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| Name: Naomi Cary  |
| Fluency Component/Skill: Comprehension -- Narrative Text Structures/Character Characteristics  Approx. Grade Level: 3rd Lesson Objective(s): The student will be able to describe characters based on a selected text with 5/6 questions right.  |
| Type of Instruction | Instructional Procedures for the Implementation of the Skill(s)/Strategy(ies) |
| **Direct Explicit Instruction** (Clear Explanation and Modeling)This section is designated for the actual direct instruction of the skills you plan to teach and model for your students. This should be very detailed (exactly what you plan to say). Start with stating expectations and what the students will be learning. Then follow with detailed instructional procedures demonstrating the skill(s) you plan to teach and model. Do not just state what you plan to teach, state HOW you plan to teach it. | Overall Classroom Behavior Expectations: * The students will sit quietly in their assigned seats.
* If they are not in this small group activity, then they are working in other groups assigned by the CT.

Small Group Behavior Expectations: * The students will be respectful and quiet during the lesson.
* The students are not shouting out answers to any of the questions.

Instruction: * First, I will introduce the term character.
* *“A character is someone or something that appears in a story. Plus, there is a thing called a main character this is someone or something that appears in the story all of the time and the story is completely focused around that person or thing.”*
* *“We are now going to practice identifying the character of a story by reading a book titled “The Skunk”.*
* *“Let’s first look at the cover to see if we can guess who may be the characters in the story and maybe who even is the main character.”*
* I will show the cover of the book. *“Now by looking at the cover of the book who do you think the story will be about or who do you think the character of the book is?”*
	+ Student Responses and Positive Feedback
* At this stage the students may try to make predictions about the story.
	+ Student Responses and Positive Feedback
* We will begin reading the book *The Skunk.*
* About half way through the book I will tell the students *“make sure you are thinking about who the characters are in the story and even who may be the main character”.*
* We will finish reading the book.
* Afterwards, I will bring up the questions: “*who are the characters of the book? Who is the main character of the book and how do you know the answers to those two questions?”*
	+ Student Responses and Positive Feedback
* *“What do recognize about the character? Meaning what does he look like? Can you give example from the text?”*
	+ Students Responses and Positive Feedback.
* *“What would you have done differently than the character? Maybe you could include some personal experiences.”*
	+ Student Responses and Positive Feedback
* *“Did you all like the character why or why not? Do you have specific examples from the text that show why you do or don’t like him?”*
	+ Student Responses and Positive Feedback
* *“Alrighty friends, this has led us into our next activity. As soon as everyone is settled and quiet I will hand out all of the materials and go over the directions.*
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| **Guided Practice**This section is designed for student interaction. The student(s) practices the skill(s) you previously just taught. As the student practices the skill, you provide feedback (positive if correct and immediate construction when incorrect). You may need to reteach previously taught skills if the student is having difficulties mastering what was taught. | Activity Behavior Expectations: * The students will not read out loud but to themselves.
* They will not shout out or share answers with their friends.
* They will answer the questions with complete sentences and details.
* They will not color on themselves, their desks, or each other with the markers.

Preface:These students are on the same independent leveled reader. They will be using the same book to answer these questions on the character sheet. Activity:* *“Alrighty friends we are going to be working on a character map that goes along with the book titled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.*
* *“But, before we get to that. Ms. Cary is going to show her character map that she made on the book we just finished.”*
* Show the filled-out character map on the book *The Skunk* and goes over the answers I have based on the book.
* Hands out the books and the character map.
* *“You will out your character map just as Ms. Cary has but using your book I just gave you.”*
* *“Before you get started, please know that we are reading this book and answering the questions independently and we will share our answers at the end when everyone is done. Okay? Plus, if you look at the questions these questions are similar to the ones Ms. Cary asked you all about the last book.”*
* *“Alrighty friends you can get started.”*
* Students should be reading and answering the questions.
* After the students are done their will be discussion with each student answering each question.
	+ *“Who was the main character in the story? How do you know?”*
		- *If you got that answer put a check mark beside the answer.” (formative assessment)*
	+ *“What does the character look like? Can you give me some examples?”*
	+ *“What things does the character do? List some examples from the test?”*
	+ *“What would you do if you were the character? Do you have personal experiences that influence this decision?”*
	+ *Do you like the character? Why or why not?*
	+ *Name something important about the character.*
* *“So, now that we have discussed our answers, take words from your own character map and make a sentence describing the character.”*
* *“Let’s share our sentences.”*
	+ Student Responses and Positive Feedback
* *“Great work everybody. Thank you for sharing your answer. See you next time.”*
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| **Critical Thinking Questions** | 1. What skills would have been taught prior to your particular skill(s)?
	1. For this skill many things have to have been taught before. The most obvious is the reading mechanics; such as directionality, book cover, title page etc. These are very important for students to know because it first teaches them the basics of reading. Next, would be sight and high-frequency words to help with their word recognition, automaticity, accuracy, comprehension, and just basically overall fluency of reading. Then, the students have to somewhat familiar with parts of a story, such as, the setting, character, etc.
2. What skill(s) might be taught next?
	1. The next skills that could be taught would be comparing and contrasting characters from different stories. Plus, this could also lead them into writing their own narrative text based on these questions.
3. What aspect of fluency did your lesson cover and why is it important?
	1. This lesson covered all of the aspects of fluency because you are working on their independent level. You as the teacher should have already tested them for all of these aspects of fluency; especially if you did a running record. On the rate side, you as a teacher could see how long it took them to finish the book. Next, comprehension would be an aspect that would shine through when the students’ answered the questions on their character map. Accuracy should already be known beings that you are on their independent level. Lastly, with prosody this one you cannot really tell unless they read out loud. However, again you are working on their independent level, so this is something that you should already know if they are having trouble or not.
4. Why is fluency instruction important to learning to read?
	1. Fluency instruction is important to learning to read. It helps you to become familiar with words and become automatic at saying them (which is reading) once that happens your brain will be free to be able comprehend the readings. That is a part of fluency. It is all linked together.
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| **Reflections** | 1. What did you notice about yourself while teaching?
	1. I was a lot less nervous than with the first one.
	2. I also sounded a little bit more natural.
	3. I still said “um”, but not as much as last time.
	4. This time I made sure my behavioral expectations were set and clear before we started the lesson.
	5. I also tried to read with expression to try and model prosody for them.
2. What did you notice about your student(s) while the lesson was in progression?
	1. I noticed that they responded better when I read with expression.
	2. As the lesson went on they become more comfortable with answering questions about the characters.
	3. The students were also excited that they got to read their own book.
3. Did you make any adjustments to your instructions while teaching? If so why?
	1. I allowed them to make connections during the story, because I felt that it was an extension/builder activity.
	2. Plus, when they had predictions about what would happen I let them explain their answers.
4. Do you feel your student was able to master the skill(s) taught? How do you know?
	1. I do feel that the students mastered the concepts. During the group discussion of answers each student could answer the questions “why” or “how” to go along with their answers. And when asked “why” or “how” the students were able to give detailed answers and some even used clues from the text.
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