**Name**: Andrea MacMurray **Date**: 4/4/12 **Students**: ‘E’

**Grade Level:** Third **Subject**: Language Arts **Topic**: Reading

**Common Core Standards**

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

**SAU 29 Standards**

Foundation Skills

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Introduce words that do not follow general phonetic rules including ‘r’ controlled vowels: ar, er, ir, or, and ur

**Objective(s)**:

Fluency Drill- ‘E’ will accurately read 25 words in one minute at the beginning of the learning experience. At the end of the learning experience in a one minute time span ‘E’ will read 30 words accurately.

Sight Words- ‘E’ will accurately be able to recognize and state at least half of his sight words.

Reading- When reading a book on ‘E’ current level (G) ‘E’ will be able to state 9/10 words accurately.

BANG- When playing the game BANG ‘E’ will be able to recognize and state 4/5 words accurately.

**Rationale:**

‘E’ is reading below grade level. ‘E’ works very hard in the resource room everyday on reading. ‘E’ participates in whole group instruction with the Houghton Mifflin Third Grade Reading Program. As well as a small reading, group. Within the resource, room ‘E’ takes part in spelling, fluency drills, sight word recognition, and the Wilson Program.

**Materials:**

Fluency Drill Sheets

Timer

Pencil

Sight Words

White board

Markers

Eraser

Jump Rope

Book (Level G)

BANG Game

**Procedures**

Agenda

1. Fluency Drills
2. Sight Words
3. Read
4. BANG!

Introduction**:**

Hi ‘E’! How has your morning gone so far? What did you learn about in math today?

Body of Learning Experience:

‘E’ will you go get the timer so we can first do a fluency drill please. Thanks! Ready, I will push start when you start. Great ‘E’! What I noticed was not just how many words that you got but how you just automatically recognized what kind of syllable they were and were able to say them accurately on the first try! That takes a lot of hard work!

Let’s do our sight words now. Would you like to jump to do these or play the dot game? (If he chooses to jump, he goes and gets the jump rope and we either go in the hall or if the room is empty, we just do it in the room. He gets to jump if he gets a word correct) (If he chooses the dot game, I draw a bunch of dots and the object is to connect the dots to make a box. If he gets a word correct he gets to draw a line, if he gets it wrong I draw a line.)

Now ‘E’ we are going to read. Which book would you like to read today? (I will lay out two or three choices for him to choose from.) I will be watching to see what words he is having trouble with. I am expecting him to be able to break apart closed, magic e, r controlled, and sometimes open syllable words. Nice ‘E’ you recognized that magic e word and you used a long vowel sound! You did a lot of great decoding while reading! What happened in the story? What happened first, next, and then what happened?

Ready to play BANG?! I hope you don’t beat me again, you always win!! You can go first, pick a card. Hmm what is that word? How are you going to break it up? Why is that? Is that vowel long or short?

\*\*\*BANG is a bag full of the second grade DOLCHE list words. We take turns pulling cards out of the bag and reading them. If you pull a BANG, you have to put all of your cards back at the end. The winner is the person at the end with the most cards.

Conclusion**:**

‘E’ you did a nice job today! You were really looking at the words and recognizing the vowel sounds.

**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 we are working with. For instance “yes that word is curt, what is the ‘R’ controlled sound that you hear in that word?”

**Assessment**:

During each section of the learning experience, I will be taking anecdotal notes on ‘E’ progress. I will be writing the words that he missed so that later I can analyze if he was missing a specific syllable type. If he does have continuity in his mistakes I will make sure to give him some extra practice with that particular syllable type. If there is not really, a specific pattern to his errors we will just keep working at it.