Title: Carol G’s Lesson 2

Topic: Comprehension

Grade Level: 1st

**SOL’s**: 1.2 – Expand and use listening and speaking vocabulary; a. descriptive vocabulary (in writing also)

1.6 Apply phonetic principles to read and write

1.7 Use meaning clues and Language Structure to read and self- correct including: a. topic, b. knowledge of topic and story to read words, c. knowledge of sentence structure to read words, d. reread and self-correct

1.8 Print legibly forming spaces, letters, and words

**Time Frame**: 30 minutes

**Learning Objectives:** Read, spell, use commonly used sight words independently

**Strategies and Activities to be used;** referencing Content from Content Academy

1. Introduced American Symbols – a 1st grade level book that I printed out from Reading A to Z. Zach got very excited when he saw the book in my binder as he had seen the movie at school. I picked this book because it is new, timely, and at Zach’s level. I began by requesting that Zach help put the book together by stapling and collating. This was an invitation for commitment he couldn’t refuse! ( a means of engagement as indicated by John Almarode.) Zach also got to move – to get a stapler..he came back quickly! As further suggested by John Alarode, this was a successful means of engagement through novelty. Another technique for engagement I employed from Dr. Amarode’s presentation included a connection with the familiar – Zach was particularly excited that he had seen the movie and I hadn’t.
2. Zach found the cover and described the cover. He was familiar with the word title and could identify that. Naturally, I praised him as John Strebe recommended. We looked at each picture and Zach told me everything he knew about each symbol which was amazing. I observed while he told me what he saw, made connections with the symbols he had seen in Washington D.C. and was encouraged to ask questions, which he did – all strategies for thinking by Ritchard, Church, and Morrison and demonstrated for us by Dr. Almarode. This was also a way to introduce the vocabulary. Zach used very few adjectives – so I modeled for him orally and had him repeat. When he had difficulty coming up with his own adjectives, I gave him categories including size and color. I discovered that Zach did not know what a symbol was so I set an expectation – to read to find that out. ( a press activity ( John Almarode)
3. Zach then read aloud using pencil facilitation. I timed him for the first minute. He got very excited when I said, “On your mark! Get set! Read!” For evaluation, I did a running record.
4. After Zach read, I asked what a symbol is – while he could not answer me in his own words – he did reread to find the answer on his own and gave me examples without my asking. ( This was definitely a press.)
5. Then I had Zach draw his favorite symbol of the United States. He chose the bald eagle. He was very excited and I wasn’t allowed to look until he was done. This employed visual, kinesthetic modes and auditory modes as Zach talked to himself as he drew. (sensory integration as suggested by Harvey Almarode) He was truly engaged and this was a release for Zach.
6. Next, I gave Zach 2 sentence frames (per Julie Slykhuis)to copy and fill in re: his favorite symbol and why he liked it. His answer regarding his preference was that it was that it was an animal showing categorization skills but not adjectives. We then talked about why people think this eagle is bald and looked for the answer in the book that said the eagle is strong and beautiful.
7. Zach checked each sentence perfectly using the COPS strategy. He identified the 2 words he did not know how to spell by circling them. I then showed him all the letters he got right and complimented him. Zach’s letter ize, formation and spacing were exemplary. He has come a long way from not knowing where to begin on his paper! This was another informal evaluation as I got to see what Zach knows and needs to learn – so did he!
8. Next, Zach showed his stepdad his picture and sentences and posted his on his personal “wall of fame” as shared by John Strebe. He also had to explain what he had done. (a clarification strategy given by Dr. Almarode) through informal evaluation, I learned that Zach did not use adjectives independently, but he did tell his stepdad that the eagle is a symbol of the United States. (release)
9. Finally, I went over the results of my running record with Zach. He self-corrected only 25% of the time. However, He read with 96% accuracy. He was very proud and colored this in on a bar graph - a form of complimenting himself. (very important in John Strebe’s presentation) He read at 38 words per minute which we also charted. Zach initiated metacognition skills (John Almarode) by realizing he had slowed down from last time and set a new goal for himself, 45 words per minute,(commitment and engagement – Dr. Almarode) the reward (John Strebe)being that he would teach me a game(commitment and engagement – Dr. Almarode -of 45 words per minute as he had reached his goal of 40 previously. We wrote a contract which we both signed. Furthermore, we discussed Zach’s need to read between sessions and how this would help him.)

**Reflections:**

Zach is a bright, energetic rising 2nd grader who has dealt with anxiety issues. During the school year he is often lethargic and refuses to participate, especially orally. He has extremely supportive parents and medical support.

Zach did not meet his goals during this lesson, but it was not for lack of engagement. I could have done several things differently. First, I could have warmed up with a game using Julie’s tickets – specifically adjectives that would apply to the subject at hand. Then I could have introduced the main idea and used oral sentence frames –also shared by Julie to describe each picture. Next, I should have reviewed strategies to self- correct reading. Finally, I think I overworked Zach’s hippocampus (Dr. Almarode) by putting forth too much information.