to do...

6 The next day Mrs. Stoddard walked into her classroom feeling rather empty inside for the billioneth time that semester. The loss of her dear cat Fluffy had definitely taken an account on her mood. As she sat down to desk, she noticed three white envelopes with "To: Mrs. Stoddard" on them. As she tore open the seals of the envelopes, she started to read. Tears were overflowing as she read some of the nicest compliments she had ever heard. She was determined to put a new look on life into effect.

7 As the students came into the classroom later that day it was obvious that the course of their actions were a success. The students learned that the principle of writing a "thank you" letter was more powerful than fostering a complaint. Giving praise is a great way to ensure that everyone wins.

## COMMONLY CONFUSING WORDS

course/coarse

formally/formerly

stationary/stationery

assure/ensure

principal/principle

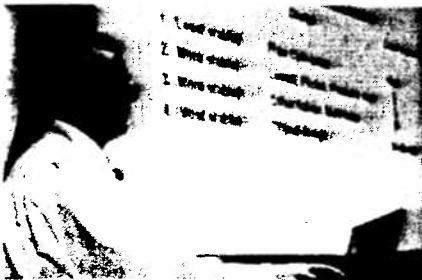
•complement/compliment

•counsel/council

•accept/except

•affect/effect

› course: a class,  
program, route or  
a rate of  
progression



› coarse: rude,  
rough, or ill-  
mannered





- 1) With a partner, pick a set of words. (Do not use course/coarse).
- 2) Come up with simple definitions of the words.  
(If you don't know what your words mean or need clarification, feel free to come up to the front and search the definition on the computer.)
- 3) Use each word in a sentence.  
(This means you should have two separate sentences)
- 4) If you have extra time, you may draw a picture along with your words, definitions, and sentences.
- 5) Get ready! You may be preparing this with the class. :)


• formally: officially  
or in terms of  
structure




• formerly:  
previously, earlier,  
or before




stationary: stopped, motionless, unchanging




stationery: paper and writing materials



assure: convince, persuade, guarantee



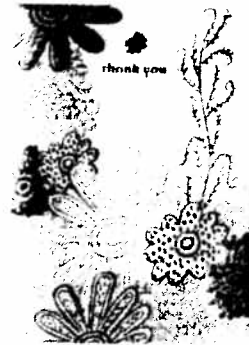
ensure: make sure, make certain, check, or verify.



• principal: person with highest authority in school



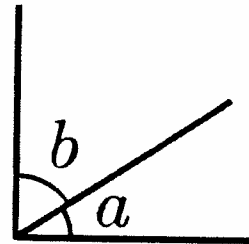
• principle: a fundamental truth or belief



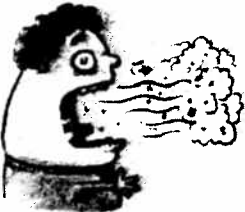
• compliment: flattering remark, praise, or congratulations.




• complement: a thing that completes or brings to perfection




**› counsel: to give advice or guidance**




**› council: local authority or advisory body**




**• accept: consent to receive or agree to undertake**



**• except: not including, or other than.**




**• affect: make a difference to or move emotionally**



What does Spam  
do to your life?

**• effect: a change that is a result of an action**



1) Fill all of the boxes with a word.

2) Six of the words you put in boxes twice.

3) If you think the sentence I read includes a word in the box, cross it off!


Name Mrs. Stoddard

<b>B</b>	<b>I</b>	<b>N</b>	<b>C</b>	<b>O</b>
☆				

council

formally

except



**WORDS YOU SHOULD HAVE MARKED:**

1. formerly	6. compliment
2. course	7. affect
3. principal	8. ensure
4. assure	9. council
5. except	10. stationary

---Score your bingo card out of 10 points.---

