

Lesson Plan Format-READ 5423

<p>Teacher: Tammy Cardwell</p>	<p>Student: ##### – Age 6 – 1st Grade</p>		<p>Date: 3-4-13</p>
<p>Introduction/ Warm-up Activity</p> <p>Objective: Get to know student</p>	<p>Procedures: Literacy interview from CRI book to clarify information on student to know her better.</p> <p>Materials: CRI book, paper, and pencil</p>		<p>Observations: ##### seems to enjoy reading books that she has memorized (“Green Eggs and Ham”) on her own. She also seems very independent at home – helping with chores and cleaning her room. She is a happy, confident child.</p>
<p align="center">Reading</p> <p>TEKS focus:</p>	<p>Materials: Book titles, Levels:</p> <ul style="list-style-type: none"> • “Beware of Storybook Wolves” book by Lauren Child • Construction paper, staples, markers to make “Other Ways to say SAID” book • Flash-card with vocabulary words • Flash-card with a bed on it showing the letters that make up the words “bed”. <p>Description of Activity:</p> <ul style="list-style-type: none"> • Using premade flash-cards with the vocabulary words written on. Sound each word out and discuss how each could be used in the place of “said”. • Read “Beware of Storybook Wolves” with the flash-cards next to it. • Ask ##### to point out vocabulary words in the text as we come across them. • As ##### finds them, discuss the word and how we could place “said” in its place. Discuss how using the vocabulary words instead of said makes the story more interesting. • As word come up with /d/ and/or /b/, point out the letter and sound out the word. <ul style="list-style-type: none"> ○ Reference the “bed” flash-card ○ Teach ##### how to make a “b” with her left hand, and 	<p>Strategies used/taught:</p> <ul style="list-style-type: none"> • Visuals: flash-cards <ul style="list-style-type: none"> ○ Vocabulary words ○ “bed” • Hand signals making “b” and “d” to remember when each is used. • Introducing vocabulary words prior to reading and discussing how each can be used in the place of “said”. • Searching for vocabulary words in the text while vocabulary words are visible on flash-cards next to book during reading. 	<p>Observations:</p> <ul style="list-style-type: none"> • ##### enjoyed finding the vocabulary words we discussed prior to reading. • She was proud each time she found a new word. • In reading, ##### had little confusion with “b” and/or “d”. • ##### used context clues to sound out words as she read her parts of the book. • ##### enjoyed following along during my times to read. • This story was above her reading level, so I helped her with words that she struggled with. I wanted out time together today to be about a love for reading and to help her think of new ways to say “said” – expanding her knowledge through the text and from our discussions before, during, and after reading.

	<p>a “d” with her right to remind her of the difference in each – referring back to how to spell “bed” as she does this.</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Introduce other words from the story that can be used to say “said”. Discuss them with the student before, during, and after reading. (stammered, triumphed, shouted, snarled, sighed, and screeched) • I hope to increase her background knowledge of the word “said” and build upon that knowledge with 6 vocabulary books we will see in the text. • Focus on words with verb tense and /d/ to clarify the /d/ instead of /b/ that ##### confused at times. 		
<p>Writing</p> <p>TEKS focus:</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Precut construction paper to make “Other ways to say SAID” book. • Pre-made cover of book with title on it. • Markers • Stapler <p>Description of Activity:</p> <ul style="list-style-type: none"> • ##### copied my flash-cards by writing each vocabulary word on each precut construction paper. • Stack the precut construction paper with the title page on time creating a book. • Staple the left edges of the book. • ##### sign her name on the cover of the book. <p>Rationale:</p> <ul style="list-style-type: none"> • Allow ##### to create her own “Other Ways to Say “SAID” book so that she can practice these new words at home. 	<p>Strategies used/taught:</p> <ul style="list-style-type: none"> • Visuals: flash-cards for ##### to copy • “Beware of Storybook Wolves” to experience various ways each vocabulary word can be used within a text in the place of “said”. • Reading the flash-cards • Creating her how book with each vocabulary word. • Reading her book and discussing how each was used in the book we read. • Refer to the “bed” flash-card and the strategy we practiced creating a /b/ with her left hand and a /d/ with her right hand when she needs to write either to help her clarify when to use each. 	<p>Observations:</p> <ul style="list-style-type: none"> • #####’s writing is where I noticed her confusions with /b/ and /d/ as she wrote vocabulary words containing each. • She referred to the “bed” flash-card and used the hand strategies we practiced, but seems unsure of herself as she used each. • Other than writing the /b/ and/or /d/, ##### seemed more confident about each vocabulary word as she wrote them on the construction paper. She would easily repeat what the word was after writing it.
<p>Closure</p> <p>TEKS focus:</p>	<p>Materials:</p> <ul style="list-style-type: none"> • “Other Ways to Say “SAID” book ##### created after reading <p>Description of Activity:</p>	<p>Strategies used/taught:</p> <ul style="list-style-type: none"> • Giving ##### a visual to take with her that she created that will remind her about the story we read that used various ways of 	<p>Observations:</p> <ul style="list-style-type: none"> • ##### had not issues with /b/ or /d/ during our closure for today’s lesson.

	<ul style="list-style-type: none"> • ##### read each word as she flipped the pages. • She discussed where she saw each word in the text, and how it was used in the place of “said”. <p>Rationale:</p> <ul style="list-style-type: none"> • Allowing ##### to create her own book with the vocabulary words gave her ownership of each word. • It also gave her a visual reminder of each word, and allowed her opportunities to discuss. 	<p>saying “said”.</p> <ul style="list-style-type: none"> • Giving ##### a visual to take with her for the letters /d/ and /b/, as well as strategies of using her hands to remind her of the flash-card with “bed” to help remind her of when to use each letter when she is unsure. 	<ul style="list-style-type: none"> • We discuss the strategies for when she is confused, but never stumbled on either letters at this stage. • ##### confidently said each vocabulary word as she flipped through the book she created. She would refer back to the book and how each was used, saying the characters were “shocked” or “scared” as they said each vocabulary word in the place of “said”.
<p>Assessment/ Reflection</p>	<p>What was used to assess today’s lesson?</p> <ul style="list-style-type: none"> • CRI book with Reading Survey • Informal assessment as I observed #####’s responses throughout our lesson and activities. <p>What did you learn about the child today in terms of what is solidly known, what is known with lapses, and what needs to be learned next?</p> <ul style="list-style-type: none"> • #####’s confusion with /b/ and /d/ is with her writing. She is able to easily identify them during reading, and when asked to point them out at random. • I will do further activities at #####’s reading level to help her have more success with knowing the difference between /b/ and /d/. • Allowing ##### to create something to take home with her seemed to be very successful. She was engaged in the learning and gained a great deal of knowledge about various ways to say “said”. • I realized that this lesson pushed #####’s limits since the reading was above her current reading level, but she seemed to thrive during the reading as I read to her, and she engaged in rich conversation about the text and each vocabulary word during the creation of her book and during the closer. <p>What did you learn about yourself as a teacher?</p> <ul style="list-style-type: none"> • Even though I saw many successes from today’s lesson, I did see times during the pre-reading and reading when the discussion was overwhelming for ##### since it was above her reading level. It was during the parts that she read that I saw her struggle and I helped her as needed so that she did not grow frustrated. • I will pick books that are one #####’s reading level for the remainder of her time together to give her successes throughout our time together. I do not want her to shy away from reading due to me picking books that are too hard. <p>How did you address your personal goals?</p> <ul style="list-style-type: none"> • My personal goal was to get to know ##### better and to have rich conversation with a book that I love. I believe that both of these goals were achieved with this lesson. This lesson just needs to be tweaked so that the reading level of the book I choose fits #####’s current level better. 		