LESSON PLAN OUTLINE

JMU Elementary Education Program

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* Cooperating Teacher and School: Laura Gochenour, Wilson Elementary
* Date and Time Lesson is to be Presented: October 9th 2013, During Reading about 1:40

A. TITLE/TYPE OF LESSON : Quick Word Sort- Reading Mini Lesson

B. CONTEXT OF LESSON

Before this mini lesson was conducted I had a conversation with my practicum teacher about who should be selected to work on fluency in a small group setting. She told me to go ahead and use some of the lower level readers in the classroom since they can benefit from this practice. This is an appropriate activity for these students at this time because my cooperating teacher was going to be working on fluency with the class during this week anyway and this fit right into the schedule. Also, the words that will be used in the activity work with compound words that they have been practicing during their “mountain language” time. This lesson is appropriate to child development because these children are in able to independently read and hopefully this activity will target their instructional reading level so that they are not frustrated but the activity is not too easy.

C. LEARNING OBJECTIVES

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| Understand – what are the broad  generalizations the students should begin to develop? (These are typically difficult to assess in one lesson.) | Know – what are the facts, rules,  specific data the students will gain through this lesson? (These “knows” must be assessed in your lesson.) | Do – what are the specific thinking behaviors students will be able to do through this lesson? (These will also be assessed in your lesson.) |
| U1- The student will gain speed and accuracy in reading words to develop their fluency in reading. | K1- The student will be able to correctly read the list of words provided | D1- The students will sort the list of words by Rime headers under the correct category.  D2- The students will improve their time each round when smoothly reading each word. |

D. ASSESSING LEARNING

To assess the students learning, first as the child is reading the cards with the words, their partner and I will be double checking to see that they pronounce each word correctly and put it under the correct header. Once they identify the word orally by pronouncing it accurately and place it under the correct category, the word will be considered correct. The partner will also be starting a timer as the student begins the sort every round. We will then mark on the time sheet the time after every sorting round.

E. RELATED VIRGINIA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

4.4 The student will expand vocabulary when reading.

b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

d) Develop vocabulary by listening to and reading a variety of texts.

e) Use vocabulary from other content areas.

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

l) Read with fluency and accuracy.

F. MATERIALS NEEDED

- Rime header cards

Note: Rimes used are ard, ean, ane, ush, one, ear, ant, een.

* Word cards:

Cyclone Unforeseen Jellybean

Hairbrush Fearfully Chanting

Airplane Grant Canteen

Loneliness Chaperone Appearance

Sugarcane Humane Garden

Planter Yearbook Mushroom

Crushed Headphones

Sunscreen Hurricane

Bombard Cardinal

* 2 Envelopes

Place the rime header words in one envelope and words to sort in the other

* Time record
* Timer (e.g., digital)

- Pencils

I will provide header cards, word cards, envelopes, time record and timer. And the students will have pencils and some timers in the classroom.

G. PROCEDURE

1. Place envelopes containing four rime header cards and corresponding word cards on a flat surface. For this we will most likely be at the back table or in the hallway pull out section.

2. Taking turns, one student and their partner select an envelope.

3. Student one starts the timer and tells student two to “begin” at the same time.

4. Student two opens his envelope and places the header cards in a row. Reads each of the word cards orally and places under the corresponding headers. I will monitor to make sure that the students are not having too much trouble on any of the words.

5. Student one stops the timer when all cards are sorted. Tells student two the time. Student two records time on the recording sheet. Student two reads words aloud by rime to student one who checks for accuracy.

6. Reverse roles and continue until each student is able to sort both sets of cards multiple times. This allows them to practice improving their fluency on all of the words.

7. Peer evaluation

H. DIFFERENTIATION

To help all the learners in the group, I can provide the lower grade levels words too, in case the words are too challenging for these students. Another way to help them would be to put pictures on the cards so that they can look at the image in the first round to figure out the words. After that, then provide them with the cards with only words. Lastly, if the stress of the timer is bother them then maybe I could discretely take the time without having their partner do so.

I. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT?

Something that could go wrong with this lesson is that the students will not be able to read any of the words. In order to solve the problem, I would have the previous grade levels words in order to still practice fluency some words that they are struggling with. Something else that could go wrong is that not every student has a partner. If there is an odd number in the group, I could jump in to be the timer for that pair. Or we could do it with less people so that the number stays even.

Lesson Implementation Reflection

As soon as possible after teaching your lesson, think about the experience. Use the questions/prompts below to guide your thinking. Be thorough in your reflection and use specific examples to support your insights.

1. How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.

The actual teaching of the lesson was different because I had to shorten the number of words in the envelopes because the students were struggling with them too much. The time given during reading would have been too short if we did all the words.

1. Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?

Based on the assessment, I can conclude that as the students worked to learn the words, they were able to increase their fluency by recognizing and reading the sight words faster. Their times decreased each round showing they were faster to read the words. This is true for both of the girls. They learned the 4th grade level words that were provided in the lesson some of which they struggled with in class.

1. Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.

One way to incorporate developmentally appropriate practice in a better way would be to see which words they would report as words they struggled with and have them practice only those words they did not know. This could come from their own reading choices or word study words that they have a hard time with.

1. Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?

Based on the assessment data I collected I would still want to see if these words stuck with them in their memory. I may have them practice the words a few times a week until the words are second nature and they know all of them without have to stop and sound them out.

1. As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners?

This shows that children as learners are quick to grasp new concepts. Sometime I think that a lesson may be too challenging, but the students really can handle it quite well. The students in this lesson quickly learned the words and improved each round.

1. As a result of planning and teaching this lesson, what have you learned or had reinforced about teaching?

This lesson showed me that some students may just have trouble pronouncing words but they may know what the words are and what they mean in their head. This could be because of speech or that they speak another language at home which was true of the students that I worked with.

1. As a result of planning and teaching this lesson, what have you learned or had reinforced about yourself?

This lesson showed me that in a small group setting students can gain a lot of information when the lesson targets things they are having trouble with. It showed me that I can help these students and make them better readers and writers. Also, if I am excited about a game or lesson it can easily wear off on the students. It is important to keep my energy up!

RECORDING SHEET:

