**Name**: Andrea MacMurray **Date**: 11/27/11 **Students**: ‘E’

**Grade Level:** Third **Subject**: Reading **Topic**: Comprehension

**Common Core Standards**

Key Ideas and Details

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**NH State Standards**

Initial Understanding of Literary Texts (LT:1) (R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:1: Demonstrate initial understanding of elements of literary texts by…

R:LT:3:1.2: Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text (State)

Initial Understanding of Informational Texts (IT:1) (R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by…

R:IT:3:1.2: Using information from the text to answer questions related to explicitly stated main/central ideas or details (State)

**SAU 29 Curriculumn Frameworks**

Third Grade: Literature

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Second Grade: Speaking and Listening

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

 Model how to share a story or experience

 Model how to locate key facts and details

 Model how to retell story only using facts and details

Second Grade: Literature

3. Describe how characters in a story respond to major events and challenges.

 Demonstrate how to identify key events and conflicts in a story

 Describe how conflicts are resolved

**Objective(s)**:

**Pre-reading-** ‘E’will participate in a Venn Diagram activity to build background knowledge of what boys/girls can do, what both can do, and what dogs can do. He will participate through explaining his thoughts orally and physically taping the cards to the associated circle. He will orally read 8/10 of the words accurately and place them on the board in the correct part of the circle. When prompted prior to reading ‘E’ will read the cover and be able to point to the author and illustrator. When asked ‘E’ will describe what he notices on the cover and what he thinks will happen just from the cover.

**Reading**- ‘E’ will read the story out loud at the instructional level which means he will make less than five errors.

**Post-Reading**- ‘E’ will be able to orally answer the questions at the end of the book. If ‘E’ does not recall that part of the story he will look back in the book to find the answer. ‘E’ will be given picture story cards that he will put in order from what happened first in the story to what happened last.

**Rationale:**

‘E’ is reading below grade level. ‘E’ works very hard in the classroom and the resource room to improve his reading skills. Within the classroom ‘E’ participates in whole group instruction with the Houghton Mifflin Third Grade Reading Program. Within the resource room he does fluency drills, sight word recognition, and the Houghton Mifflin Second Grade Reading Program.

**Materials:**

Large White Board – Draw a Venn Diagram (label Boys & Girls, Both, and Dogs)

Index Cards – With the following word written on them: beg, flip, eat, sit, stand, walk, run, bark, jump, wash dishes

Book (Ned by Seamus Louis)

Sequencing Cards

**Procedures**

Introduction**:**

Hi ‘E’! Today we are going to work at this table so we can use the large white board. This is the story we are going to read today. What do you see on the cover? Do you have a dog at home? Who trained your dog? Who feeds your dog? Who walks it? Why do people have to train dogs? What are some commands that owners might want to teach their dogs?

Body of Learning Experience:

We are going to read a story called Ned today, but first we are going to do an activity using a Venn Diagram. Have you seen one of these before? Tell me what you know about this Venn Diagram. I will then point to each section of the Venn Diagram and read it aloud. Now I have these cards, these are all words that you will see in the story we are going to read today. Let’s practice reading them. Now that we have read through the cards lets think where we would place the cards on the Venn Diagram. “Beg, do boys and girls beg? Both? Dogs? What circle do you think it best fits with? Here is a piece of tape go place it up under that circle.”

I will read the cover and will explain that this story is about a dog named Ned. Ned’s family wants to teach him new tricks. Prior to reading I will lead ‘E’ through a picture walk. The following pages describe what I will point out to ‘E’ about the story.

* Page two we see that mom wants Ned to learn to sit. How do we know from the picture that mom wants Ned to learn to sit?
* Page three what does gram want Ned to do? Do you think Ned will do this?
* Page five the sister Tam is holding out a dog treat for Ned. Would your dog do a trick for a treat?
* Page eight Ned has a thought balloon in this picture; he is thinking it is time to rest. Do you think somebody had to teach Ned to rest? Lets read the story now.

‘E’ here are story sequencing cards. We are going to put them in order from what happened first to what happened last. First Ned was told to sit. I am going to place this card at this end of the table. What happened next? (Stand Up) Where should we place the card before sitting down or after? Now it’s your turn what happened next? If you cannot remember we can look back in the story. Continue this until all the story cards are used. Let’s retell the story from these cards. Ned was asked to sit first. Then what happened…

Conclusion**:**

I will ask ‘E’ the following questions to gauge his comprehension of the story.

* What does Ned do when the family asks him to do tricks?
* Why does Ned go to sleep at the end of the story?

**Positive Feedback:**

Throughout the entire learning experience I will be actively trying to give positive feedback to ‘E’. I will positively be reinforcing the concepts that he is working with. For instance “yes that word is flip, what is the vowel sound you hear in that word?” “Right after Ned was asked to sit he was asked to stand!”

**Assessment**:

To document ‘E’ pronunciation of the words I will use the chart below. I will use that chart to also take note of where ‘E’ placed that item on the Venn Diagram chart. During the sequencing activity I will use the chart below to document where he was sequencing each part of the story.

I will write if he was able to sequence the story accurately, if he recalled the story or he had to go back and look, and the order he would sequence the story with no assistance. For the conclusion I also created a chart where I can document his responses.

Venn Diagram Activity

|  |  |
| --- | --- |
| Beg | Flip |
| Eat | Sit |
| Stand | Walk |
| Run | Bark |
| Jump | Wash Dishes |

Sequencing Activity

|  |  |
| --- | --- |
| Sit |  |
| Stand |  |
| Jump |  |
| Beg |  |
| Walk |  |
| Flip |  |
| Rest |  |
| Notes: |  |

Conclusion

|  |  |
| --- | --- |
| **What does Ned do when the family asks him to do tricks?** |  |
| **Why does Ned go to sleep at the end of the story?** |  |

**Anticipated Problems:**

With a detailed plan I try to prepare for possible problems that could arise, here is what I think might happen with ‘E’ and within my plan I planned ways to accommodate anticipated problems. ‘E’ is very focused and motivated. ‘E’ wears an assistive hearing aid which helps him to block out background noise. I will wear the assistive technology piece that corresponds to his hearing tool so that he can hear me well. I will also have ‘E’ sit on the side of the table that faces the white board and also puts his back to the rest of the room. That will help him to focus in on the learning experience if the room is distracting. He will not be sitting the whole time he will be up and moving during the Venn Diagram piece.

**Rules and Expectations:**

The rules for this classroom are a continuation of their classroom. I will be reinforcing the rules that they created in their classroom.

Andrea MacMurray

11/30/11

LER: Reading

This reading activity went quite well today. ‘E’ was engaged in each activity. ‘E’ and I work together often so today was just another day! We typically read the story and do the provided worksheets but I found today that adapting the worksheets added to his engagement and comprehension. Overall, this reading learning experience when very well!

The objectives were:

**Pre-reading-** ‘E’will participate in a Venn Diagram activity to build background knowledge of what boys/girls can do, what both can do, and what dogs can do. He will participate through explaining his thoughts orally and physically taping the cards to the associated circle. He will orally read 8/10 of the words accurately and place them on the board in the correct part of the circle. When prompted prior to reading ‘E’ will read the cover and be able to point to the author and illustrator. When asked ‘E’ will describe what he notices on the cover and what he thinks will happen just from the cover.

‘E’ participated in this activity through reading 9/10 cards accurately. ‘E’ is currently working with controlled r words; I made a point to point the words out that depicted controlled r. After reading each word ‘E’ then taped each word within each circle that he felt was most relevant. He had trouble with the word (wash dishes) he was able to get the word dish however, wash was more difficult.

**Reading**- ‘E’ will read the story out loud at the instructional level which means he will make less than five errors.

‘E’ met this objective he made minimal errors while reading the story out loud.

**Post-Reading**- ‘E’ will be able to orally answer the questions at the end of the book. If ‘E’ does not recall that part of the story he will look back in the book to find the answer. ‘E’ will be given picture story cards that he will put in order from what happened first in the story to what happened last.

‘E’ met this objective through discussing the comprehension questions. He was able to grasp the main idea. When asked “What does Ned do when the family asks him to do tricks?” He responded “he doesn’t do it. Cause they have to show a treat to him.” The other question was “Why does Ned go to sleep at the end of the story?” he responded with “He did all his sliding on the ground. He was so happy he just fell asleep.” During the sequencing activity ‘E’ was able to read each word accurately. ‘E’ and I discussed what each picture represented prior to sequencing the cards. He recalled from the story that Ned was asked to sit first. He struggled recalling what Ned was asked to do; I told him to look back. I then realized that it would be beneficial for ‘E’ to read the story again to get a better sense of the sequence of the story. After rereading he was able to accurately sequence the rest of the story cards.

I began this learning experience with an activity which would reinforce words and concepts that ‘E’ would be reading in the story. This activity allowed for a discussion that was relatable to the ‘E’. We talked about dogs what they can do, how they learn tricks, and if he had any dogs. This led into the Venn Diagram activity. The Venn Diagram activity was index cards with things that people, dogs, and both could do. ‘E’ was able to describe after the learning experience that most of the things people and dogs can do. ‘E’ then read the story aloud and we discussed the comprehension questions at the end of the story. ‘E’ took part in a story sequencing activity to help him comprehend the order of the story. The activity was pictures of dogs depicting various aspects of the story on index cards ‘E’ placed them in order.

I had ‘E’ sit near the white board so that he would have easy access to it for the Venn Diagram activity. Typically I would have him sit with his back to the rest of the room to minimize distractions. However, today the room was slightly quiet and ‘E’ seemed able to focus well.

‘E’ does receive speech and language support. Certain sounds are hard for him to produce such as r-controlled words and short /a/ and /e/. When those words came up today I made a point to stop and discuss them. ‘E’ responded very well to this learning experience. He actively took part in the Venn Diagram activity, reading, and the sequencing activity. ‘E’ was very willing to read each word. Some of the words were a challenge for ‘E’ he kept on trying and on many he was able to say them by then end of today’s learning experience.

‘E’ and I work together a lot that aided in the effectiveness of this learning experience today. However, I planned this learning experience in such a way where I was going to conclude the learning experience with the comprehension questions and I accidently did them after he first read the story. Next time I would do them at the end because he would have had multiple experiences with the book such as the sequencing and Venn Diagram activity.

What was challenging about this particular learning experience was I was trying very hard to follow my learning experience versus following a premade learning experience made by someone else. I typically use the premade learning experience plans as guides and I do not always follow them exactly because they are not specifically designed for the individual student I might be working with. The learning experience I created was designed specifically for ‘E’ so I tried to follow it very closely. Next time I create a learning experience I will highlight or star certain parts that I will need to refer to during the actual learning experience. I found it difficult to flip pages to the assessment charts, next time I will disconnect them prior to the learning experience. When using premade learning experience plans I will review them prior and add to them such as I did today.

Overall, I really liked this learning experience. It taught me how to take what ‘E’ does each day and add to it. I do not have to totally get rid of a program but in addition to the program add activities that help support ‘E.’ I’m really excited to start adding!