

LLED 3425 Lesson Plan #1

BACKGROUND INFORMATION FOR READING LESSON ON	
Student Name: Robert	Lesson Date: 3/22/2012
Group Setting: One on one/ individual	Student Grade Level or Age: 2 nd Grade
Lesson Title: Vowel Combinations and Diphthongs	
Organization of Lesson: This lesson will take place during the Reading Workshop center time. Robert will work one on one with the teacher during his guided reading group. The lesson will consist of a five minute mini lesson, ten minutes of Racetrack game, ten minute reading assessment.	
Statement of Purpose: After observing and assessing Robert, I saw that he had significant trouble pronouncing and identifying words that contained double vowels or vowel diphthongs. This lesson will serve as a practice of vowel blends and irregular pronunciation sight words. This word practice will help the student to become familiar with and identify words with vowel combinations in their daily reading in order to increase reading fluency and literacy skills.	
OBJECTIVES – 1. ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2. Recognize and read words with two vowels in a row such as “ou”, “oi”, “tion”, and “sion”	
MATERIALS – 1. Racetrack game board 2. Game spinner 3. Rhyming cards 4. <i>Misha Disappears (Rigby book)</i>	
PROCEDURES – 1. The teacher will introduce the Essential Question: How do vowel diphthongs affect our	

pronunciation of words?

2. The teacher will write the words 'through', 'coin', and 'action' on a white board and ask the student to identify the vowel combinations in each word. Students will then pronounce the words after hearing the teacher recite them first.
3. The teacher will introduce the Racetrack game:
 - a. Student will spin the spinner to see what word they land on.
 - b. Student will identify vowel pattern and say the sight word.
 - c. Student will find a word from the rhyming bag with the same vowel pattern and lay on top of square.
 - d. Students will play until the entire board is filled up with correct rhyming words.
4. Student will practice with words by reading *Misha Disappears*.
5. Student and teacher will read through book identifying words containing vowel diphthongs and match word with words on Racetrack board.
6. Student will reread *Misha Disappears* and be assessed on pronunciation of words containing vowel diphthongs.

DIFFERENTIATION:

Individualized lesson plan for mentor student.

ASSESSMENT:

Student will display their understanding of vowel blends through their proper pronunciation and identification. They will read the book *Misha Disappears* to the teacher. They should identify and pronounce the vowel diphthongs seen throughout the book. They will be assessed by the accuracy of word pronunciations with words containing vowel combinations.

R's Lesson #1 Assessment

C. lisha Disappears -

- Around ✓
- Shouted ✓
- Through ✓
- Groaned ✗
- Going ✓
- Squashing ✗
- Thought ✓
- Down ✓
- Would ✓
- Again ✓
- Joined ✓
- Search ✓
- Skateboard ✓
- Brown ✓
- out ✓
- Saying ✓
- Found ✓
- Disappear ✓
- Shadows ✓
- Loud ✓
- House ✓
- Laughing ✓
- Repair ✗
- Could ✓
- Either ✓
- Shoes ✓
- Rain ✓
- Already ✓
- You ✓
- Reached ✓
- Directions ✗
- Trouble ✓
- Caused ✓
- Head ✓
- Enormous ✗
- Fears ✓

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Reflection

I was excited to do this lesson with Robert because I was pretty confident he was going to enjoy it and I believe it is going to be very helpful for him in his reading. I would say this lesson went very well overall and was enjoyable for both Robert and me. We went to a quiet spot in the room and started the minilesson by talking over some of the different words containing vowel blends. I really loved how we were able to talk through some of the words and then directly apply them to the game as well as the reading. The book *Misha Disappears* was a Rigby basal reader book that was one level higher than Robert's current reading level, which was perfect for this lesson. The lesson lasted thirty minutes but I feel that Robert would still have stayed engaged for even longer after that. This was a definite change from previous assessments and one on one time with Robert. It was exciting to see him enjoy the lesson and to really take away some new decoding skills.

Robert responded well to the sight words containing vowel diphthongs and did not become frustrated with the words he did not know. I noticed that after I walked him through the process of using known vowel sounds with unfamiliar words containing the same sound, he began to use this strategy on his own. Robert really enjoyed the game and became excited when he recognized a word in the book and was able to pronounce ones that he previously could not. I would say that Robert came out of the lesson with a new understanding of how vowel blends sound and how words containing the same vowels combinations can sound similar. He began to gain confidence in his ability to sound out words and work towards becoming a fearless reader.

This lesson will be used in upcoming lessons because I will continue to focus on words containing vowel diphthongs. In the next lesson we will look at prefixes and suffixes but the identification and ability to pronounce these common root words will be necessary. This lesson will also be beneficial as we work on sounding out and experimenting with new and unfamiliar words in reading. Instead of becoming overwhelmed or guessing on harder vocabulary, I think splitting up the various parts of words that Robert is having particular difficulty with will help him to sound out and identify these words throughout his reading. I believe that vowel blends are a key component of helping Robert become a more fluent reader and for him to increase his overall comprehension and enjoyment of reading.

LLED 3425 Lesson Plan #2

BACKGROUND INFORMATION FOR READING LESSON ON	
Student Name: Carly Kurdelmeier	Lesson Date: 3/23/2012
Group Setting: One on one/Individual	Student Grade Level or Age: 2nd
Lesson Title: Making New Words with Prefixes	
<p>Organization of Lesson: This lesson will take place during the Reading Workshop center time. Robert will work one on one with the teacher during his guided reading group. The lesson will consist of a five minute mini lesson, a ten minute work time to define prefixes, ten minutes of the Prefix matching game, and a five minute check for understanding.</p>	
<p>Statement of Purpose: In order to continue working on Robert's fluency and comprehension and after working with him on vowel diphthongs, I noticed Robert's trouble with using prefixes to pronounce and decode unfamiliar words. The purpose of this lesson is to recognize and use prefixes to better understand and comprehend words. For student to increase their working vocabulary and sight words and become more fluent in their reading.</p>	
<p>OBJECTIVES –</p> <ol style="list-style-type: none">1. ELACC2L4B: Determine the meaning of new words formed when a known prefix is added to known words.2. ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.<ol style="list-style-type: none">d. Decode words with common prefixes and suffixes.3. Defining prefixes and using them appropriately with root words.	
<p>MATERIALS –</p> <ol style="list-style-type: none">1. Prefix Matching Game2. Dictionary (if necessary)	
<p>PROCEDURES –</p> <ol style="list-style-type: none">1. Minilesson on how to use prefixes to determine the pronunciation and meaning of words.2. Discuss and define prefixes: un= not, re= again, pre= before, im- not	

3. Play prefix matching game
 - a. define and pronounce root word
 - b. add appropriate prefix
 - c. define and pronounce new words
4. Use newly defined words with prefixes in a sentence.

DIFFERENTIATION:

Individualized lesson plan for mentor student.

ASSESSMENT:

Student will be checked for understanding of prefix meanings and how to use them during one on one reading.

Student's sentences and definitions will be evaluated for accuracy.

Carly Kurdelmeier
Karen Graham
LLED 3425

Lesson #2 Reflection

As I looked back on Robert's assessments as well as the observations I had made during individual reading time, I saw that he often had trouble pronouncing words that included any kind of affix. It seems that he is unaware how to break up words into smaller pieces in order to decode them. For our second lesson together I decided to work on Robert's understanding of prefixes and how they can help decode words. The last lesson on vowel diphthongs allowed us to use root words that included vowel blends and also let us start working on the meaning of words, which will lead into our next lesson on comprehension. I believe working on his understanding and use of prefixes will greatly benefit Robert and continue him on the track to becoming a more fluent reader.

Robert really enjoyed this lesson and I was able to see him start to grasp the concepts of how to use prefixes to figure out the pronunciation and meaning of longer words. Before I introduced the minilesson I told Robert that we would be playing a prefix game. I think this helped Robert pay attention to the beginning of the lesson and really take away some key points for how to decode longer words. I definitely was able to see the benefits for working one on one with Robert and it was fun to see him enjoying the lesson.

The biggest thing I saw Robert immediately take away from this lesson was the ability and strategies to break up bigger words. Usually he gets to a bigger word such as 'unhappily' and he stumbles over it or skips it completely. As I helped him break apart the word into three different parts, I could see the tension ease as he read through harder words. The prefix game

allowed him to practice with common prefixes and really grasp how to use those clues to figure out the meaning of the words. As I assessed Robert by checking his use of the words in sentences, I could tell that he picked up a lot from the lesson. He used most of the words correctly and pronounced them with fluency. It was exciting to see Robert's new understanding of how to break words into parts and it made me excited to use these new skills to see how they have helped his reading comprehension.

LLED 3425 Lesson Plan #3

BACKGROUND INFORMATION FOR READING LESSON ON	
Student Name: Robert	Lesson Date: 3/30/12
Group Setting: One on one/ Individual	Student Grade Level or Age: 2nd
Lesson Title: Filling my Brain with Vocabulary	
<p>Organization of Lesson: This lesson will take place during the Reading Workshop center time. Robert will work one on one with the teacher during his guided reading group. The lesson will consist of a five minute mini lesson, a fifteen minute shared reading, and a ten minute review/assessment on vocabulary learned.</p>	
<p>Statement of Purpose: Using the Reading Interest Survey and Running Records I saw Robert's need for a larger working vocabulary. Since we have already concentrated on vowel combinations and prefixes we will use this pronunciation work and move into knowing and understanding vocabulary. This lesson is designed to increase Robert's reading comprehension.</p>	
<p>OBJECTIVES –</p> <ol style="list-style-type: none">1. ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings.<ol style="list-style-type: none">a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).2. ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<ol style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.	
<p>MATERIALS –</p> <ol style="list-style-type: none">1. <i>A Chair for My Mother</i> by Vera B. Williams2. Vocabulary Thought Chart3. Dictionary	
<p>PROCEDURES –</p> <ol style="list-style-type: none">1. Minilesson about how to figure out unfamiliar words through context clues and/or dictionaries.2. Student and teacher will take turns reading a page of <i>A Chair for My Mother</i>.	

3. When unfamiliar word appears, student will stop and repeat the word
4. Teacher will reread the sentence and talk about what the word might mean using context clues from the sentence.
 - a. Use dictionary to define vocabulary if necessary.
5. Write word on Vocabulary Thought Chart with a reminder picture included.
6. Plug word back into sentence and read again.

DIFFERENTIATION:

Individualized lesson plan for my mentor student.

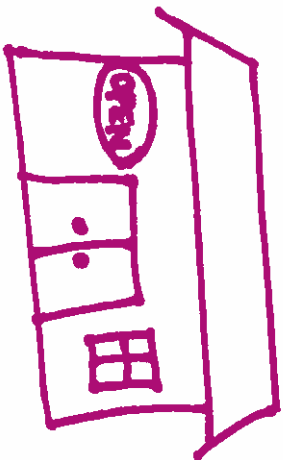
ASSESSMENT:

After reading *A Chair for My Mother*, student will display their understanding of new vocabulary by correctly answering definition for words asked by teacher.

Vocabulary Thought Chart



Diner



Flames
Ww

Charcoal



Goldilocks

Ashes

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LLED 3425

Lesson #3 Reflection

I decided to do the final lesson on vocabulary because I believe that Robert is at a point where he is ready to take on some new vocabulary. The previous two lessons worked on Robert's pronunciation and understanding of words which lead him well into adding meaning to the words he is reading. Robert's working vocabulary is pretty low for his grade but I think his love for writing will help him to use and retain some newer words. My hope for this lesson is that he will be able to use this strategy of identifying unfamiliar words in his future reading. I believe these three lessons together have given Robert a great foundation for continuing to build his fluency and comprehension.

This was by far my favorite lesson and I believe it was easily Robert's as well. He was engaged the whole time and could not wait to find a new word he did not know. We worked together to make a chart of all of our new vocabulary words and I definitely can see Robert using this strategy on his own. I thought this lesson was a great way to sum up all of the work Robert and I have done together this year and I was able to incorporate aspects of the previous two lessons with *A Chair for My Mother*. I really want to use a lesson like this for my classroom and incorporate it into class read alouds.

From this lesson, Robert took away the ability to find an unfamiliar word in his readings and use strategies to help him figure out the definition. As we worked through the book he became better and better at figuring out the unknown words. From the assessment I could also tell that Robert took away a whole new set of vocabulary words that he should be able to use in

his future reading and writing. I thoroughly enjoyed working with Robert this semester and getting to so closely see the progress he made. I am very hopeful that Robert will be on grade level at the end of the year and really have seen him make huge improvements. I believe his new understanding of how to pronounce and define words will continue to increase his reading fluency and comprehension.

Carly Kurdelmeier

Karen Graham

LLED 3420

30 April 2012

Portfolio Self Evaluation

As I started putting together this Assessment Portfolio, I realized how much I had learned throughout this semester. Keeping up with the data as I went as well as reflecting on each piece I completed really allowed me to make the most of my experience in my classroom. Working with Robert was both rewarding and frustrating at times but as I look through his progress through the semester it definitely makes everything worth it.

I believe I did a very good job with this portfolio and accurately showed every step of my student's progress. Because I kept up with each due date and completed my assignments each week, I was able to put my best effort into each assessment and lesson. I believe my reflections have accurately shown how I have used each assessment and lesson to best benefit my student. The results of each assessment show up in the lessons I planned and therefore, are individualized for my student's needs. The lessons show a progression of skills and each one builds upon the next one. I believe this portfolio gives a very accurate picture of Robert's progression throughout the semester.

I would give myself the full 35 points for this assignment because I believe I have included each part with accurate description and detail. I have set up the portfolio in a way that is easy to follow and included all the accompanying documents. My assessments and lesson plans are thorough and well planned out. I believe the portfolio as a whole gives great insight into my own philosophy of reading as well as research that backs up some of the theories we have talked about in class. I have worked very hard on this portfolio during this whole semester and I am very pleased how it has turned out!

crown

question

annoy

vision

combination

royal

proud



action

Spoil

however

south

Racetrack Game

joyful

count

nation

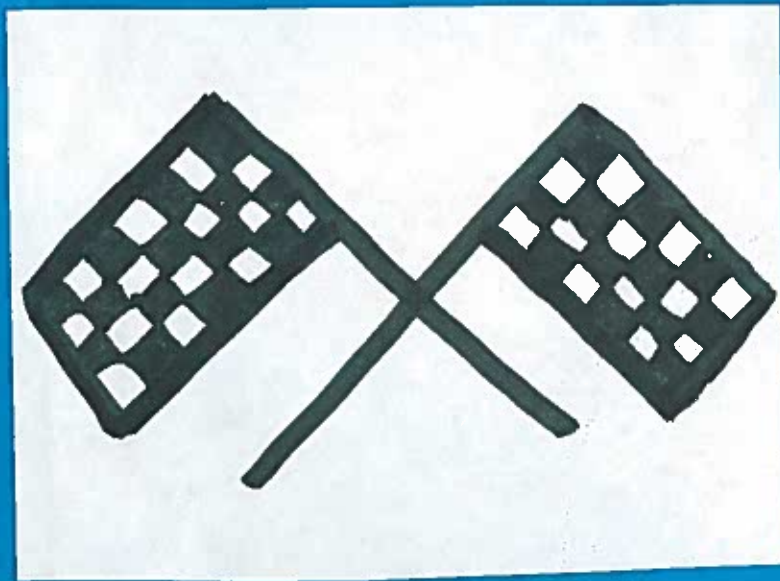
choice

crowded



voice

joint



moist

motion

around

section