

**EDU 360 Lesson Plan-Primary Level**

MWSU Student Name: Travis	Date:10.31.12	Lesson: #9
Student (first name only) [redacted]	School: Parkway	Coop. Teacher: [redacted]
<p>(circle) Strongest? <b>MV</b> Needs? <b>S</b> (goal is integration, keeping M the strongest)  <b>The prompt I will use?</b> Does that sound the way you talk? Does that look right or letter match?  <b>Strategy codes:</b> X√=cross checking cues (MV) R→SC=reread to self correct R→C=reread to confirm                  Self-monitors  <b>Lesson Focus/es:</b> What strategy in the self-extending system are you prompting for?  <b>VS (B-M-E)</b> =visual search the (beginning/middle/end) ~ =fluency</p>		
<p><b>1)Fluency Writing (1-2 minutes):</b> (2-3 high frequency words) Objective: fluency                  1.Boil 2. Prank 3. Grass</p>		
<p><b>2) Familiar Reading (2-3 minutes):</b> Practice for fluency and strategy usage. Warm-up before Running Record                  Blackberries</p>		
<p><b>3)Running Record (2-5 minutes) 4)Comprehension Check: Well</b></p>		
<p><b>5)Word Work (1-2)</b> (choose a word from JW or RR book to extend his knowledge using one of the options)</p> <ul style="list-style-type: none"> <li>Making and breaking (high frequency word)</li> <li>Taking words apart (showing chunks)</li> </ul> <p>Write the word part or rule &amp; the examples you'll teach in the box above. (eg. <u>ay</u> <u>play</u> <u>day</u> <u>may</u> <u>say</u> <u>stay</u>)                  Notes: Truck, Pluck, Stuck, Snuck</p>		
<p><b>6) Journal Writing (3-5):</b> write actual student sentence/s.)                  Joey his in the grass he was vary scard of the dogs.                  Notes: VERY and SCARED were misspelled</p>		
<p><b>7) Cut-up sentence (1):</b>                  Notes: he told me scared needed and ED after it.</p>		
<p align="center"><b>NEW BOOK - This will be the running record book next lesson.</b></p>		
<p><b>8) New book intro &amp; book walk (1-2):</b> (Construct M for reading. Anticipate difficulties prior to reading)                  Lemonade for Gilbert</p>		
<p><b>9) Prepare to read(1-2):</b> Build meaning &amp; connections by book summary &amp; interactive talk.                  Locate (word that might be tricky):Pitcher Predict: Pit-cher</p>		
<p><b>10) First reading (2-5)</b>                  Direct the child to the page and explicitly show the child what strategy he used that good readers use.                  Praise: On page7 , you said, the farm came out of the house, then you went back to R→ SC and said farmer.                  Teaching Point: <u>Say</u>- On page 3 , you said, Gilbert loves lemonade.                  Prompt: Does those letters match? Run your finger underneath of that sentence and read very carefully.</p>		
<p><b>Additional notes:</b></p>		

RUNNING RECORD Book TITLE: Joey LEVEL: 14  
 SCORES: Running Words 120 ERROR RATE 1: 25 ACCURACY RATE 96 % SC RATE 1: 3  
 Errors \_\_\_\_\_ Easy 95-100%  
 \_\_\_\_\_ Instr. 90-94%  
 \_\_\_\_\_ Hard 50-89%

Page	Text	Totals		E	S
		E	SC	MSV	MSV
1	Mother Kangaroo had a little gray baby called Joey. He lived in her pouch. He was warm and safe there, and he had milk to drink. Sometimes he put his head out and looked around.	1		m	
2	Weeks went by. Joey was getting big. Sometimes he came out of the pouch and had something to eat.	1		ms	mu
3	But then he jumped back inside the pouch, head first. He did not like being out for long.	1		su	su
4	One day Mother Kangaroo put her head up to smell the wind. Some dogs were coming! Off went all the kangaroos. They had to get away from the hungry dogs.	1			mu sv
5	But mother Kangaroo had joey in her pouch. He was big and heavy and he slowed her down.				

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. *out end looked around*

**Explicit Strategy Praise:** circle related cue **M S V** "On page 1, you said, "Sometimes he put his head"  
Good job on noticing that didn't make sense "Then explain strategy used:  
 "You knew it didn't sound right + R-SC" That's what good readers do!"

**Explicit Strategy Teaching Point** circle related cue **M S V** "On this page 2, you said, "Joey was getting bigger."  
 " \_\_\_\_\_"  
 Then Prompt: "Go back + look closely at that word."  
 Then Teach (explain how you modeled): Run your finger under it.

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

Strategy intervention planned for next lesson: X ✓

Name: \_\_\_\_\_ Travis Greenwood \_\_\_\_\_

## 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
  - During today's familiar reading session Levi and I shared pages, so I could demonstrate voice. There were times when he was reading fluently and when there were in-text conversations he would shout when it said "Mom shouted!" I was very pleased, because I think he is starting to reading maybe a few words ahead, rather than up to the point of the word. I believe in my opinion this will start to propel his fluency a lot better as well. The running record book was at a level H. I thought it might be a little higher than he needed to be but I wanted to see if I could challenge him but not frustrate him. He did really well with only one error being a pronoun and 3 self-corrections. *good*
- 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 Levi using more of an effort to read with voice, he always reads with meaning, and is able to tell me very precise details about the running record book. During the book he will point of things he notices about the book and his reading, but because it's an assessment I just say, "Uh-huh." Meaning is a balanced cues system with leaning more towards MV and not all MVS. Slowly but surely all the cueing systems have been interrogated. *good*
- What **strategies** is your READER using?
  - Monitoring, R→SC, R→C, Discover, Solve, Visually searching. Cross-Checking.
- What strategy/ies did you teach in reading? What about fluency in reading?
  - I taught fluency and a minor cross-checking
- How did your student respond to the teaching?
  - As always Levi is very interactive and engaged. His reading is becoming more of a willingness to read and not so much of me being there is only when he will read. Levi is starting to read more with voice and fluency which I'm very proud of.
- **WRITING - components of the lesson:** Fluency Writing; Journal Writing; Practice Page
  - Fluency writing is the very first thing we do and he is always ready when I pull out the dry erase board. It's kind of humorous to me when he is very fluent when writing a word he will speed up how quick he will "want" to write the word for me, almost just as I erase the word. It's like he "cant" wait to continue to write the word. Also, sometimes he will struggle and say the letters aloud of the word. Then slowly more towards fluently writing the words.
- What are you noticing about your writer's ability to write?
  - Levi ability to write is continuing to grow because of the effort he puts towards his writing. Levi's journal is starting to become more complex in the way he will structure the sentences for me and on the practice page my efforts have become more of a prompting role and not demonstrating even though we still "share" the pen.
- 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.

- What happened in the letter work portion of the lesson?
  - Letter work portion was the chunk ANK, I didn't pick out any letters for Levi to use. I prompt Levi as such: Where do you take money? What do army people drive in battle? What about this piece of paper with not writing. ETC.
- Is your writer UNDERSTANDING HOW WORDS WORK?
  - Levi has a great understanding of how words work, today in the journal section his sentence had no errors, so we practice our letter work portion on the practice page. Writing the vocabulary terms we worked with using ANK. These words are not fluent but he was trying to create multiple letter words using ANK.
- What happened on the practice page regarding phonics, etc.
  -
- What strategy/ies did you teach in writing? What about fluency in writing?
- How did your student respond to the teaching?

**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)
  - I try to link the book and the journal writing together as well as word work to writing being linked.
- Are you helping him/her understand how the communication arts (reading/writing/listening/speaking) are linked together?
  - Very much so.
- Have you taught anything that links the two explicitly so that the child is understanding the two processes are related?
  - Reading -to-writing.

*Good*

**In a narrative style discuss Your Teaching:**

- How are you doing with planning the lesson?
  - Lesson planning has become a virtual ease. I want to challenge him so that's difficult.
- Is the lesson going smoothly? (timing, running records, choosing your praise and teaching point)
  - Timing is never an issue.
- How are you feeling as a teacher?
  - As of right now I'm feeling very comfortable.

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

- Strategy in reading: Fluency
- Strategy in writing: Self-monitoring
- What I will teach in letter/word work: UCK