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| **Literacy Component** | **Instructional Procedures** | **Session Notes** |
| **Essential Knowledge/Skills** (from Curriculum Framework) | **5.4 The student will expand vocabulary when reading.**  **a) Use context to clarify meanings of unfamiliar words.**  **b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**  **c) Read with fluency, accuracy, and meaningful expression.**  **5.5 The student will read and demonstrate comprehension of nonfiction texts.**  **j) Draw conclusions and make inferences with support from the text.** | |
| **Cognitive Level(s)** | **Remember what an inference is.**  **Understand.**  **Apply content to understand the meanings of unfamiliar words.**  **Evaluate the complete sentences.** | |
| **Essential Question/Enduring Understanding** | **What is the purpose of fluency? How does it help me understand what I am reading?**  **What is the impact of double lettered words?**  **How double letters can impact** | |
| **Step One:**  Fluency/Reread  **BCC Objective(s)**  The student will answer 3 out of 4 comprehension questions correctly, about the text “*Looking at Lincoln*”.  The student will draw three pictures and write four sentences describing the pictures with 100% accuracy.  The student will be able to demonstrate the phrase scooping technique 8 times for every 10 sentences. | **Title of Book:** *“Looking at Lincoln”*  **Level of Book:** T  **Reading Strategy** (circle one- Whisper or Silent)**:**  **Rational:** During this lesson we are going to be working with fluency. As we began practicing fluency, my tutee was only able to retain some information from what she had read. This is because she read with little to no fluency. Therefore, the goal was set for my student to “be able to read fluently and expressively.” Since our last lesson, my student had showed improvement in her fluency, when interested in the topic. The book selected for today is about African-American history, which she showed an interest in last week. For this lesson I am wanting to help further my student’s fluency and expression by being repetitively exposed to this book and have an interest, therefore the student will engaged when practicing fluency. The student has also taken an interest in the phrase scooping strategy. This skill will then be applied to the reread.  **Instructional Activity:**  **Step 1: Modeled Reading**  Mini Mouse *“Looking at Lincoln”* is the book that we will be rereading for this week. When we “reread” this means that we are going to read our book every day. Why might we do this?  Student: because we get better when we practice!  Teacher: Yes Mini Mouse!  To begin our “reread” well, I am going to read the first 5 pages of our book “*Looking at Lincoln*” to you and then I am going to ask you a few questions afterwards, why would I do this? We will continue reading the book afterwards.  Student: to see what I remember  Teacher: that is right! Now let us begin!  Guided instruction:  Teacher: what was your favorite part of the book so far? In addition, why?  Student response: when they told us all these different facts about Lincoln.  Teacher: why?  Student: because it’s interesting, and I didn’t know these facts before.  Teacher: If this story took place in a different time period, what might be different about Lincoln?  Student response: he’d has a shorter hat and probably wouldn’t have kept his beard.  Teacher: let’s keep reading to find out what else is happening at this time period.  **Step 2: Paired Reading**  Mini Mouse, now we are going to reread “*Looking at Lincoln*” together. I will read the first 8 pages and then you will read the next 8 pages. Back and forth between us. Do you have any questions?  Student: I understand. Let us read!   * After we have completed the paired reading, Mini Mouse will draw a few chronological scenes that happened in our book and write corresponding sentences.   **Step 3: Phrases and Scooping**  \*Teacher will have the first 5 pages typed up and ready for the scooping technique\*  Teacher: Mini Mouse, you have your ringlet from last week?  Student: yes!  Teacher: We are going to add to our ringlet, a few sentences from our new book.  Teacher: we are going to draw the scoops underneath of our words, to show us when we should pause. Do you think you can do this by yourself?  Student: yes I can do it!  Teacher: good! Now remember you have to read out loud while you are doing this  Student nods her head.  The student will then be handed the ringlet sentences and will read the words aloud as she follows along with her marker.  Teacher: Let us read our first sentence first without the scooping.  Student: One day, while walking through the park on my way to breakfast I saw a very tall man. He reminded me of someone, but I could not think who.  Teacher: Now read it and scoop!  Student: One day, while walking through the park on my way to breakfast I saw a very tall man. He reminded me of someone, but I could not think who.  Action: student draws scoops under the sentence.  Teacher: and now without the scoops  Student: One day, while walking through the park on my way to breakfast I saw a very tall man. He reminded me of someone, but I could not think who.  Teacher: good job! High five!  \*This will repeat with the rest of the sentences\*  The student will then scoop as they read, to prevent themselves from reading every word. This is also how the teacher will measure the student’s progress of reading with fluency and expression.  The scooping helps students to bunch phrases together instead of reading each word in isolation  The teacher will laminate these cards for the student’s ringlet.  Independent Practice:  These sentences will be converted into a ringlet, for the student to bring home to practice.  **Step 4: Reading in Phrases (Pairs)**  Teacher: do you remember how to scoop while reading?  Student: yes!  Teacher: show me what this looks like.  Action: hands student the ringlet, student takes her finger and follows the line while reading.  Teacher: good! Now we are going to read this book again just like that, in pairs. Just like our last paired reading, I am going to read the first few pages and then you are going to read the next few pages. What different now is that I want you to use our scooping technique while we read. I also want you to try reading with your scoops in your head and not with your finger. Do you have any questions?  Student: How will I use the scoops in my head?  Teacher: You will try to sound like you do when you use your finger for the scoops, but you won’t use your finger to point to the words.  Student: oh I understand!  Teacher: just try your best, if you need your finger at any point you can use it.  Student: okay!  The student and I will then begin reading the reread. This will make it so I can model the skill to the student and then have her repeat the skill directly after.  **Step 5: Independent Reading**  Teacher: Mini Mouse, now that we have been practicing reading *“Looking at Lincoln”* we know what is going to happen. We have also have been scooping out words as we read. Why do we scoop our words again?  Student responds: It makes it so we read like we speak naturally.  Teacher: you are right! Remember to scoop when you are reading! This time you will read our book silently to yourself, but I still want you to scoop while reading. I will be coming around and asking you to whisper read to me for some parts.  Student: okay!  The student will then read *“Looking at Lincoln”* to herself and the teacher will then come up to her and ask her to whisper read.  The teacher will watch as the student read to see if the student is using the skill, This will be how the teacher measures the development of the student’s reading fluency. (and the success of the scooping skill use) | * Book Reread:   + Too easy   + Just right   + Too hard * Number of times book read: * Missed words: * Comments: |
| **Step Two:**  Word Study  **BCC Objective(s)**  When randomly given a set of words, the student will be able to identify the feature and sort it appropriately with 75% accuracy. | **Patterns/Features: Derivational Constancy**  **Words List: double lettered words**  **CC**  Accept  Accommodate  Accident  Accord  Recces  Soccer  Success  **FF**  Bluff  Coffee  Scoff  **NN**  Beginning  Nanny  Bunny  **LL**  Chill  Spelling  Accidentally  Rational: I had just conducted another DSA and the student showed progress in the use of prefix and suffixes, in comparison to the pre-assessment. However, the DSA results this time, had showed that the student needs more exposure to words with double letters. That is why the word list above was selected.  **Instructional Activity:**  The student will be given 4 different sets of words. These words will all be cut apart and needed to be sorted. The student will be able to separate words based on their double letter feature. The student will then sort the rest of the words under the headers.  Teacher: Today we are going to be working with double letters again.  Teacher: good answers Mini Mouse! For our next activity we are going to separate our words by the “head word” features.  Action: hands student cut up word parts.  Teacher: why did you separate these this way?  Student: because the first ones are the first part of the word and the others are the ending.  Action: student separates word and explains reasoning. | * Focus Area:   + Mastered   + Developing   + Needs Improvement * Describe: |
| **Step Three:**  Word Identification  **BCC Objective(s)**  When flashed a sight word, the student will be able to distinguish the difference between 18 out of the 20 sight words. | **Sight Word/HFW**:  **Grateful**  **Separate**  **Restaurant**  **Sincerely**  **Necessary**  **Surprise**  **Calendar**  **Maneuver**  **Rough**  **Especially**  **Women**  **Parallel**  **Eligible**  **Truly**  **Weigh**  **Beneficial**  **Criticize**  **Peculiar**  **Harass**  **Interrupt**  Rational: The pre-assessment showed that my student would often confuse words for others because they shared similar characteristics. Therefore a goal was set for her to be able to “identify words according to shared beginning and/or ending sounds.” Although since our last lesson I instructed the student to use the words in context, and the student was able to distinguish the difference of the words. Showing progress towards our goal. Therefore, for this lesson, the student will be given a larger number of words that don’t look similar and will be required to say the words in context.  These words will be shown to the student in the form of flash cards. **Instead of simply saying the word, the student will use the word in a sentence.** These words flashed to the student in no particular order. After every round of words, the teacher will re-shuffle the words. The teacher will use this activity as a form of measure to the student’s comprehension.  **Vocabulary Words** (from the new read including student friendly definitions)**:** | * Mastered word(s): * Needs Improvement on word(s): |
| **Step Four:**  Comprehension  (New Read)  ***Before:***   * Preteach Vocabulary * Book Walk * Strategy Introduction (predicting, questioning, make connections, inferences, determining importance, visualizing, etc.) * Activate Prior Knowledge * Analyze Text Structure * Setting a Purpose   **BCC Objective(s)**  When asked about the targeted words, the student will be able to give an accurate example of how the 3 out of the 4 words used during the story.  ***During:***   * Echo Reading, Choral Reading, Whisper Reading, Silent Reading * Strategy Instruction (predicting, questioning, make connections, inferences, determining importance, visualizing, etc.) * Activate the Brain * Analyze Text Structure * Clarify Words/Sentences * Monitor Progress   **BCC Objective(s)**  When reading the book *“Monster Hunt”* the student will be able to make 3 inferences with 75% accuracy.  ***After (can be in written form):***   * Respond * Explore (go back into text) * Apply (write a response) * Summarize and Connect Key Ideas * Confirm Predictions * Generate New Questions * Extend Learning to New Situations * Identify Gaps in Learning   **BCC Objective(s)**  When encouraged to make an inference the student will be able to make 3 out of 4 inferences. | **Title:** *“Let the Truth Be Told”*  **Level:** T  Rational: A goal was set saying that the student will be able to “use reading strategies while reading to self-monitor comprehension.” This has been slowly developing with the student. She has not been confident when first exposes to strategies such as predictions and inferences. Last week, the student showed an understanding of making predictions and showed confusion when it came to making inferences. Therefore, this time the student and will be practicing wholly with making inferences. The goal of this lesson is to get the student comfortable with making inferences throughout the text.  **Before:**   * “Good morning Mini Mouse! Today I’m going to read you a story called *“Let the Truth Be Told.”* Before we begin, I want to go over a few of the vocabulary words, to help us prepare for our read. Our vocabulary words are: * Constitution: the law of the USA * Carpenter: someone who makes things out of wood. * Methodist: which is a type of religion. * Lynching: a punishment   Teacher: what can you tell me about the US constitution?  Student: it’s a list of laws that we follow to keep everyone safe  Teacher: yes that’s right. Now, what do you think a carpenter can make?  Student: benches and tables  Teacher: have you ever seen a carpenter before?  Student: shakes head  Teacher: well that’s okay, because I’m sure you’ve seen their work?  Student: yes there’s a lot of stuff made of wood.  Teacher: yes, now do you know anything about Methodists?  Student: that they believe in god like me.  Teacher: okay good connection! What about lynching? What could that be?  Student: it’s something bad  Teacher: well let’s read and find out!  Teacher: While reading today, we are going to making inferences. Do you remember what an inference is?  Student: it’s making conclusion based on what we have just read.  Teacher: exactly! So how is this different than making a prediction?  Student: a prediction is a guess about what will happen.  Teacher: yes that is absolutely right.  Teacher: For this book today we are going to focus specifically on making inferences while we are reading. We will start this book reading together and then you will continue with the reading independently. Do you have any questions?  Student: I do not.  Teacher: Alright! Let’s read.  **During:**  Action: writes the words prediction and inferences on board for reference during reading.  Teacher: remember, you can stop and make inferences too. I want to hear what you think.  Page 2:  Teacher: Based off of what we just read I will make an inference that this story took place a long time ago because of the date.  Teacher: Let’s try another one.  Page 9:  Teacher: What inference could we make from this?  Student: that lynching is really bad, because people die.  Teacher: yes, is there any other inferences you can make from this page?  Student: that she was really good at school.  Teacher: why?  Student: she can handle her school work best.  Page 14:  Teacher: What could we assume about Ida?  Student: that Ida is very short, because she couldn’t touch the ground.  Teacher: excellent inference!  Page 25:  Teacher: What inference could we make from what we have just read?  Student: that a lot of years have gone by  Teacher: how do you know this?  Student: because of what it says at the top of the page, it’s a different year.  Teacher: Good job making inferences Mini Mouse!  **After: Writing prompt** | * Was the book too easy/ hard/just right? * Missed words: * Used “Fix-it up” Tools (name tool(s) below): * Other (B/D/A): |
| **Step Five:**  Writing Dictation and/or Sample  **BCC Objective(s):**  The student will be able to expand simple sentences to be able to answer the prompt using the checklist strategy with 100% accuracy. | **Sentence prompt:** What do you want to remember reading from this book? And why?  Rational: During the writing sample pre-assessment the student was not able to elaborate on her sentences or stay on topic with her writing. Therefore, a goal was set to “write with a clear topic and provide evidence and detail.” The student was taught an expansion strategy, and has shown mastery in this strategy. However, for today, the student will be asked what makes a sentence and will be then told to automatically apply the strategy. This will show if the student is able to independently elaborate her answer and not just answer the bare minimum of the prompt.  Materials: pencil and paper  **Instructional Activity:** Independent practice  The student will be given the prompt about the book that had just been read for the comprehension section. The student will be able to apply the checklist strategy to the writing prompt. Once the writing sample is done, the student and teacher will go through and label the parts of the writing checklist. The teacher and student will then reflect on the writing piece. The teacher will be able to read Mini Mouse’s written piece to measure the success of the strategy use. | * Missed Word(s): * Comments: |
| **Running Record** | **Title:**  **Level:**  **RR:** | * Scores are based on   + Cold read (reading level)   + Hot Read (fluency) * Accuracy: \_\_\_\_\_ % * WCPM: \_\_\_\_\_\_\_ * Prosody: * Missed Words: * Overall Comments: |
| ***Ideas for next session/lesson*** |  | |