EDU 360 Lesson Plan-Primary Level

MWSU Student Name: Travis	Date: 10.17.12	Lesson #:5
Student (first name only): ~~████~~	School: Parkway	Coop. Teacher: ~~████~~

(circle) Strongest? **M** V   Needs? **M** **S** (goal is integration, keeping M the strongest)
The prompt I will use? Does that make sense? 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
          ~ =fluency   Self-monitors
Lesson Focus/es: What strategy in the self-extending system are you prompting for?
          ~ =fluency   Cross-Check   Monitoring

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1)Fluency Writing (1-2 minutes): (2-3 high frequency words) Objective: fluency
     1. Under   2.Down   3.Below

2)Familiar Reading (2-3 minutes): Practice for fluency and strategy usage. Warm-up before Running Record. Notes:
Fire! Fire! & Lizard Loses His Tail

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3)Running Record (2-5 minutes) Honey For Baby Bear   **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) | __ET___ |

Write the word part or rule & the examples you'll teach in t
 Notes:

6) Journal Writing (3-5): write actual student sentence/s.)
Baby bare got lost he was scared! Baby bear got lost!
Notes: What occurred on the practice page? (great for practicing fluency & showing word parts)
Misspelled bear, then re-wrote a sentence correcting his in accuracy.

7)Cut-up sentence (1): (this is the same sentence the student just wrote in journal)
Baby bear got lost he was scared!
Notes: Chucked ST and ED and he was able to put the sentence back together.

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)
Tiger Runs Away

9)Prepare to read(1-2): Build meaning & connections by book summary & interactive talk.
Locate: Jumped   Predict: ED

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 9, you said, "Mom! Here's Tiger!" I liked the way you used your voice there, you read with fluency and voice. That's what good reader's do.

Teaching Point: <u>Say</u>, On page 4, you said, "And it did not smell like his old home."
Prompt: I know that sounds right, but does it look right?

Now demonstrate or direct the child to use a strategy that will help him problem solve: Run your finger under that H word. Get your mouth reading for the ending sounds.

Additional notes:

RUNNING RECORD　Book TITLE:___Honey for baby bear_____　LEVEL:___9___

SCORES:	Running Words	131	ERROR	ACCURACY	SC	___X___ Easy 95-100%
	Errors	6	RATE 1: 20	RATE 95 %	RATE 1: 3	_____ **Instr. 90-94%**
						_____ Hard 50-89%

Page		Totals E	SC	E MSV	S MSV
1	"I like honey," Said baby Bear. Honey for me, honey for me, Honey for breakfast and honey For tea. "Who makes honey?" Said Bay Bear. "Bees make honey," said Mama Bear	\	1	∨	MSV
2	"Bees make honey," said Baby Bear, "and I like honey." He went to the big forest to look for bees. "I can see some bees," he said. "Where are they going?"	1 / 1	1	∨ / ∨∨	MV
3	The bees went into a tree. Baby Bear looked in the tree. "Honey!" he said. "Honey for me!"				
4	"The honey is all gone. I'm going home," said Baby Bear. "Oh help! Where am I? I'm Lost!"	1 / 1		SV / SV	
5	"I'm lost," said Baby Bear. I'm lost, but im good at climbing. I will climb this big tree To see where I am." Up he went "I can see the river," he said.		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 _5_, you said," _I'm lost, but im going at climbing_

_____ "Then explain strategy used:

" _You went back and said (good) you R→SC b.c._____ " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue (M) S V "On this page _2_, you said," _Where are going._

You knew that didn't make sense.
_____ "

Then Prompt:" _Does that make sense? good_____ "

Then Teach (explain how you modeled): _Run your finger under that_
sentence + read it again. ▽

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

Strategy intervention planned for next lesson: _Monitoring + x√_____

Baby bear got lost he was scared

Seperates all chunks in CS

good

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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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
  - During the familiar reading Fire! Fire! Levi read with voice and was decently fluent in his reading. At one point towards the end of the read Levi mentioned that more people should have talked on a particular page because that didn't make sense. Reading the page along with him I agreed that maybe the author should have given more characters on the page a voiced opinion. Levi is very aware of where he is at level reading, and he will often tell me that he's at a certain level. We are currently at level F and progressing to a level G next lesson. The picture/book walk happens to be prediction mayhem. Levi said once he dog ran away and came back, and this is mainly the plot in Tiger runs away. Prior knowledge had a major influence on his skills.
- 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. *good*
- 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? *(1)*
  - I taught monitoring, and Cross-Checking. Fluency is building with Levi's confidence.
- How did your student respond to the teaching?
  - Before the reading lesson Levi told me he is at a Levi E, and currently we are at a level F but he is very aware. I told him that "Monday" When I come he will be reading a level G book because he is getting better. He was super excited for this opportunity.

- **WRITING - components of the lesson:** Fluency Writing; Journal Writing; Practice Page
  - I choose words that were not on his vocabulary chart because I wanted to assess him on word that I believed he knew. "Under" was one of them he spelled it correctly every time and after the fourth time writing the word he did build fluency. After the lesson I did fluency writing with the same words. He had fluency. During journal writing he had an error of the "perfect" page but self-corrected his own sentence and re-wrote part of it. This tells me that he is R→C and monitoring his own writing. The practice page we did work on sound boxes with ER and ET endings.
- 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. *good*

- What happened in the letter work portion of the lesson?
  - The letter word portion was used with the chunk ET, I went online and found the ET family worksheets and a chart that had tons of 3,4,& 5 letter "ET" in B-M-E words.
- 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.
  - On the practice page he misspelled bare then we worked on them in sound boxes even though he SC on the perfect before we did sounds boxes, but it was more of reinforcement. Also we worked on ET and ST family sounds.
- 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. Fluecny is building but still needs a lot of attention. _great_
- 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.

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.
- 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: ATE