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READ 5443

Texas Woman's University

Lessons based on assessments: Younger Student

Practicum Lesson Plan Reflection ~ Lesson #1

Name: Tammy [REDACTED]

Student's Name: [REDACTED]

Grade: Kindergarten

1. What did you teach?

- **What was the focus or the objective of the lesson?**
 - The objective of my lesson was to use [REDACTED]'s instructional reading level text to aid in giving him **positive reading experiences**. I chose an expository text about spiders to also inform Ian about science concepts related to arachnids. I chose a book that had four words that would allow [REDACTED] to see words in print with structures that he needed to work on so that he can **master Short Vowel Features (/e/) and beginning Digraph Features (/sh/ and /ch/)**. After the discussions, reading, and various activities [REDACTED] **will be able to spell all seven focus words correctly.**
- **What was the overall goal this lesson connected with?**
 - Helping [REDACTED] master both Short Vowel Features and beginning Digraph Features.

2. How did you teach it?

- Describe the materials you used. (NOTE: All materials are attached to Lesson Plan #1)
 - Level G text: "**Spiders**" (expository text).
 - Name cards with focus words written on them. (*Words that will appear in text during reading)
 - legs *
 - web *
 - help *
 - chase *
 - check
 - shape
 - sharp
 - KWL chart
 - Diagram of spider
 - Construction paper
 - Colors
 - Sentence strips cut up
 - pencil

- notebook paper
- Assessment Quiz
- **Describe the procedures you will use in details.**
 - My procedures are listed in great detail on Lesson Plan #1.
- **Attach student work if possible.**
 - Copies of all student work is attached with this final report.

3. How did you know this was a need for your student?

- During my assessments with [REDACTED] I found that his instructional reading level was G.
- From the Words Their Way Spelling Inventory, I found that Ian had not mastered words with spelling patterns with Short Vowel Features /e/, beginning Digraph Features /ch/ and /sh/.

4. How did the student respond?

- [REDACTED] enjoyed learning the science concepts related to arachnids. The BrainPop video worked well to get Ian engaged in the learning. The topic also helped to encourage his active engagement. He had a great deal to share and had questions as well that helped us fill in the first two columns of the KWL chart.
- [REDACTED] enjoyed the book, "Spiders", and the level was perfect. He had little trouble with decoding words and was able to retain a large amount of the information from the text, even a day later when I gave him the assessment tests. He noticed the focus words quickly as he read the text.
- The sentences strips worked well as manipulatives as Ian read them and decided if they should be glued onto his self created diagram. He easily picked out the focus words that reinforced the spelling concepts we were working on. He also know when a sentence did not belong.
- There were times that he was unsure and would look in the book for textural evidence to confirm his thinking or to adjust his thinking.
- We did not get to the writing phase of the lesson. [REDACTED] shared so much knowledge with me over the two days that I consider his responses he gave me verbally was more than sufficient. He made so many personal connections, text connections, and showed a high level, deep thinking, about this expository concept for his young age.
- I evaluated Ian throughout the lesson as well as at the end with a quick quiz and spelling test. He spelt all seven words correctly. He got one question incorrect on the quiz, stating that spiders have 4 legs, not 8 legs. He did well on this lesson and feel like his retention in the days that followed was impressive.

5. What did you learn as a teacher-in-training?

- Working with [REDACTED], who is a kindergartener, and [REDACTED] who is a third grader, I am gaining a better understanding about learning to read, decoding, fluency, and true reading comprehension. I have read so many research articles looking for ways to support my 5th graders who are not reading on their current grade level. Working with these two high achieving younger students is helping to give me a clearer picture about student's learning. I am learning that students go through many phases to learn to read. By 3rd grade they begin to transition into fluent readers.

Some have difficulty with this transition. Many students are able to decode and seem to read well. When in reality, they are making few connections with the text, not visualizing, or simply know how to decode but do not understand what many of the words truly mean. This became very clear when working with [REDACTED] that could read many words up into the 7th grade level, but he lacked the understand of the words' meaning.

Lesson Plan-Format # 1

Teacher: Tammy [REDACTED]

Student: [REDACTED]

Age/Grade: 5/Kindergarten

Date: 4/7/14

Lesson Objectives:

- Using [REDACTED]'s instructional reading level, G, I will help him build upon his prior knowledge of words to help him master spelling vowels and beginning digraphs.
 - Use an expository text to inform student about spiders.
- We will work with words with short /e/ sounds within words like /sled/ to help [REDACTED] master the Short Vowel Feature section from the Words Their Way Primary Spelling Inventory.
- We will work with words with beginning /sh/ and /ch/ digraphs to help [REDACTED] master the Digraphs Features section from the Words Their Way Primary Spelling Inventory.

Materials:

- Level G text: "*Spiders*" (expository text)
- Name cards with focus words written on them. (*Words that will appear in text during reading)
 - legs *
 - web *
 - help *
 - chase *
 - check
 - shape
 - sharp
- KWL chart
- Diagram of spider
- Construction paper
- Colors
- Sentence strips cut up
- pencil
- notebook paper

Engagement: (Video / Introduce FOCUS WORDS / begin KWL chart)

- Describe how the teacher will capture the student's interest.
 - Student will watch an informational video about arachnids on www.brainpop.com ("Spiders")
 - Begin a KWL chart about SPIDERS, filling in the KNOW section of the

chart.

- Discuss and brainstorm question and fill in the WHAT I WANT to KNOW SECTION of the KWL chart.
- Show student the focus words before reading. Discuss them and let him know that he will see some of the words during the reading today, and all of them in later activities.
- **What kind of questions should the student ask himself after the engagement?**
 - What do I know about spiders?
 - What do I want to know about spiders?
 - What do I know about the focus words?
 - What is new to me about the focus words?

Exploration: (Read text and complete KWL chart)

- **Describe what hands-on/minds-on activities students will be doing.**
 - With the name cards in view, the student will read "Spiders" that is level G, his instructional reading level.
 - Student will read "Spiders", discussing the topic of the book and the focus words as he notices them.
 - After the reading, we will discuss things he learned during the reading of "Spiders" and fill in the LEARNED section of the KWL chart.
- **List "big idea" conceptual questions the teacher will use to encourage and/or focus student's exploration.**
 - NOTE: Some of the topics/specifications that could be discussed:
 - Are spiders insects?
 - What type of animals are spiders?
 - What are some spider characteristics?
 - body has 2 parts
 - have 8 legs
 - all spiders produce (make) silk
 - some spiders make a sticky web out of their silk to catch their prey (food)
 - some spiders hide and chase their prey (food)
 - some spiders lay eggs in the fall
 - most spiders are not dangerous
 - some spiders are dangerous
 - black widows

Exploration: (Spider diagram / Sentence strips)

- **Student explanation should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concepts under examination?**
 - Teacher will present sentence strips parts for students to construct. The sentences will include focus words. When sentence strips are constructed, they will state characteristics that describe spiders.

- Student will glue completed sentences onto the diagram and discuss his reasoning behind which characteristics he is choosing to add to his diagram.
 - NOTE: There will be characteristics that will not describe spiders mixed in for [redacted] to pick through.
- Discuss focus words that are on the sentence strips.
- **List higher order thinking questions which teacher will use to solicit student explanations and help them to justify their explanations.**
 - Why do spiders make webs?
 - Do spiders remind you of any other animals?
 - What do you like to build?
 - What kinds of tools do you use?
 - What is the purpose of your built structure?

Elaboration: (Writing)

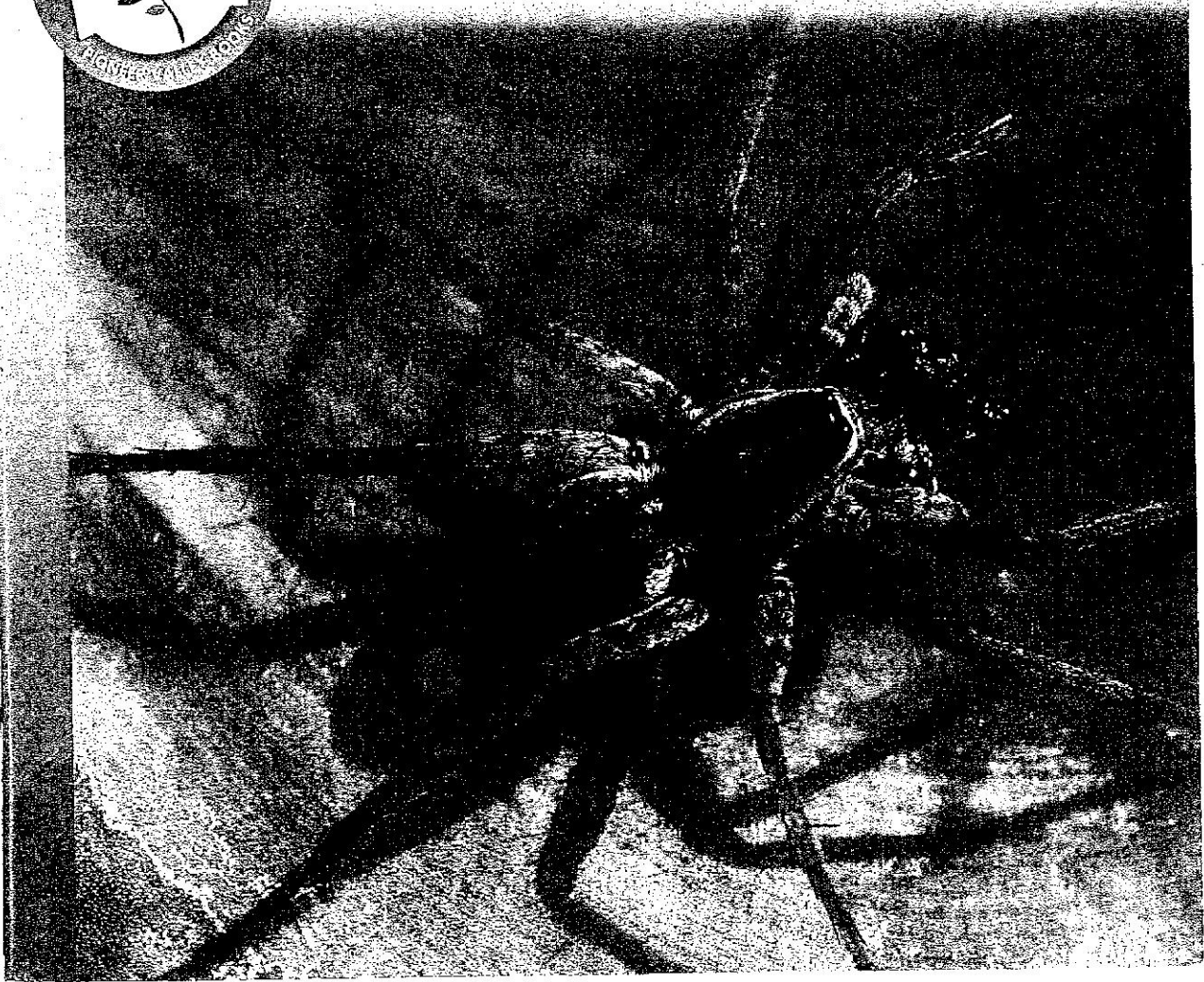
- **Describe how the student will develop a more sophisticated understanding of the concepts.**
 - [redacted] will transfer his knowledge of spiders and explain his connections to spiders to other animals and himself.
 - What other animals do spiders remind him of?
 - Personal connections he has to spiders:
 - Things that he likes to build ...
 - Tools that he uses to build ...
 - Purpose for his structure ...
 - With his focus words in view, ask [redacted] to include any that are appropriate with his connections.
- **How is this knowledge applied in student's daily life?**
 - Student has gained a greater knowledge about spiders.
 - Student has been exposed to vocabulary through media, text, and activities he has participated in during the lessons - both scientific vocabulary and grammar/spelling vocabulary.

Evaluation:

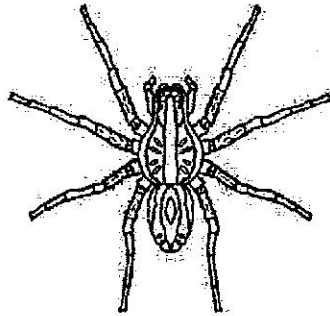
- **How will the student demonstrate that they have achieved the lesson objectives?**
 - Student will take a short quiz to show his knowledge of spider characteristics.
 - The quiz will include the 7 FOCUS WORDS as a spelling type test portion to the quiz to assess his recall of the FOCUS WORDS and their spelling structure as it has been discussed, seen in text, and seen in the sentence strips.



Spiders



Name _____ Date _____

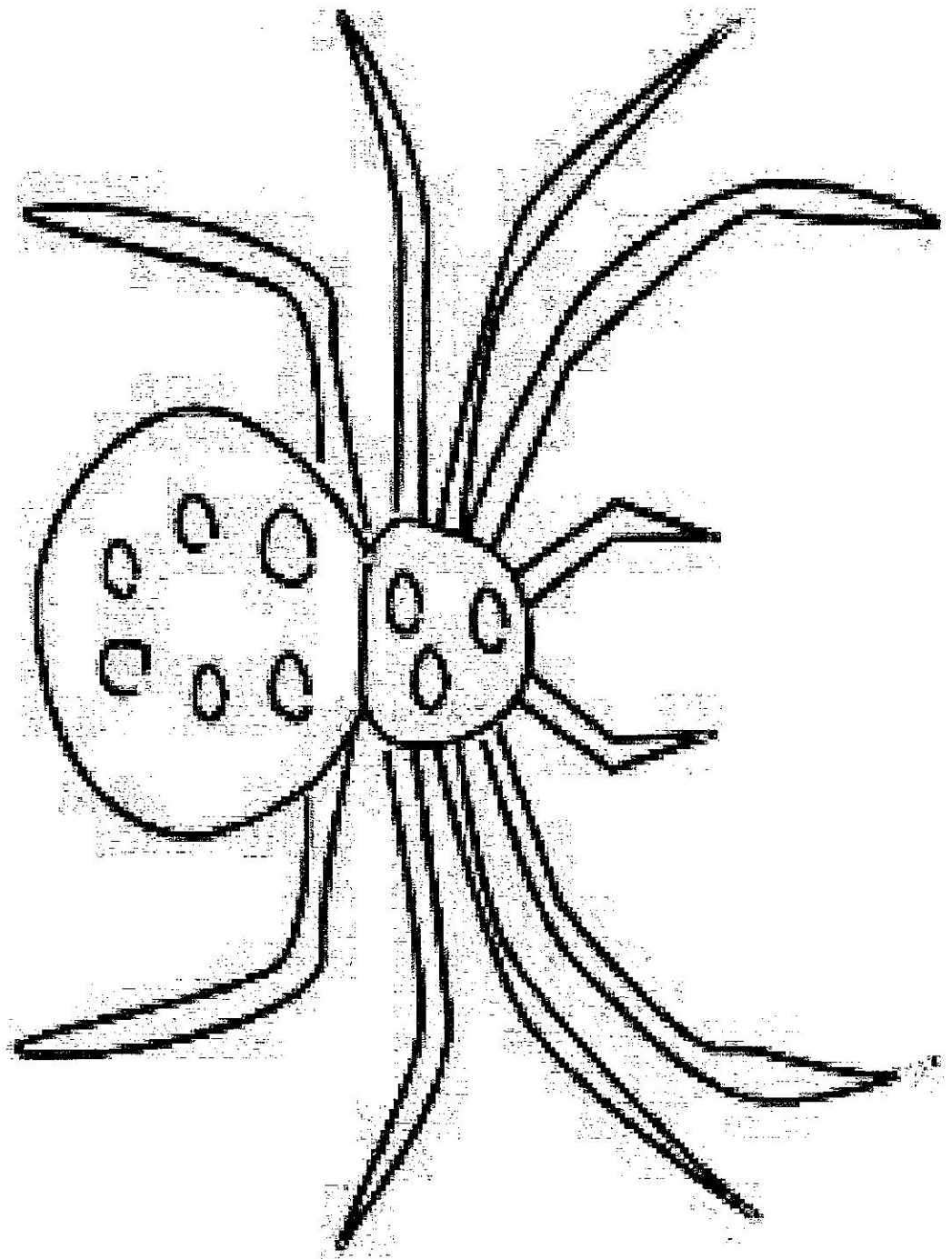


Spiders: KWL

What I know.	What I want to know.	What I have learned.

The most interesting fact I learned was:

legs	web
help	chase
check	shape
sharp	



Some spiders are big.

Some spiders are little.

Spiders are not insects.

Spiders have eight **legs**.

Spiders do not have wings.

All spiders make silk.

Many spiders make a sticky **web** out of their silk to **help** them catch their prey.

Some spiders hide and **chase** their food.

Some spiders are dangerous.

Black widow spiders are dangerous.

You should **check** the fridge for spiders.

Spiders do not have **sharp** teeth.

Many spiders are **shaped** like a box.

Lesson Plan #1 Quiz

Name: _____ Date: _____

1. Spiders have _____ legs.
2. Spiders _____ insects.
3. _____ spiders produce (make) silk.
4. Some spiders _____ and _____ their prey (food).
5. Spiders lay their eggs in the _____.
6. Eggs hatch during the _____.
7. Most spiders _____ dangerous.
8. A black widow is a _____ spider.

Lesson Plan #1 Quiz - KEY

Name: _____ Date: _____

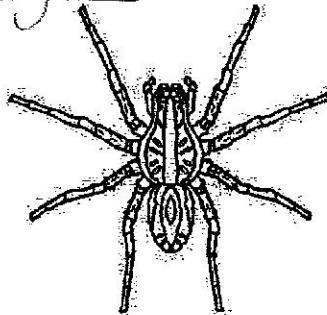
1. Spiders have **8** legs.
2. Spiders **are not** insects.
3. **All** spiders produce (make) silk.
4. Some spiders **hide** and **chase** their prey (food).
5. Spiders lay their eggs in the **fall**.
6. Eggs hatch during the **spring**.
7. Most spiders **are not** dangerous.
8. A black widow is a **dangerous** spider.

Name



Date

4-8-14



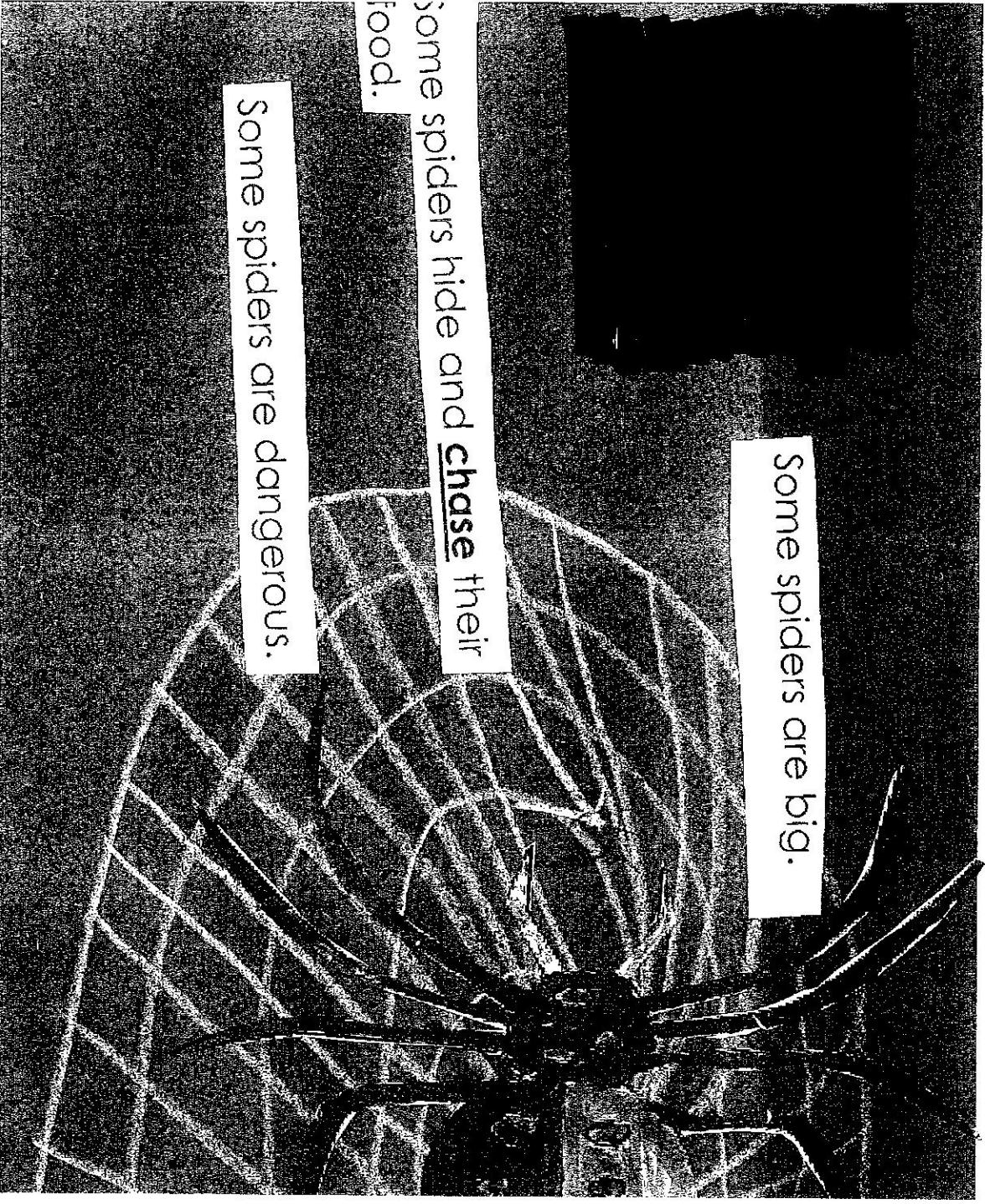
Spiders: KWL

What I know.	What I want to know.	What I have learned.
<p>✓ * Some make webs</p> <p>* There are 2 very dangerous spiders</p> <p>- Black widow</p> <p>- Brown Recluse</p> <p>* Tarantulas are as big as your hand</p> <p>* Some can be purple</p>	<p>* I wonder if some of the very dangerous spiders shoot webs @ your face?</p> <p>* Can spiders climb on you?</p> <p>* Do some spiders hide and jump out to catch their prey?</p>	<p>* I learned spiders can catch bees in their webs</p> <p>* I learned that spiders lay eggs to have babies.</p> <p>- lay eggs fall</p> <p>- Eggs hatch in the spring</p>

yes

yes they do

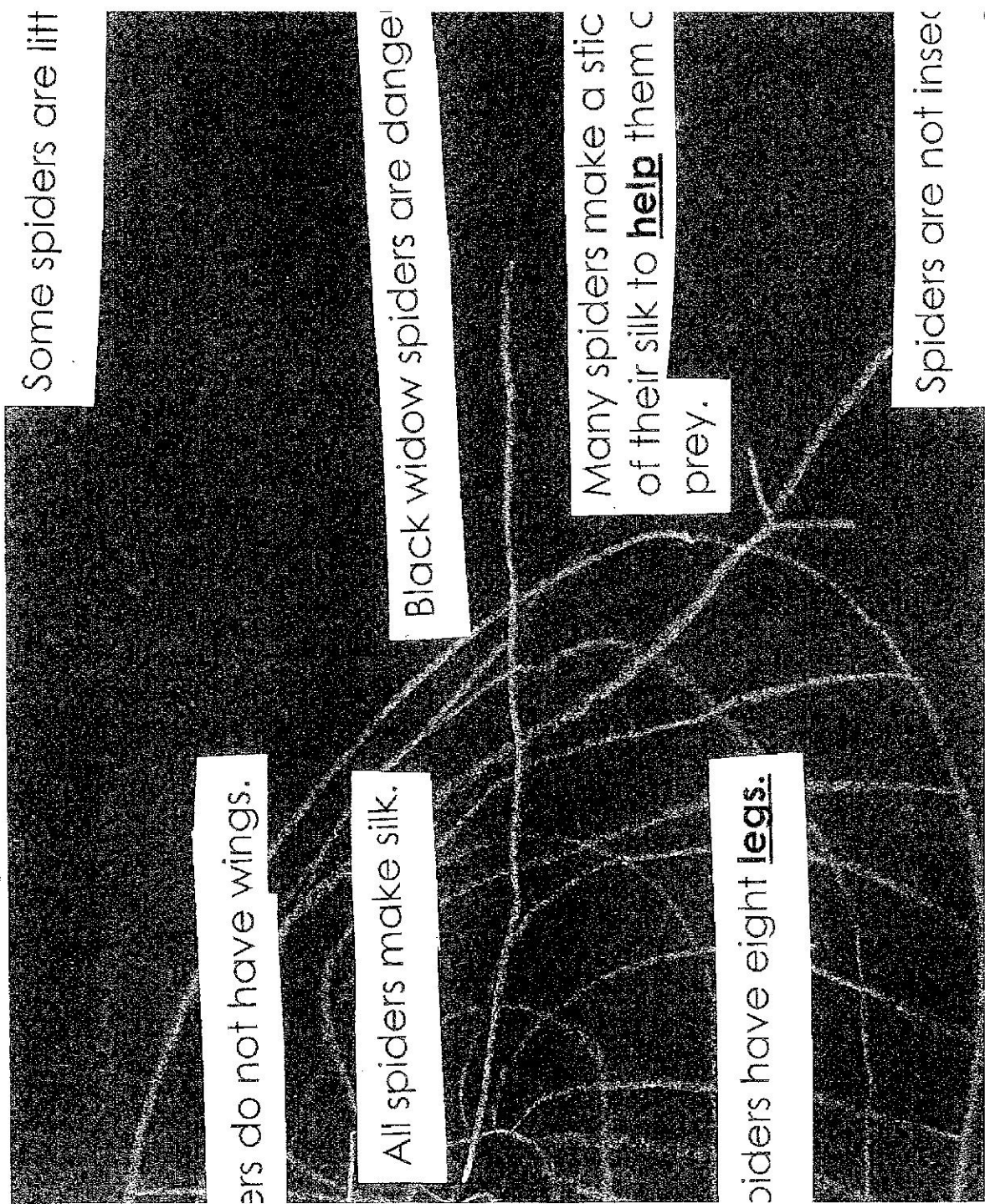
The most interesting fact I learned was:



Some spiders are big.

Some spiders hide and chase their food.

Some spiders are dangerous.



Some spiders are lift

ers do not have wings.

All spiders make silk.

Black widow spiders are danger

Many spiders make a stick
of their silk to help them catch
prey.

Spiders have eight legs.

Spiders are not insects

-1

Lesson Plan #1 Quiz

Name: [REDACTED] Date: 4-9-14

- X. Spiders have four ^(Eight) legs. ✓
2. Spiders are not insects. ✓
3. all spiders produce (make) silk. ✓
4. Some spiders hide and chase their prey (food). ✓
5. Spiders lay their eggs in the fall. ✓
6. Eggs hatch during the spring. ✓
7. Most spiders are not dangerous. ✓
8. A black widow is a dangerous spider. ✓

-1

* used context clues on
this test to answer
& spell "dangerous"
correctly. ☺

4-9-14

Lesson Plan #1 Spelling Test

1. legs ✓
2. web ✓
3. help ✓
4. chase ✓
5. chec check
6. shape ✓
7. shap ✓

- 1
* work on
/ck/ ending
digraph

Practicum Lesson Plan Reflection ~ Lesson #2

Name: Tammy [REDACTED]

Student's Name: [REDACTED]

Grade: Kindergarten

1. What did you teach?

- **What was the focus or the objective of the lesson?**
 - The objective of my lesson was to use [REDACTED]'s instructional reading level text to aid in giving him **positive reading experiences**. I chose a fiction text that would allow us to discuss bullying and the letter sounds and combinations [REDACTED] needs to work on. . I chose a book that had four words that would allow [REDACTED] to see words in print with structures that he needed to work on so that he can **master Short Vowel Features (/e/) and beginning Digraph Features (/sh/ and /ch/)**.
- **What was the overall goal this lesson connected with?**
 - Helping [REDACTED] master both Short Vowel Features and beginning Digraph Features.

2. How did you teach it?

- Describe the materials you used.
- www.brainpop.com video discussing bullying.
 - <http://www.brainpop.com/health/personalhealth/bullying/>
- Level G text: "*Jordan's Soccer Ball*" by Jenny Giles (fiction text)
- Name cards with focus words written on them. (*Words that will appear in text during reading)
 - went *
 - get *
 - shouted *
 - men *
 - chimp
 - chalk
 - shark
 - shovel
 - chain
 - ship
- Digraphs activity sheet
 - Link:
<http://blog.maketaketeach.com/wp-content/uploads/2012/08/Cookie-Sheet-Activities-Volume-5-Digraphs1.pdf>

- scissors
- glue
- www.brainpop.com quiz over bullying (This quiz goes with the video student watched at the beginning of the lesson.)
 - <http://www.brainpop.com/health/personalhealth/bullying/quiz/>
- pencil
- notebook paper
- **Describe the procedures you will use in details.**
 - My procedures are listed in great detail on Lesson Plan #2.
- **Attach student work if possible.**
 - Copies of all student work is attached with this final report.

3. How did you know this was a need for your student?

- During my assessments with [REDACTED], I found that his instructional reading level was G.
- From the Words Their Way Spelling Inventory, I found that [REDACTED] had not mastered words with spelling patterns with Short Vowel Features /e/, beginning Digraph Features /ch/ and /sh/.

4. How did the student respond?

- [REDACTED] enjoyed the BrainPop video that discussed bullying. After viewing the video, [REDACTED] discussed many personal connections to bullying. He has seen and experience some type of bullying since beginning kindergarten this year. There seems to be a very aggressive young lady in his classroom that he and other students have issues with. He shared ways that he has coped with her aggressive behavior. All are appropriate and very mature for his age.
- [REDACTED] was very active today. He needed redirecting and help focusing many times during our lesson. Love those popsicle parties at the very end of the day! Came to be with lots of energy - very excited for our lesson. :)
- He read the text and focused a great deal on looking for our Focus Words. He did a great job at reading the Level G text, only have a problems with one word and help with two sentences as he was reading too quickly. The one word he missed, "laughed", he was able to read with no trouble two other times during the reading without hesitation.
- His comprehension of the text was high. He understood the message the author was conveying about the children in the story.
- He quickly made the connection to the story discussing bullying and the BrainPop video we had just watched.
- [REDACTED] was able to complete the Digraph activity without any trouble. He got all correct.
- **He then was able to think of other words with similar sounds** as our Focus Words that had the /ch/ and short /e/ sounds.
 - chores
 - chicken
 - check
 - rent
 - chew

- chug
- lunch
- tell
- her
- [REDACTED] finished the lesson off writing about what he would do if he encountered bullying again in the future. I asked him to try to use some of the Focus Words and the new ones he created. He wrote a very clear page answering the prompt, and used four of the new words he added to our Focus Words list.

5. What did you learn as a teacher-in-training?

- I learned that students love learning opportunities when they can relate to them and make personal connections. By providing visuals throughout the lesson allows for multiple opportunities for students to make connections. Helping to bridge their previous knowledge to the new learning helps them strengthen their skills as they add new knowledge to their schema.
- Another personal lesson for me today ... with all of [REDACTED]'s energy, I am thankful to be teaching 5th grade! YIKES! :) hehe

Lesson Plan #2

Teacher: Tammy [REDACTED]

Student: [REDACTED]

Age/Grade: 5/Kindergarten

Date: 4/14/14

Lesson Objectives:

- Using [REDACTED] instructional reading level, G, I will help him build upon his prior knowledge of words to help him master spelling vowels and beginning digraphs.
 - Use a fiction text to entertain student while exploring words within text, and discuss bullying as seen in the engaging video and in the text.
- We will work with words with short /e/ sounds within words like /sled/ to help [REDACTED] master the Short Vowel Feature section from the Words Their Way Primary Spelling Inventory.
- We will work with words with beginning /sh/ and /ch/ digraphs to help [REDACTED] master the Digraphs Features section from the Words Their Way Primary Spelling Inventory.

Materials:

- www.brainpop.com video discussing bullying.
 - <http://www.brainpop.com/health/personalhealth/bullying/>
- Level G text: "*Jordan's Soccer Ball*" by Jenny Giles (fiction text)
- Name cards with focus words written on them. (*Words that will appear in text during reading)
 - went *
 - get *
 - shouted *
 - men *
 - chimp
 - chalk
 - shark
 - shovel
 - chain
 - ship
- Digraphs activity sheet
 - Link:
<http://blog.maketaketeach.com/wp-content/uploads/2012/08/Cookie-Sheet-Activities-Volume-5-Digraphs1.pdf>
- scissors
- glue

- www.brainpop.com quiz over bullying (This quiz goes with the video student watched at the beginning of the lesson.)
 - <http://www.brainpop.com/health/personalhealth/bullying/quiz/>
- pencil
- notebook paper

Engagement: (Video / Introduce FOCUS WORDS)

- **Describe how the teacher will capture the student's interest.**
 - Student will watch an informational video about bullying on www.brainpop.com ("Bullying")
 - Discuss the video and allow student to share his thoughts about bullying and any experiences he has seen or had.
 - Introduce FOCUS WORDS:
 - Student will pull FOCUS WORDS out of a bag and read each word as it is pulled from the bag.
- **What kind of questions should the student ask himself after the engagement?**
 - What do I know about bullying?
 - What should I do when I see or experience bullying?
 - How should I treat others so that I am never a bully?
 - What do I know about the Focus Words?
 - What is new to be about the Focus Words?

Exploration: (Read text and discuss Focus Words seen within the text)

- **Describe what hands-on/minds-on activities students will be doing.**
 - With the Focus Words in view, the student will read "Jordan's Soccer Ball" that is level G, his instructional reading level.
 - Student will read "Jordan's Soccer Ball", discussing the topic of the book and the Focus Words he notices while reading.
 - After the reading, we will discuss things he thought and noticed during the reading. He will share his thoughts and feelings, and I will guide our discussion towards our subject, bullying, and our Focus Words seen within the text.
- **List "big idea" conceptual questions the teacher will use to encourage and/or focus student's exploration.**
 - Have you ever experienced bullying like Jordan did in the story?
 - What did you think of how Jordan handled the interaction with the older group of boys?
 - How would you have handled the situation if you were Jordan?
 - Could you ever see yourself acting like the older group of boys?

Exploration: (Digraph activity)

- **Student explanation should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concepts under examination?**

- Modeling completing one of the word activities doing a think aloud as I perform task while student observes my actions: Look at picture; Notice what letters are present to the right of the picture; Look at the available digraphs and talk through which digraph should be used to complete the word.
- Then, student completes the Digraph activity, gluing the digraphs into the correct spot. Ask student to share their thinking aloud during the activity like I did. Discuss digraph choices as we go along. Clarify and guide thinking as needed.
- **List higher order thinking questions which teacher will use to solicit student explanations and help them to justify their explanations.**
 - Discuss digraph choices student makes during the activity.
 - Ask student to make a list of any other words that are similar to the ones listed on the activity sheet, that have the same letter combinations (digraphs). Student will write these new words on index cards. These cards will be added to the Focus Words list that he will view during the writing portion of the lesson.

Elaboration: (Writing)

- **Describe how the student will develop a more sophisticated understanding of the concepts.**
 - Ask student to make a list of any other words that are similar to the ones listed on the activity sheet, that have the same letter combinations (digraphs). Student will write these new words on index cards. These cards will be added to the Focus Words list that he will view during the writing portion of the lesson.
 - Student will answer the 10 video question quiz on Brainpop.
 - Discuss bullying.
 - Student will write a response about bullying while viewing the Focus Word (the original ones and the ones that he added). I will ask him to try to use some of the Focus Words if they apply to his writing.
 - Student will read and discuss his writing. We will underline any focus words that he used in his writing.
- **How is this knowledge applied in student's daily life?**
 - Student will have made many personal connections to the subject, bullying. This knowledge will affect his social life as he interacts with his peers and views interactions of others. He will be able to identify bullying and know what to do. Through this mindful education, the student will be able to be more aware, show compassion to others, and be more understanding with this that might be hurting and/or need a friend.
 - After exposure to word with short /e/ and beginning digraphs in the fiction text, the digraph activity, viewing the Focus Words throughout the lesson, and then using many of the Focus Words in his own writing, the student will have had a great deal of experience with these letter combinations. These

multiple experiences will allow him to make many connections and reinforce his learning as he masters these spelling concepts.

Evaluation:

- **How will the student demonstrate that they have achieved the lesson objectives?**
 - I will assess the student's responses during the Digraph activity, but verbally and the ones he performed on paper to assess his understanding of beginning digraphs.
 - I will also assess his knowledge of beginning and ending digraphs through his brainstorming responses after the Digraph activity where he thought of other words with the same letter combinations. I will assess his spelling of these words as he writes them down, and the extent of his knowledge based on how many words he brainstormed.
 - I will assess the student's writing where he used many of the Focus Words and assess his use of each word and their correct spelling to assess his understanding of short /e/, beginning /ch/, /sh/ digraphs.

Jordan's soccer ball

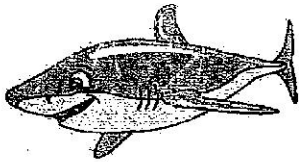


Story by Jenny Giles

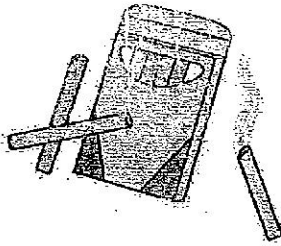
Illustrations by Al Fiorentino



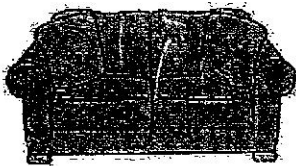
DIGRAPHS



sh ark



ch alk



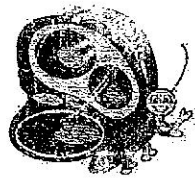
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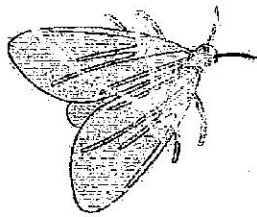
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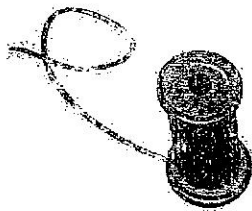


DIGRAPHS



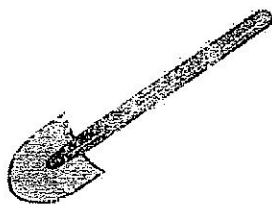
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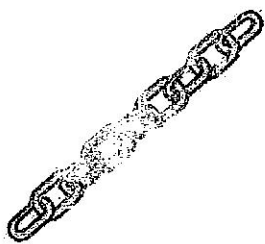
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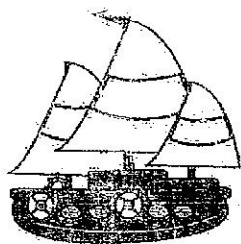
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sh

ip

Writing

Run away and
go tell a grandpa
or a teacher.

If someone chewed

very loud at

lunch time, I

would tell him

or her to stop
politely.