EDU 360 Lesson Plan-Primary Level

MWSU Student Name: Travis	Date:10.24.12	Lesson: #7
Student (first name only) ~~████~~	School: Parkway	Coop. Teacher ~~████████~~

(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

1)Fluency Writing (1-2 minutes): (2-3 high frequency words) Objective: fluency   1. AWAY   2.Scared   3. Spoiled
2)Familiar Reading (2-3 minutes): Practice for fluency and strategy usage. Warm-up before Running Record   Lucky goes to dog school
3)Running Record (2-5 minutes) Father Bears surprise   **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)
 	
   Write the word part or rule & the examples you'll teach in the box above. (eg. **a<u>y</u>** pl<u>ay</u> d<u>ay</u> m<u>ay</u> s<u>ay</u> st<u>ay</u>)
  Notes: Face, Lace, Race, Fireplace, Grace

Box above (within Word Work): _ACE__

6) Journal Writing (3-5): write actual student sentence/s.) Baby Bear and father Bear liked the New train! Notes: What occurred on the practice page? (great for practicing fluency & showing word parts) Father Bear wasn't capitalized like Baby Bear. And New was capitalized even though it's in the middle of the sentence. He VS his memory for the ending ED and AIN suffixes.
7) Cut-up sentence (1): Baby Bear and Father Bear liked the new train! Notes: I cut off the ending ED and AIN because that's where he struggled in the journal, I tried to prompt for VS and cross checking with his journal as a link.
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) **After the flood.**
9)Prepare to read(1-2): Build meaning & connections by book summary & interactive talk. Locate (word that might be tricky):Barked   Predict: b-ARK-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 1, you said, "Its snowed, said Father Bear." Then you went back and said NO. It's snowing. And told me you knew it didn't look right, that's what good readers do. They monitor their own reading and will R→SC
Teaching Point: <u>Say</u>- On page 5 , you said, "They stayed sleep for weeks!_____" **Prompt:** What's the first letter of that word? Does that sound right? Now demonstrate or direct the child to use a strategy that will help him problem solve: Get your mouth ready for the very first letter in Asleep
Additional notes:

RUNNING RECORD Book TITLE: Father Bear's Surprise LEVEL: 13

SCORES: Running Words _225_ ERROR RATE 1: _20_ ACCURACY RATE _95_% SC RATE 1: _3_

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

SCORES: Errors

Page		Totals E	SC	E MSV	S MSV
1	"It's snowing," said father Bear, "and it's very cold. I'm going to buy some more	1	1	SV	SV
2	food. We may be snowed in. "I'm going to find some more fire wood," said Baby Bear.		1		SV
	On his way home with the wood, Baby Bear met Father Bear coming back from the store.	1		MV SV	
	Father Bear had a long box under one arm. "Don't look!" said Father Bear. "It's a surprise."		1		MS
3	Father Bear hid the box under his bed.	1		MV	
4	"Look at all this food," said Mother bear. "Honey and blackberry jam; mushrooms	1	1	MS	MSV
	and apple and fish. We are ready for the winter."	1	1	MV	MV
5	More snow fell that night. It went on snowing for days. The three bears stayed asleep	1		MV	
	in bed. They stayed asleep for weeks!	1		MV	

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," _Honey and bl-a-ck-berry_ _____ "Then explain strategy used:

" _You went back and said blackberry as one word_ " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue (M) S V "On this page _4_, you said," _look at all this food said Mama bear_ "

Then Prompt:" _Does that sound or look right?_ "

Then Teach (explain how you modeled): _R→SC that sentence, it has the same ending as Father bear, what is that_

(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._

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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
  - I had my experience with an early out day today, so I was unable to do cut up sentence portion of the lesson plan, but I was able to finish the other portions. I'm using the same book Lucky goes to do school. This is the first book we read that was an instructional level book, and it has conversations. I am trying to prompt Levi to use voice and fluency when reading Lucky goes to Dog School. I tested him at a level G today and he did very fine. The ratio of self-corrections is eliminating his errors in part is a good thing, but also worries me a little, because sometimes I'm not quite sure if he is comprehending but I try to ask him very specific questions and he is able to answer those.

- 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?
  - Meaning is a back and forth cue Levi uses. More often than not he uses VS and not MVS but when asking questions about what we read he comprehends very well. I would have to say about 70% of the time all three cue systems are being used. I am able to find his back ground knowledge and activating it through stories, and my experiences to see if he is able to relate to them.

- 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?
  - Today I taught monitoring because of the high self-correction to error ratio. It's good to have 1:3 ratios, but again I want him to be able to read fluently and pay attention to the print. Fluency reading is happening more in familiar ready and less in the running record. I only move Levi up a level if he doesn't score instructional.

- How did your student respond to the teaching?
  - Levi is very aware of his reading level and enthusiastic about his ability to read "higher" level reading books. The RTI teacher passed him as level F but I passed him at a level G, so I'm excited to see whether or not he will pass the RTI teacher at Parkways test at a level G. I'm hoping so!

- **WRITING - components of the lesson:** Fluency Writing; Journal Writing; Practice Page

- 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 it's necessary. *ok*

- What happened in the letter work portion of the lesson?
  - The chuck was ACE today. He made a 9 letter word creating FIREPLACE. I think he saw it in the book, but still very awesome he was able to do so.

- 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.
  - The practice pages today reinforced the letter work portion I had him write fireplace, face, lace, race. He was able to verbally spell them as well as writing them.

- 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)

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)

- 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. *good*

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