**Name**: Andrea MacMurray **Date**: 10/24/11 **Students**: ‘E’

**Grade Level:** Third **Subject**: Reading **Topic**: Wilson Program

**NH Curriculum Frameworks**

Word Identification Skills and Strategies (WID)

R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by …

R:WID:1:1.1: Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom

R:WID:1:1.2: Reading regularly spelled one or two syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing)

R:WID:1:1.3: Reading grade-level appropriate words (in connected text)

R:WID:1:1.4: Reading grade- appropriate, high frequency words (that include irregularly spelled words – said; contractions – I’m)

**SAU 29 Curriculumn Frameworks**

Grade One Foundations

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

* Define phonemes within a syllable.
* Blend phonemes to produce words.
* Identify long and short vowel sounds.
* Identify initial, medial and final sounds in single syllable words.

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

a. Know the spelling-sound correspondences for common consonant digraphs (e.g., *-ll*,*-ck*, *wr-*, *sh*).

b. Decode regularly spelled one-syllable words (e.g., *lock*, *much*, *see*, *rain*, *slide*, *bake*, *bring*).

c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

* Read words with inflectional endings (e.g., *-s*, *-es*, *-ed*, *-ing*, *-er*, *-est*).
* Recognize and read grade-appropriate irregularly spelled words (e.g., *said*, *were*, *could*, *would*, *their*, *there*, *through*, *none*, *both*).
* Use sound symbol knowledge to decode new words.
* Introduce concept of digraphs.
* Introduce vowel team words (*ai, ay, ee, ea, oa*)
* Recognize that each syllable contains a vowel.

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

* Decode independently with the help of reading strategies such as; context clues, checking the picture and first letters of the word, rereading for meaning, or finding a part of the word you know.
* Recognize and demonstrate fluent reading to support comprehension, no longer using your finger to point to each word.
* Model oral reading with expression and accuracy
* Demonstrate self-correction and rereading for understanding context

**Objective(s)**:

‘E’ will orally state at least 75% of the words retrieved from Wilson Level One accurately. ‘E’ will read four out of the six sentences accurately. ‘E’ will sound out the words orally out loud. ‘E’ will read the passage correctly stating at least 75% of the words. ‘E’ will take part in a memory game where he turns two cards over says each word out loud to determine if he has found a match.

**Rationale:**

‘E’ is reading significantly below grade level. He needs constant reinforcement of the basic skills to reading such as phonemic awareness. For the past few weeks we have been focusing on primarily short /a/ and recently we have ventured into short /e/ and /i/. ‘E’ does best when we keep reviewing what he has previously learned.

**Materials:**

Word List

Sentence List

Passage List

Index Cards- With words written on them to play a memory matching game

Assessment Charts

**Procedures**

Introduction**:**

Hi ‘E’ today we are going to read some words, sentences, and a short story. At the end we will play a matching game.

Body of Learning Experience:

I am going to point to each word and you are going to read the word out loud. (I will model pointing to a word and saying the word). I will then say let’s do the first one together. We both point and say sit. Now ‘E’ it is your turn to read the words. As ‘E’ is reading I will allow for wait time and listen to ‘E’ sounding out the word. If I sense that he is not saying the sounds correctly I will say it aloud so he can sound out the word correctly; for instance if he is saying beg but adding a short /a/ sound instead of a short /e/ sound I will provide him with the short /e/ sound. I will keep the pace moving but still providing ‘E’ with positive reinforcement like ‘I heard you sounding out that word, nice work!’ (This goes for the entire learning experience)

Next ‘E’ you are going to read sentences. I am going to point to each word and you are going to read the sentence. (I will model pointing and reading the first word and then we will do one together). Now ‘E’ it is your turn to read.

Last part before the game ‘E’! You are going to read a story called ‘The Fan.’ Let’s read the title together. Now I am going to point to each word and you can read.

Game time! Will you help me set these cards up in rows? We are going to play a matching game. I will show you how we are going to play. (Pick up a card and say the word, and pick up another card and say the other word. Think out loud hmmm is it a match…nope flip them back over.) If you make a match you get to go again. It’s your turn now ‘E’!

Conclusion**:**

‘E’ you worked so hard today. I heard you sounding out the sounds of those words, nice work! It is time for lunch now. Go put your ear piece in the box in the classroom and go to lunch.

**Positive Feedback:**

Throughout the entire learning experience I will be actively trying to give positive feedback to ‘E’. I will allow for ‘wait time’ in which ‘E’ is sounding out the words. When ‘E’ is struggling with a sound I will give it to him and next time I notice him saying that sound correctly I will give him positive feedback such as ‘right short /e/ says /eh/’

**Assessment**:

I created the following charts to help me keep track of the words and sounds that ‘E’ has grasped and the ones that he needs more work on.

|  |  |  |  |
| --- | --- | --- | --- |
| Sit | Rack | Fed | Fig |
| Sack | Pad | Dash | Meg |
| Let | Peck | Fog | Mop |
| Bad | Shed | Pat | Neck |
| Not | Lot | Fit | lid |
| The rag is on the mat. | | | |
| Deb met her dad in his lab. | | | |
| Did the log rot? | | | |
| Meg fed her pet cat. | | | |
| Matt had a nap. | | | |
| Is Nat mad at Sid? | | | |

|  |
| --- |
| **The Fan**  It was such a hot day! Dan Sat in the den. The den was hot. Dan did not sit-he got up. It was too hot. Dan had to get the fan.  Sam was in bed for a nap and he had the fan. Then Sam got hot and got up from his nap. Dan was in the den with his fan. Saw was then mad at Dan. |

**Anticipated Problems:**

‘E’ is a very determined hard working student. He knows that he struggles with reading and he tries very hard to get to improve his skills. Problems that could arise are less behavioral and more circumstances that are out of my control such as the room being noisy because of other interventions going on.

**Rules and Expectations:**

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