

Beginning Reader Lesson Plan

Student/Group: Makail Teacher/Tutor: Jackson/ Rachel Chapman Date: 3-9-07 Lesson #: 5

	Activities	Comments
<p>Rereading</p> <p>Standard(s): 1.1.15 1.2.7 Relate prior knowledge to what is read. 1.1.2 Identify letters, words, and sentences. 1.1.11</p>	<p>Titles (and reading levels): <u>Hop! Hop! Hop!</u> Guided Reading Level B, Modern Curriculum Press- text copy <u>Spots</u> Guided Reading Level C, Modern Curriculum Press <u>My Camera</u> Guided Reading Level B, Rigby Literacy <u>Baby Animals</u> Guided Reading Level C, Rigby Literacy, Running Record</p>	<p>Makail made no errors on the first three books.</p>
<p>Word Study</p> <p>Standard(s): 1.1.7 Create and state a series of rhyming words. 1.6.8</p>	<p>Word Bank: Push-It Say-It/Make-a-Word: Picture/Word Sort: Same vowel word families -at, -an, -ap Headings: Cap, Pan, Hat Writing Sort/Word Hunt/Game: Writing sort with the words Makail chooses to write based on words and pictures sorted. Leave the pictures out from the sort as a support for Makail. Review Sound Cards: Review cards for -og, -op, and -ot word families.</p>	<p>Makail sorted all the words correctly. She got a little confused when I switched the order of the headings on the writing sort. She mixed up some words in the -ap and -at columns during the writing sort. Makail didn't like the review cards at first, but then she understood what they were used for.</p>
<p>Writing for Sounds</p> <p>Standard(s): 1.6.8 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>. 1.6.6 Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.</p>	<p>Sentence: The cat ran up the tree to hide. Words with known or current letters/sounds (i.e., what words, letters, or patterns will you make sure the student represents correctly?): Makail should correctly spell "cat" and "ran".</p>	<p>Makail used good spacing when writing. She forgot to add the period at the end of the sentence but knew what to put when I called her attention to it. She misspelled tree as "teeh" and hide as "hod".</p>
<p>New Reading</p> <p>Standard(s): 1.1.1 Match oral words to</p>	<p>Book: Depends on running record <u>Help!</u> <u>The New Hat</u> Hook/Introduction Notes (include specific discussion points</p> <p>Level: C B</p>	<p>Makail read <u>Help!</u> She continually miss-read the name "Joe". Makail said this was a hard book to read, but she read most of the words correctly at a slower "word by word" pace.</p>

<p>printed words.</p> <p>1.2.7 Relate prior knowledge to what is read.</p> <p>1.1.2 Identify letters, words, and sentences.</p> <p>1.1.11</p> <p>1.1.12 Use phonic and context clues as self-correction strategies when reading.</p>	<p>related to today's text such as talking about prior knowledge, making connections, and making predictions):</p> <p><u>Help!</u>: Why do you think the boy on the cover needs help? Do you have a pet cat? Have you seen one stuck in tree? Take a picture walk through the text looking at the pictures and using the text pattern. Point out the word "said".</p> <p><u>The New Hat</u>: Ask Makail if she has any hats she likes to wear. Ask her what color hats she has at home. Take a brief picture walk through the book pointing out the different hats the lady looks at in the store and use the color description language.</p> <p>Strategies/Prompts:</p> <p>Can we say it that way? Are the letters there for that word? Stretch the word. What letters would you expect to see at the beginning? At the end?</p>	
--	---	--