

READ 5503 Lesson # 1

Teacher: Tammy Cardwell

Student: #####

Date: 6-25-13

Strategic Activity

Goals for Lesson:

1. Student will understand new vocabulary and use it when reading and writing. The student will be expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.
 - A. Word Study: Identify words with /ure/ suffix found in text; explore meanings with this suffix added to various roots.
 - B. Use words with /ure/ suffixes in writing.

2. Student will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. The student is expected to explain the roles and functions of characters found within fiction text.
 - A. Student will read fiction text and recall character detail she saw within the text making inferences and drawing conclusions about characters and events seen during her reading.
 - B. Student will illustrate what she recalls about the characters and events of a fiction text.

	Description	Rationale (support from readings)	Observation
<p><u>READING WORK:</u></p> <p>Materials:</p> <ul style="list-style-type: none"> • Level R fiction book: <u>“Keeping Up with Claire”</u> <ul style="list-style-type: none"> ○ Prior to this lesson, student 	<ul style="list-style-type: none"> • <u>“Keeping Up with Claire”</u> by Karen J. Guralnick and Meg Cichon Garcia, Ill. By Scott Angel (Fiction-Level R) • Prior to reading: Student will pull focus words out of a bag, one at a time, and discuss each word’s structure and meaning. (Identify words with /ure/ 	<ul style="list-style-type: none"> • I used a Level R book with my student to read since that is her instructional level. <ul style="list-style-type: none"> ○ WTW-Ch.1-Pg.8 ○ “Teach within child’s zone of understanding” • I wanted my student to 	<ul style="list-style-type: none"> • Level R worked perfect for my student’s instructional level. She read the book with few errors. • We discussed the words as she pulled the words out of the bag. It was a good way to engage Erin

<p>was given a choice of different types of text, all Level R books (fiction and nonfiction) and this is the book she chose to read for our lesson.</p> <ul style="list-style-type: none"> • Word cards in a bag • Construction paper • Markers/Colors • Pencil 	<p>suffix) that we will be working on today (many will be seen in fiction text): adventure(s), capture(ed)(s), creature(s), cure(d)(s), feature(s)(ed), gesture(s)(ed), injure(d), measure(s)(ed), nature, pasture, sure, treasure</p> <ul style="list-style-type: none"> • Reading: My student will read a section of the Level R book to me out loud. I will offer assistance as needed. • After reading: Student will create a flow map, illustrating the characters, events, and conclusions recalled from the story. Student will provide textural evidence to support their recalled facts. 	<p>make many connections to the text during reading, so we discussed words we would see prior to the reading to clarify each word by discussing its structure and meaning.</p> <ul style="list-style-type: none"> • To assess my student's comprehension of the story, we will discuss details from the story after she reads. • After the reading, I want to see what types of information student can recall from our reading. She will create a flow map depicting the Beginning, Middle, and End of the story. Within the boxes I will be looking for character details that the text supports. 	<p>in the lesson, especially since she seemed so shy and quiet. It gave us an opportunity to talk before jumping right into her reading to me.</p> <ul style="list-style-type: none"> • My student read 2 chapters of the Level R book with few errors. I drew 6 blocks on a piece of paper, asking her to write or illustrate the Beginning, Middle, and End for each of the two chapters she read. Student referenced to book a few times as she added details. She only filled out 2 of the blocks for both chapters. She put the details about the very beginning of the story, and ended with the last think that happened from chapter two. She was unsure of any other details in between.
<p><u>Letter/Sound/Word</u></p>	<p><u>Identify words with /ure/ suffix:</u></p> <ul style="list-style-type: none"> • nature 	<ul style="list-style-type: none"> • The interactive learning app is a great 	<ul style="list-style-type: none"> • The interactive game worked perfect for this

<p><u>Work</u></p> <p>Materials:</p> <ul style="list-style-type: none"> • Samsung tablet • Lesson 21 focuses on /ure/ suffixes - “Spelling Space – 5th Grade” downloaded onto tablet prior to lesson 	<ul style="list-style-type: none"> • pasture • sure • treasure • adventure(s) • capture(ed)(s) • creature(s) • cure(d)(s) • feature(s)(ed) • gesture(s)(ed) • injure(d) • measure(s)(ed) <p>Student will interact with various types of words with /ure/ suffix through this interactive learning app: “<u>Spelling Space – 5th Grade</u>”</p>	<p>tool to reinforce word and suffix concepts we have been discussing. Student will play the game and make various types of words that end with the /ure/ suffix. The game is fast paced and will allow her interact with the words she saw earlier in our pre-reading activity and in our text is a new way.</p> <ul style="list-style-type: none"> • The game reinforces “good spellers practices” (WM ~ Ch. 13, page 151). <ul style="list-style-type: none"> ○ Look for patterns ○ Look for word parts 	<p>lesson to reinforce words that end with the suffix /ure/. My student was exposed to words that we had previously discussed and spelt them all correctly. At the end of the game, it gave her a new word, “departure”. She said that she thought she was going to spell it wrong, but she sounded it out and knew how it was going to end and spelt it correctly. Gave her great success in a fun and interactive way!</p>
<p><u>WRITING WORK</u></p> <p>Materials:</p> <ul style="list-style-type: none"> • Construction paper (cover and back of book) • Copy paper (13 pages) 	<ul style="list-style-type: none"> • <u>Make a book</u> using focus words we discussed and saw in the fiction text. • Student will <u>create a sentence</u> using each word discussed. • The sentence will <u>use each word correctly</u>, showing an understanding of its meaning. 	<ul style="list-style-type: none"> • I want my student to make personal connections to each word that ends with the /ure/ suffix after various types of exposure during today’s lesson 	<ul style="list-style-type: none"> • My student made several connections to the words within our list for today’s lesson. They created personal sentences using the words that told about a time she was injured. Due to this connection,

<p>– one for each word, and the final one for student to brainstorm other words on that end with the same /ure/ suffix.</p> <ul style="list-style-type: none"> • Pencil • Markers/colors • Stapler 	<p>Each word will also be <u>spelled correctly</u> within the self-created sentence.</p> <ul style="list-style-type: none"> ○ Student will pick the word she wants to create a sentence for. ○ Teacher will let the student look at the word for a minute while they think of a sentence they would like to create. Then the teacher will put the word back in the bag, and the student will create a sentence without looking at the word. Teacher can repeat the word as many times as the students requests as a reminder, but does not show the word again until the sentence is complete to encourage student to spell the word how they think it is spelt. <ul style="list-style-type: none"> • On the final page, allow student to brainstorm 	<p>(discussing word structure/word meaning; seeing it in fiction text; technology learning game). This personal connection will come from a self-made sentence she creates for a book that will be hers to keep.</p> <ul style="list-style-type: none"> • As she creates each sentence, I will assess her comprehension of the word’s meaning by the type of sentence she creates. • I will assess her comprehension of the word structure by how she spells each word without seeing the word. • I am asking my student to brainstorm other words that end with /ure/ suffix to assess her knowledge on these types of words. She will have been exposed to words we 	<p>she eagerly picked a word and created a sentence that told her story.</p> <ul style="list-style-type: none"> • In each sentence, she used them correctly for meaning. She also spelt each word correctly as she creating her sentences. • My student was not able to think of any words that end with the suffix /ure/. I asked her to go home and think about other words when she did not feel so “on the spot”. When she came back, she gave me a list of the following words that she thought about. <ul style="list-style-type: none"> ○ Mixture ○ Figure ○ Picture ○ Controlure (controller) – misspelled ○ Whispure (whisper) – misspelled
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	<p>additional/similar words that end with the /ure/ suffix for the final page of her book.</p> <ul style="list-style-type: none">• Staple all pages together once complete.• Student can take book home to illustrate pictures on each page, making additional connections to words using /ure/.	<p>did not talk about during the reading or writing portion of today's lesson that she did see during her time playing the word game on the tablet. This will give her the opportunity to recall them, or any other words she can think of.</p> <ul style="list-style-type: none">○ Brainstorming is supported by WM's text – Ch. 13, page 151 – "Good Spellers ..."○ Think about words that sound the same.○ Think about words that look the same. <ul style="list-style-type: none">• Student will feel a sense of ownership since this is "her" book.• She can expand on her connections as she illustrates pictures in her book at home.	<ul style="list-style-type: none">• We did not have time for my student to illustrate a picture for any of her sentences. After making copies, I am sending the book home for her to keep and draw there.
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Self-evaluation:

- The engagement phase of this lesson went well where we discuss words with the /ure/ suffix. I also feel like the Word Work section worked great with the use of the tablet and learning app that targeted words that ended with the /ure/ suffix. The writing portion was successful. My student made personal connections to many of the words. She made connections to the technology game and remembered the new word she saw – “departure”. The only drawback for this final section was that we ran out of time to complete all of the sentences and allow her to draw pictures.
- I can see from this lesson that I need to guide my student’s reading more. I need to allow her to read a small section, and stop her to ask leading questions to clarify what she can recall, inference, drawing conclusions, and what she is visualizing, etc. Reading comprehension is a weakness for my student, and it was this part of the lesson that confirms this.