

EDU 360 Lesson Plan-Primary Level

MWSU Student Name: Travis	Date:10-10-12	Lesson #:3
Student: Levi	School: Parkway	Coop. Teacher: L.Williams
(circle) Strongest? V Needs? S V The prompt(s) I will use? Does that make sense? Does that look right or letter match? Strategy codes: X√=cross checking cues (MV) Self-Monitors VS (B-M-E) =visual search the (beginning/middle/end) Lesson Focus/es: What strategy in the self-extending system are you prompting for? Levi needs to incorporate the self-extending strategy of VS and Monitoring his own reading. He does R→SC & R→Confirm, if mistakes are noticed while reading.		
1)Fluency Writing (1-2 minutes): (2-3 high frequency words) Objective: fluency 1. Down 2. Ball 3. Green		
2)Familiar Reading (2-3 minutes): JOLLY RODGER THE PIRATE Notes: I want to prompt him to Monitor his self while reading. This book has conversation in it between two characters. I'm going to ask him to point to which character is talking. This will incorporate VS and Monitoring.		
3)Running Record (2-5 minutes) Luck Goes to Dog School 4)Comprehension Check: (circle) Well		
5)Word Work (1-2) (choose a word from JW or RR book to extend his knowledge using one of the options) <ul style="list-style-type: none"> Making and breaking (high frequency word) Taking words apart (showing chunks) Write the word part or rule & the examples you'll teach in the box above. (eg. <u>av</u> <u>play</u> <u>day</u> <u>may</u> <u>say</u> <u>stay</u>) Notes:At first we would write "R" for the "ER" sound. In his journal we worked on after, sooner. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> ER & EN <i>(Choose only one)</i> </div>		
6) Journal Writing (3-5): write actual student sentence/s.) AFTER DOG SCHOOL LUCKY SIT IN GREEN GRASS. & LUCKY SAT IN GREEN GRASS AFTER DOG SCHOOL. Notes: What occurred on the practice page? We wrote the word "after" and "green" several times. I started a sentence and Levi finished it. We talked about the RR book and he thought of a good sentence and that's what we practiced, then he wrote it on the final page.		
7)Cut-up sentence (1): (this is the same sentence the student just wrote in journal) Notes: Levi was able to put the sentence together with whole word and the endings ER and EN on the words green and after.		
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) FIRE! FIRE!		
9) Prepare to read(1-2): Build meaning & connections by book summary & interactive talk. Locate: ENGINE Predict: GIN NOTE: After the book walk Levi wanted to write the word Engine in his journal.		
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 1 page, you said, "Fire! Fire! Shout all the brown" Then you went back and R→SC and said shouted all the browns. Good readers R→ SC Teaching Point: <u>Say</u> - On 8 page, you said, "It land and all the Browns got out." Prompt: Does that make sense? Or does it sound like we talk? Now demonstrate or direct the child to use a strategy that will help him problem solve: What are the last two letters on that word LAND? Do you know what ED sound makes? Take a picture with your finger and say the word.		
Additional notes:		

RUNNING RECORD Book TITLE: Lucky Goes to Dog School

LEVEL: 7

SCORES: Running Words 126 ERROR RATE 1: 15 ACCURACY RATE 96 % SC RATE 1: 6 Easy 95-100% Instr. 90-94% Hard 50-89%

Page	Text	Totals		
		E	SC	S MSV
1	Dad and Rachel and Lucky ^{wanted} went to the store. "A car is coming," said Rachel "Woof!" said Lucky		1	SV
2	"Come here, Lucky," shouted Dad. "Come here, Lucky," shouted Rachel ^{said} "Naughty dog!" said Dad. "Come here!"		1	MV
3	"Look at this, Rachel," said Dad. "Look - a dog school!" Dad and Rachel and Lucky went in ^{walked} "Woof! Woof!" said Lucky		1	MV
4	"Sit," said the teacher. "Sit, Lucky," said Dad. "No, Lucky. Sit!"			
5	The teacher came to help. "Sit like this," he said to Lucky. "Sit. Sit!" "Woof! said Lucky.			
6	"Sit, Lucky," said Dad. "Sit. Sit, you ^{nasty} naughty dog! Stay with me and sit down!"		1	SV
7	Dad and Rachel and Lucky ^{wanted to go} went home. "Sit, Lucky," said Rachel "Sit. Sit! Good dog! Dad! ^{looked} Look at Lucky!"		1	MV
8	"Good dog!" said Dad. "Woof, woof!" said Lucky		1	MSV

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 1, you said, "Lucky wanted to the store"

"Then explain strategy used:

"You went back and said lucky went to the store." That's what good readers do!"

Explicit Strategy Teaching Point circle related cue **M S V** "On this page 6, you said, "Sit, Sit you"

nasty dog."

Then Prompt: "Does that look right?"

Then Teach (explain how you modeled): Run your finger under Naughty again + get your mouth ready for the middle letters.

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

Strategy intervention planned for next lesson: US + R→C

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.
Visual, and Structural
-

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

STRATEGIES

What does the student do at the point of **difficulty**?

Sounds the word out and tries a word similar to it if unable to decode.

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 every time he reads? If so, what is it?

Cross-Check with the pictures and Visually Search.

What does the student do at the point of **error**? __R→SC/ OMIT_____

Does he use a **strategy**? __R→SC__

(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 every time he reads? If so, what is it?

Does it sound like we talk? Does it make sense?

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).

Name: TRAVIS GREENWOOD

Reflection: LP#3

EDU 360 Individualizing Assessment & Reading LESSON REFLECTION FOR RTI LESSON

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

- **READING - components of the lesson:** Familiar Reading; Running Record; 1st reading New Book
 - Levi remembers the stories of our familiar reading. He doesn't well with prediction. He uses the picture to dictate his predictions. His error ratio is often low because he will have a self-correction rate of 1:4, which is really good. He does comprehend the book well; I believe I am right with in his zone of proximal development. When I gave him a book that was too difficult in the observational survey he said, "Man that was rough." He error rate might be low, which in turn is good. We are working on comprehension.
- 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's ability to read is progressively getting better; I believe he does really well with one-on-one time. There has been a book he couldn't re-tell me. Another strategy I use during the new book walk (RR for next LP) I give him about 3-4 choices to choose from. These approaches to me, give meaning an interest to read the books to me. During the book walk meaning is the absolute strongest cue, because his predictions are often very accurate. During the reading I am noticing his eye refereeing to the picture, so he starting to VS.
- What **strategies** is your READER using?
 - Levi, is picking up the strategy of VS. He does really well with $R \rightarrow SC$ and $R \rightarrow C$. I am reinforcing the notion of monitoring self-reading skills. The structure of words accounts for his inaccuracy forcing him to $R \rightarrow SC$ which is a M and V strategy. For the next lesson, I need to focus of a few aspects of making and breaking words so he can Solve, and Discover new things for himself. Like he did with the AY suffix, Levi noticed he could make many more words. *good*
- What strategy/ies did you teach in reading? What about fluency in reading?
 - Levi does well with fluency. It's still choppy and lacks voice, but he does have decent comprehension. I did notice with his journal writing one sentence did have an exclamation point, and I asked why you didn't use a period. He said, "Because I had fun." I can refer back to that moment when there is voice in the books. Which actually works great with the Book Walk, and New RR book? It says FIRE! I will ask him are they yelling, scared, or worried? To see if this will create a voice during his reading. I will be teaching Monitoring and Discover for this next lesson.
- How did your student respond to the teaching?
 - Levi enjoys the experience. I will ask him if this is fun, or does it help. He will smile and shake his head yes. His response is positive and engaging. Sometimes he gets distracted with the movement around him, because it is often crowded. He told me a story that his mom said he will be at a level E reading soon. I told him that he will be there before we know it! (Were there already) He never has an issue with working for me. Overall personally I believe his response is highly productive.

- **WRITING - components of the lesson:** Fluency Writing; Journal Writing; Practice Page
 - The words I have chosen thus far have been pretty easy for him to re-write for me. I really am trying to get new words out of his journal writing, so I try to reinforce “how cool” the vocabulary chart is and we are trying to get as many words as possible. On our last session I will give him homework word that I want him to be able to spell that next week. He has done OK. Journal writing doesn’t bother him; he will ask when he’ll write in it. I prompt him with some ideas after we read the RR book. He will create a good sentence and I will have him repeat it back to me. The practice page always gets its attention and then some. We work very hard on this page. Re-writing words of phrases before we use it on his journal page.

- What are you noticing about your writer’s ability to write?
 - He does great with punctuation. One thing I noticed this past lesson is his ability to use present and past tense words. In his journal he said, “Lucky sit in green grass.” After he read it aloud he told me it should have been “sat.” I had him re-write it using the past tense verb. I thought this was really awesome, because it was my first time noticing it. During his writing he has to sound a lot of the words out this make it hard to build fluency in writing for Levi. We are working on it during his fluency writing. I prompt him during this section of the lesson I’m not worried about “neatness” but how fast he can write the word for me. Then in our journal we do the same thing, after I feel that he has the word memorized fluently, and then I have him write for “neatness.” *ok*

- What strategies is your WRITER using?
 - Levi sounds a lot of words out while he is writing; reading comprehension and the exposure to the words in our books should help with this struggle. He knows a strategy called “Chunk-Monkey.” I need to figure out ways he can memorize the words and their spelling much easier than struggling decoding. During his writing if he makes a mistake he will say, “Oh! Hats ER sound the letters are E-and-R.

- What happened in the letter work portion of the lesson?
 - We used ER and EN. I have him sound out the two letters for me separately and then in conjunction. Levi does really well with making and breaking up sentences. I always start out with the whole words, and then slowly break them into letters and chunks. By the end of our couple minutes he has just letters and the suffix or chunk we were working on for this section. *good*

- Is your writer UNDERSTANDING HOW WORDS WORK?
 - Each week I think we are making strides. He will tell me that he sees more words that he can make with the suffix we are working with. This also will lead to the fluency writing of our section during the lesson. He is fascinated with adding new words to his vocabulary chart, but I tell him they have to be used in our make and break section and journal writing first, before they can be added to his chart. *good*

- What happened on the practice page regarding phonics, etc.
 - Our word work for the day was ER, deer, bear, and after. He used the word after in a sentence in regards to the running record book. Lucky goes to dog school. He wanted to say, “After dog school lucky sat in green grass.” I was really impressed. He was using the part of ER and a past tense verb.

- What strategy/ies did you teach in writing? What about fluency in writing?
 - The strategy I taught in the writing journal was to make and break words apart using their parts. I tried fluent writing on the practice page with the word green and after. I wasn’t sure he knew these words fluently, and often he would write (AFTR) I prompt him what sound did we work on in our sounds boxes that makes the ERRR sound (ER).

- How did your student respond to the teaching?
 - Very engaged, he is interested in learner new words and ways to remember the words. He pays close attention to my instruction. Its positive feedback, he never slacks off when working with me. I told him day one I will work as hard as I can every day I 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)
 - He does very well with word work and breaking up words. We start with whole word then progressively move to chunks and even sometimes we move to individual letters to create a short sentence leaving off the period and parts of the chunks. I am going to start the clapping syllabus and sounds. I found this approach during class on 10/10/12 and I really think this could expand word work knowledge for Levi.

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)
 - He slowly is getting the concept if he can read it he can write it. We are progressing actively as a team to work on this module. He likes the word work and writing the words so it's a positive reinforcement for him. I believe we won't have any trouble linking these two aspects jointly. I need to be very aware of linking the journal writing to word work, and cut up sentences.
- Are you helping him/her understand how the communication arts (reading/writing/listening/speaking) are linked together?
 - We haven't touch base extensively about this concept. My observation with Levi is pretty decent. He does very well with the notion "this is how we talk, and does that sounds right? Linking reading and writing together will become a greater impact on our lessons for weeks to come.
- Have you taught anything that links the two explicitly so that the child understands the two processes are related?
 - I have a few times, and I need to be sure to link authentic work together to ensure meaningful passages. But yes, we work with the cut up sentence and the journal sentences as a joint idea. Its meaningful because he wrote and create the sentence on his own, and it shows ownership.

In a narrative style discuss Your Teaching:

- How are you doing with planning the lesson?
 - My lesson planning is going well, I am staying on pace for the allowed time limit trying not to spend too much time on certain sections. The flow of my lesson is improving with each lesson. It's like a trial and error process but each lesson gets a little more perfection.
- Is the lesson going smoothly? (timing, running records, choosing your praise and teaching point)
 - Yes, my praises have increasingly become better and my teacher points have become more meaningful with each lesson.
- How are you feeling as a teacher?
 - I use my voice to bring the lesson alive. I try to stage the lesson if that makes sense? I feel that when I use an exciting and enthusiastic voice this makes sure he is engaged, and focused more. It's almost like a performance.

Based on this lesson - WHAT STRATEGY I PLAN TO FOCUS ON & TEACH IN THE NEXT LESSON –

- Strategy in reading:
 - Structure needs to become and integrated part in the lesson. He is starting to VS for meaning.
- Strategy in writing:
 - Fluency, and word work with clapping sounds and syllabus.
- What I will teach in letter/word work:
 - The suffix/chunk ET