

LESS. n Plan

Tutor Mrs. Rowles

Student Jared

Date 11

Materials	Purpose	Procedure	Evaluation
<p>Jared's Book</p> <p>- Frog & Toad Together by Arnold Lobel</p> <p>- Bored - Nothing to do! by Peter Spier</p> <p>- Clifford the Big Red Dog by Norman Bridwell</p>	<p>Enjoyment</p> <p>Comprehension</p> <p>→ activate prior knowledge</p> <p>- Build vocabulary</p> <p>Comprehension</p> <p>Practice word identification strategies</p>	<p>① <u>Easy Read</u></p> <p>- Have Jared read his book</p> <p>- Ask questions to relate book to his life</p> <p>- Have you ever _____? Explain</p> <p>② <u>Introduce Book</u></p> <p>- Jared choose book</p> <p>- Read title, look at cover</p> <p>- Ask what he knows about _____?</p> <p>- Tell story through the pictures</p> <p>- Use vocabulary words that are difficult</p> <p>③ <u>Read the Book</u></p> <p>- have Jared read book</p> <p>- As he reads, make predictions of what he thinks will happen</p> <p>- When he comes to a word he doesn't know, make sure he reads to the end of the sentence and then goes back.</p> <p>- Discuss if his predictions were right</p>	<p>① Jared's book was easy for him. He wanted to read the book twice. It was about sleeping at a friend's house & he related sleeping at a friend's.</p> <p>② Jared chose Clifford. had read other Clifford books & liked them. Knows the characters very well. wants to read other Clifford books.</p> <p>③ As he read the book, I prompted him to read to the end of the sentence & come back. He does not do this automatically. Needs more work.</p> <p>He had some good predictions since he already knew these characters.</p>

Lesson Plan

Tutor Jocice Hopkins

Student Melissa Lothridge Date 8/1/03

Materials	Purpose	Procedure	Evaluation
Melissa's book	Affective Aspect - Enjoyment - Sound LIKE a good reader - Feel successful	① Easy Read - Have Melissa read her book - Ask questions - What's going to happen, etc	Melissa brought a book about Little Red Riding Hood. Since it was long, we took turns reading. She was familiar with the story and did very well. Melissa hadn't been to a zoo, so we had to go through all the animals to make sure she knew what they were. She did a great job with the -ack family tree. She came up with several words on her own, and did terrific phonics practice. Melissa used many strategies to figure out new words - look at picture rereading, + thinking if the word makes sense. She didn't catch on to the rhyming, so I pointed it out to her. The -ack tree helps reinforce it.
Zoo- Looking	Comprehension - activate prior knowledge - build background knowledge - predict and check - questioning - retelling - semantic mapping - fluency	② Book Introduction - Look at title/cover - Focus on the word "look" - Make a word family tree w/ look - Have her fill in branches - Do a picture walk	
Paper/Pencil	Word Identification - look at the pictures - skip word, read on, come back. - sound it out - reread - look for parts you know - think aloud	- Ask about animals/see if she knows what they are - Point out new vocab. - Animals she doesn't know - "Silky," "gobbled," etc.	
	Vocabulary Development - sight vocabulary - meaning vocabulary - word families - reference use	③ Read Book - Have Melissa read book - Encourage her to look at pictures - Ask questions - "Does that word make sense?" - See if she recognizes rhyming pattern.	
	Writing - writing process - spelling	④ Word family - Do another tree w/ -ack words	

LESSON PLAN FOR _____

(6)

(date) _____

(grade) _____

(TUTOR)

MATERIALS	PURPOSE	PROCEDURE	EVALUATION
Bibliography title author page # publisher paper pencils/paper crayons	<ul style="list-style-type: none"> - Are purposes appropriate for grade level? - Are there a variety of purposes? - Is the focus on what the students are doing? - Could there be more than one purpose for question or activity? - Are the purposes based on the students needs? - Is there integration of all the Language Area? 	<ul style="list-style-type: none"> - Is the activity appropriate? (geared to students needs and abilities) - Have you stated objectives for the activity? - Did you relate the new to the known? - Did you adapt to students needs? - Did you include cues for what you will say? - Are your discussion questions open ended? - Have you stated a purpose for reading? - Have you followed up on your purpose after reading? 	<ul style="list-style-type: none"> - Did you identify the strengths and weaknesses in your lesson? - Did you include suggestions for improvement? - Did you state why things went well in your lesson? - What action could be taken to improve your lesson? - Have you included important anecdotal notes about students? - Have you included important specific details? <p> <i>Reading: miscues = knowledge of word id strategies phonic knowledge sight word and comprehension</i> </p> <p> <i>Writing: Content misspells sight word spelling</i> </p>