EDU 360 Lesson Plan-Primary Level

MWSU Student Name: Travis	Date:10.22.12	Lesson: #6
Student (first name only) ~~Levi~~	School: Parkway	Coop. Teacher ~~redacted~~

(circle) Strongest? **M** S   Needs?   S **V** (goal is integration, keeping M the strongest)

The prompt I will use? Does that sound the way you talk? Does that look right or letter match?

Strategy codes: X√=cross checking cues (MV)   **R→SC**=reread to self correct   **R→C**=reread to confirm

Lesson Focus/es: What strategy in the self-extending system are you prompting for?

VS (B-M-E) =visual search the (beginning/middle/end)   **~** =fluency   Self-monitors

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1)Fluency Writing (1-2 minutes): (2-3 high frequency words) Objective: fluency
     1. Forget   2.Scared   3. Home

2)Familiar Reading (2-3 minutes): Practice for fluency and strategy usage. Warm-up before Running Record
     Fire! Fire! Lizard loses his tail.

3)Running Record (2-5 minutes) Tiger Runs Away   **4)Comprehension Check:** Well

5)Word Work (1-2) (choose a word from JW or RR book to extend his knowledge using one of the options)

- Making and breaking (high frequency word)
- Taking words apart (showing chunks)

_Oil__

Write the word part or rule & the examples you'll teach in the box above. (eg. **ay** pl**ay** d**ay** m**ay** s**ay** st**ay**)

Notes: Boil, Spoil, Coil, Broil

6) Journal Writing (3-5): write actual student sentence/s.)
Tiger did Not like his noow home he rane a way!

Notes: What occurred on the practice page? (great for practicing fluency & showing word parts)
I heard Levi sound NEW out as NOOOOW. That's what caused the inaccuracy and RAN was in part to the incorrect sounds when decoding the word when writing.

7)Cut-up sentence (1): (this is the same sentence the student just wrote in journal)
Notes: Tiger did not like his new home he ran away!

NEW BOOK - This will be the running record book next lesson.

8) New book intro & book walk (1-2): (Construct M for reading. Anticipate difficulties prior to reading)
Father Bear's Surprise

9) Prepare to read (1-2): Build meaning & connections by book summary & interactive talk.
Locate (word that might be tricky): Mushrooms Predict: Mush-rooms

10) First reading (2-5)
Direct the child to the page and explicitly show the child what strategy he used that good readers use.
Praise: On page 4, you said, "Black-Berry Blackberry. You knew both of those words separate by you monitored your own reading that's what good readers do."

Teaching Point: Say- On page 6, you said, ""Shut the doog! Said Mama Bear."
Prompt: Does that look right? Or sound like the letters in MOTHER?
Now demonstrate or direct the child to use a strategy that will help him problem solve: Run your finger under that word and get your mouth ready for the ER ending.

Additional notes:

RUNNING RECORD   Book TITLE: _Tiger Runs Away_____   LEVEL: __11____

_____	Easy 95-100%
X	**Instr. 90-94%**
_____	Hard 50-89%

SCORES: Running Words __118__   ERROR   ACCURACY   SC
     Errors   7   RATE 1: 14   RATE 93 %   RATE 1: 2

* Alt Score 1:25 96% 1:2

Page	Text			Totals E / SC		E MSV	S MSV
1	"This is your new home, Tiger." said Rebecca to her cat. "You will like it here.			I / I		SV / SV	
	But Tiger did not like the new house						
2	It did not look like his old house, and it did not smell like his old house. He jumped away from			I			MV
	Rebecca, and ran out the door. "Tiger come back! Said Rebecca			I / I			MSV / MV
3	"Mom! Tiger has got out. He has ran away! Said Rebecca "Mom, come and help me find him!"			I / I		SV / SV / MV	MS
4	They looked in the garden, and they looked up and down the road. But Tiger had gone.			I / I		MV	MV
5	They looked for Tiger again all the next day, but they did not find him. A week went by.			I		MS	
	"Tiger is lost said Rebecca and she cried.			I		MSV	
				4 / 9 S			

Levi
* Two vowels go walking the 1st one does the talking

Tiger didn't like his new home house
& he ran away.

Remember the goal of integration - with M as the strongest. If errors are all V, you need to prompt M, if errors are all M, you need to prompt V.

Explicit Strategy Praise: circle related cue M (S) V "On page _4_, you said," _Down the Road Said_ "me [Road]___ "Then explain strategy used:
" _You knew 1st vowels talk when 2 walk._ " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M S (V) "On this page _3_, you said," _Mom come and help me find him._ "

Then Prompt:" _Does that look right._ "

Then Teach (explain how you modeled): _Go back — R→SC that word._

(Circle) Cue emphasized: M (S) V   **Strategy taught:**   R→SC   R→C   Cross-check x√   (VS)   Fluency ~ (Monitoring)

Strategy intervention planned for next lesson: _Monitor & (US)_

Analysis of the Running Record
(Include with your first 4 Running Records)
Choosing **one praise** and **one teaching point**

CUE SYSTEMS
- What is/are the **strongest cue** system/s used? Goal is integration of MSV.
    - SV for errors and SC is MVS

- Consider his usage of the cue systems and which systems are most important (MS). Think about **strategies** th
  promote the (M) and (S) cue systems. What strategies does the student use based upon the self-extending
  system?
    - R→SC
    - R→C
    - VS
    - Monitors
    - Discover
    - Solve

STRATEGIES
What does the student do at the point of **difficulty**?
Never has a TA, decodes of insert a Visual/Structure ERROR_

Is this a reading **strategy** that will help him every time he reads? No
(If it is, this would be a good **praise**.)
(If he doesn't, this would be a good **teaching point…..OR** can you show him another strategy that will also help him e'
time he reads? If so, what is it?
     He R→SC when confirms in accuracy, if doesn't locate incorrect word for an error simply moves on. A strategy
monitoring his own reading to decrease errors.
What does the student do at the point of **error**? R→SC
Does he use a **strategy**? ___YES__
(If he does, this would be a good **praise**.)
(If he doesn't, this would be a good **teaching point…..OR** can you show him another strategy that will also help him e'
time he reads? If so, what is it?
     Good readers monitor their reading and if they know they have had an error they R→SC

LASTLY – ADDRESS THE **VISUAL** CUE SYSTEM
Save (V) for last. If the student is using all the reading strategies for (M) and (S), move him to the last strategy for the
cue system which is to visually search (chunking) through the word. You want to be sure the student understands that
reading is for meaning and it sounds the way we talk (S). Finally, the visually cues match with the (M) and (S).

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blake 2002

Name: Travis Greenwood

EDU 360 Individualizing Assessment & Reading
LESSON REFLECTION FOR RTI LESSON - Download this page & type

In a narrative style discuss Student Learning responding to each bullet:

- **READING - components of the lesson:** Familiar Reading; Running Record; 1st reading New Book
  - Tiger, Tiger he ready with fluency and immediately when I pulled the book out he told me the entire story. He has a really good memory for books. Every book that I have had a running record over has been comprehended. Sometimes Levi will no cross check his cues or visually search the pictures for the print and that's when errors are happening, when he is monitoring his reader we only have minor self-corrections and more fluency.

- What are you noticing about your reader's ability to read? Is meaning the strongest cue system? Your goal is integration of the cue systems. Is that happening?
  - Levi ability to read is becoming more of an enjoyment for him particularly, his voice is starting to come out and fluency is building. I wouldn't say that he is cognitively able to "read ahead" but Levi not monitoring his reading is an understatement. Not saying its his strongest cue but on we are improving on each lesson. Meaning is a strong cue along with visual; Levi balances his metaphor of riding a bike. Where all the cueing systems are integrated in a balanced manner.

- What **strategies** is your READER using?
  - Monitoring, R→SC, R→C, Discover, Solve, Visually searching.

- What strategy/ies did you teach in reading? What about fluency in reading?
  - I taught monitoring, and Cross-Checking. Fluency is building with Levi's confidence and ability to read and write.

- How did your student respond to the teaching?
  - Levi is excited on the days I come and focuses into a deep practice with me. My opinion is that Levi will be a non-struggling reader by the end of my lessons with him. He pay attention and cues in for strategy's.

- **WRITING - components of the lesson:** Fluency Writing; Journal Writing; Practice Page
  - Our fluency writing was effective and he was able to write all of the words for me with speed and efficiency. Journal writing his sentence was "Tiger did Not like his noow home he rane a way." I believe that his sounds did not match the words when he was writing and this cause an spelling error. I'm not huge on correcting his writing, but for the perfect page I have to. I believe heavily in the notion of invented spelling. I think he mistakes ran with rain and that's how he sounded ran out. On the practice page we did Elkonic boxes

- What are you noticing about your writer's ability to write?
  - Levi is still sounding out words that he knows, but words that we work on his is building fluency. I believe is will to want to be a better writer is allowing is gap to close at a high rate. I prompt him for words to verbally recall to me before he write them, and it occasionally takes a few times to spell it correct but most of the time it's a chucking word that causes the inaccuracy.

- What strategies is your WRITER using?
  - Levi developed a new self-monitoring strategy during our last writing session where for the first time he self-corrected his own writing. His memory is accurate with the sentences he will tell me that he wanted to write. He wants to write really long sentences most times, I need to start letting him and just prompt him where I think its necessary.

- What happened in the letter work portion of the lesson?
  - We had the chunk OIL. Levi at first didn't know the sounds the three letters made in combination, but prompting him that cars need it. He said OIL! Then said soil like in the garden. I shouted that's exactly right! He knew from previous times what our objective ways he even said spoiled like my little brother. His cognitive ability is soaring.

- Is your writer UNDERSTANDING HOW WORDS WORK?
  - Levi is gaining a deeper understanding that his ability to read at a high level should transfer to his ability to write at the same level. It's a work in progress but nonetheless were improving.

- What happened on the practice page regarding phonics, etc.
  - We worked New and Ran in the Elkonic boxes. He also wrote his word work word on the practice page and only had one error. His prior knowledge for his brother being spoiled and our practice with the ED ending helped his tremendously.

- What strategy/ies did you teach in writing? What about fluency in writing?
  - I taught VS searching his words and memorizing those sound boxes visually. Fluency is building but still needs a lot of attention.

- How did your student respond to the teaching?
  - Levi enjoys writing and has a understanding of the correlation reading and writing should have. He likes to write, and this will propel Levi for weeks to come.

UNDERSTANDING OF HOW WORDS WORK - how words break apart and go together - components of the lesson: Fluency Writing; Letter Work with magnetic letters or letter cards using onsets & rimes; Journal Writing - clapping syllables, hearing and writing word parts = Story Page and Practice Page

- What did the student show in understanding how words work?: (graphophonics - letter/sound relationships, phonics, breaking words into parts, sentence structure)
  - During words work, Levi understands that Rhymes can make a ton of words. He was able to clap the syllables and I'm saving the clapping sounds portion for next lesson. I don't want to present two similar ideas to confuse Levi. He hears word parts and chunks very well. *good*

THE RELATIONSHIP BETWEEN READING AND WRITING
- Is your reader/writer understanding the relationship between reading and writing? (eg. help child know that if he can write a word he can also read it in a book)
  - I've prompt Levi that he is a good reader and he will become a good writer because he works hard, and I'm here to help him. I am trying to locate his background knowledge with writing and reading to propel him to continuously monitor his writing.

- Are you helping him/her understand how the communication arts (reading/writing/listening/speaking) are linked together?
  - Yes, we are incorporating all aspects of the content into our lesson as best as possible.

- Have you taught anything that links the two explicitly so that the child is understanding the two processes are related?

- I prompt Levi that our sound boxes, and word works, should give him a mental picture of his writing skills.

In a narrative style discuss Your Teaching:
- How are you doing with planning the lesson?
  - Lesson planning has become a routine
- Is the lesson going smoothly? (timing, running records, choosing your praise and teaching point)
  - Levi works very efficient and hard for me, so we have no issues.
- How are you feeling as a teacher?
  - My confidence and comfort ability is improving week by week.

Based on this lesson - WHAT STRATEGY I PLAN TO FOCUS ON & TEACH IN THE NEXT LESSON –
- Strategy in reading :Fluency and Cross Check
- Strategy in writing: Monitoring
- What I will teach in letter/word work: ACE