

EDU 360 Lesson Plan-Primary Level

MWSU Student Name: Travis	Date:10.15.12	Lesson #:4
Student (first name only) Travis	School: Parkway	Coop. T Travis
<p>(circle) Strongest? M V Needs? S (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: 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? Self-monitors, X√=cross checking cues (MV), VS (B-M-E) =visual search the (beginning/middle/end), ~ =fluency</p>		
<p>1)Fluency Writing (1-2 minutes): (2-3 high frequency words) Objective: fluency 1. CAT 2. THAT 3. BAT</p>		
<p>2) Familiar Reading (2-3 minutes): Practice for fluency and strategy usage. Warm-up before Running Record. Lizard lost his tail. Notes: Remembers the plot and characters of the story, "KINGFISHER" was a word I thought he forgot but he did not.</p>		
<p>3) Running Record: Fire! Fire! Comprehension Check: Well</p>		
<p>5)Word Work (1-2) (choose a word from JW or RR book to extend his knowledge using one of the options)</p> <ul style="list-style-type: none"> Making and breaking (high frequency word) Taking words apart (showing chunks) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> __AT__ </div> <p>Write the word part or rule & the examples you'll teach in the box above. (eg. ay play day may say stay) Notes: When I placed the letters out he said I can make a lot of words with AT. Knows Rhymes. Goes through entire alphabet searching for letters that will fit the Rhyme to make a word.</p>		
<p>6) Journal Writing (3-5): write actual student sentence/s.) Kit went under the Home she was scared! Notes: What occurred on the practice page? (great for practicing fluency & showing word parts) When he wrote "Scared" the first time on the practice page he wrote "Skard" I prompt him first for the "ED" sound. Then the "SC" sounds.</p>		
<p>7)Cut-up sentence (1): (this is the same sentence the student just wrote in journal) Notes: He was able to put the entire sentence together when it was broken into words. Then I took of the ER and ED endings. He put ER and ED on under then when he got to the end word scared he noticed he didn't have his ending and went back to Under and took the "ED" ending.</p>		
<p>NEW BOOK - This will be the running record book next lesson.</p>		
<p>8)New book intro & book walk (1-2): (Construct M for reading. Anticipate difficulties prior to reading) HONEY FOR BABY BEAR</p>		
<p>9)Prepare to read(1-2): Build meaning & connections by book summary & interactive talk. Locate (word that might be tricky): __Climbing__ Predict: climb -(ing)____ What letter would you expect to see at the-beg/mid/end eg. p ar k?</p>		
<p>Teaching Point: Say- On page 4, you said, "__Here am I? I'm lost!" Prompt: Does that word start with an "H"? Did that make sense using a question mark on here? Now demonstrate or direct the child to use a strategy that will help him problem solve: Go back and take a picture with your finger and run your finger under that word. Get your mouth ready for that first letter.</p>		
<p>Additional notes:</p>		

Running Record:

Lesson # 4

RUNNING RECORD	Book TITLE: FIRE! FIRE!	LEVEL: 8	<u>X</u> Easy 95-100%
SCORES: Running Words <u>128</u>	ERROR RATE 1: <u>25</u>	ACCURACY RATE <u>96%</u>	SC RATE 1: <u>2</u> Instr. 90-94%
Errors <u>5</u>			Hard 50-89%

Page	Totals			
	E	SC	MSV	MSV

1	Fire! Fire! Fire! Fire! Help! Fire! Fire! Help! Fire! Fire! Fire! Fire! shouted all the Browns.				
2	I'm coming! I'm coming down to help you.				
3	Get in! Get in! Come inside the helicopter. Come with me!				
4	The Browns got into the helicopter.	1		VS	
5	Kit got out and ran away. Oh no! Come back Kit! Up we go. Meow	1		MS	
	Up went the helicopter.				
6	It landed, and all the Browns got out. I'm going back to the fire. And back to Kit. Thank you.	1		SU	
				MS	
				SU	
7	The helicopter went back to the fire and with a big bucket of water. Down went the water.	1		MS	

8 The helicopter came back again and again and again.
 9 The fire went out
 Hello, Mr. Brown. The fire is out. Your home is safe. I'm coming to get you all.

Explicit Strategy Praise: M "On page 9, you said, "The fire went away. Then you went back and read it again and said, "The fire went out".

Then explain strategy used: "You knew that out and away didn't look the same didn't you? You went back and re-read that word because it didn't look right. "That's what good readers do!"

Explicit Strategy Teaching Point : V "On this page 5, you said," Oh no! Come back Kit! Up we go. Mellow."

Prompt: "Did that make sense? Look at the picture. What do cats say? (Meow)

Then Teach: Go back and look at the pictures. What did the cat say? Does Mellow make sense?

(Circle) Cue emphasized: M V Strategy taught: Cross-check x√ VS Monitoring

Strategy intervention planned for next lesson: Levi needs to pertain to the pictures and monitor own reading at the point of error.

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.
Meaning and visual
-

- 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?
 - R→SC
 - R→C
 - Cross-check
 - Monitors

STRATEGIES

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

_____ R→C until feels word is accurate. _____

Is this a reading **strategy** that will help him every time he reads? It's a good strategy but isn't necessary every time _____

(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?

Good readers, try to decode the unknown and use cues we have talked about.

What does the student do at the point of **error**? _Never looks for TA, if student believes word is correct student will keep reading. If feels word is incorrect R→C

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?

I saw that you looked at the picture and noticed that word didn't make sense, then you went back and corrected yourself, that's what good readers do.


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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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
 - Familiar reading- Levi is building minor fluency and his comprehension is really taking off in the right direction. This book was a frustration level book during our second meeting together and now it's a familiar read. We have read Lizard loses his tail proximately 4 times. He has maybe one error and a couple self-corrections.
 - Running Record- He had 128/5 words over error. And a self-correction ratio of 1:3. He is becoming more of a MVS reader. There is little effort on decoding and more effort on comprehending the text now. 
 - New Book- Besides journal writing this would happen to be his favorite part of the lesson because we both are actively enjoying the book rather than me assessing him during the running record. We scroll through the pages with our book walk talking about the pictures and future predictions.

- 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?
 - I'm noticing the he is integrating more cues into his reading each lesson. Were slowly using the metaphor of riding a bike. Where all cues are used and were not leaning on one cue more than another to make us crash. I would say meaning is the strongest but not by far. My only reason for it being the strongest cue is because he is always able to re-tell the story in detail, and never just the ending. I would say the goal is being reached through-out each lesson. I've been pushing the strategy of monitoring and fluency during our lessons. During the familiar read I read the book with fluency and voice and told him to mimic me. He did well but we had visual errors, but he did sound good. 

- What **strategies** is your READER using?
 - Levi is using: R→SC, R→C, Cross-Check, Discover, Solve

- What strategy/ies did you teach in reading? What about fluency in reading?
 - I taught Visual Searching and more Cross-Checking. I showed him how i would cross check with the picture. During the running record Levi said Mellow for Meow. When the lesson was over i showed him how I would hae double checked to make sure it made sense. He caught on and I think he is understanding what each strategy does. Levi does really well with R→C/SC and he always been an avid user of those two cues. 

- How did your student respond to the teaching?
 - Levi responding very well. From day one he has been very engaged with the lesson. His favorite is the writing journal and the word work. It surprises me because this is where we are working the most in his journal. I think he enjoys learning and creating new words in the journal and with word work chucks. I get there five minutes early so we can talk about our day, and get that out of the way to enable a good lesson without conversational distractions to prevent us from accomplishing that days goals.

- **WRITING - components of the lesson:** Fluency Writing; Journal Writing; Practice Page
 - Fluency writing- I haven't gave him difficult words. His writing vocabulary chart is not that extensive yet. The first few time writing the word his speed is not there, but after that he is writing them fluently. I prompt him that legibility is not what we are working on, but rather how fast you can write each word.
 - Journal writing- I need to spend more time here. Not only is it his favorite part of the lesson but this is where he is struggling the most. He does generate sentences out of the running record book which is great. He does use words from the text. I do refer him back to the text to link the relationship that what you can read you can write. I need to dig deep into his ZOP and figure out a target point that will spark his memory to write what he can read. We work on Ekon sound boxes, and I'm going to start clapping the sounds of words to see whether he knows this approach or not.
 - Practice Page- Its very sporadic, but we get a lot of work done. Sound boxes and I'll write a sentence and have Levi fill in the blank letters or words. We share the pen and he likes the idea of me trying to trick him during cut up sentences.

- What are you noticing about your writer's ability to write?
 - His ability is to write is becoming more fluent, but we still are lagging behind his reading level and I want to find a way to target his writing. During fluency writing his does really well but when writing a sentence he is sounding the words out.

- What strategies is your WRITER using?
 - He still uses chunky monkey and the chunks that we have worked on such as: AY, AT, ER, ED.

- What happened in the letter work portion of the lesson?
 - Our chunk was AT and the very first thing he said was, "Hey I can make a lot of words using this chunk!" I thought this was really cool that he knew what to expect. I'm assuming he has done this previous to our lesson. He enjoys solving and discovering new words. *ok*

- Is your writer UNDERSTANDING HOW WORDS WORK?
 - He does understand How Words Work, but sounding each word out while writing is becoming an issue. He does well with remember the word work from the days lesson. He might write the ER ending wrong as R then will look at it and re-write the ending to match the correct ER ending. Kind of like R→SC/C *ok*

- What happened on the practice page regarding phonics, etc.
- What strategy/ies did you teach in writing? What about fluency in writing?
 - I taught Levi that he can read very well so he is able to write very well. I gave him a mental image of taking a picture of the word and re-writing those words for memory. I do fluent writing every lesson and im trying to pick words within his ZOP and words I think he might use during the journal writing or words from the previous journal writing session.
- How did your student respond to the teaching?
 - Levi, enjoys writing and I think this will allow him to continue to excel at the current rate he is at. He wants to learn, and is learning. As a coach, he is coachable. This ,means if you teach him something he will use it towards his advantage.

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 understands the sentences structure in cut up sentence portion of the lesson. We start out as the sentence as a whole, then continue to break down into words, then ending chunks or beginning chunks, and even into letters. I would say he monitors a lot more during writing than reading. One advantage to him sounding out words when writing that he does well with letter sound recognition.

THE RELATIONSHIP BETWEEN READING AND WRITING

- Does your reader/writer understand 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)
 - Lesson by lesson he understands the link between his ability to read and write is the same. I have no doubt that the struggle in writing will become equal to his ability to read at a high level.
- Are you helping him/her understand how the communication arts (reading/writing/listening/speaking) are linked together?
 - Yes. I try to link the text to his writing and vice versa.
- Have you taught anything that links the two explicitly so that the child understands the two processes are related?
 - I am figuring out what links each component together. Ill refer him back to the book for letter and word recognition. Such as in one journal session he write "Lucky sit in green grass." I prompt him that Is lucking sitting right now or yesterday? If it was yesterday how would we write sit? Sat.

In a narrative style discuss Your Teaching:

- How are you doing with planning the lesson?
 - Planning the lesson is becoming easier and knowing what exactly he needs to work on is becoming easier as I get to know him week by week.
- Is the lesson going smoothly? (timing, running records, choosing your praise and teaching point)
 - Timing is never an issue I try to monitor our time often to make sure Levi and I are on time schedule.
- How are you feeling as a teacher?
 - I feel confident, I always try to be. I act as if I'm on stage when I'm doing our lesson. At times things might seem corny but I'm here to help him learn not worry about my image.

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

- Strategy in reading: Monitoring and Fluency
- Strategy in writing: Chunking and Fluency. Link Text relation.
- What I will teach in letter/word work: the ending ET