

Kimberley Thoresen
10/5/2007 8:45 am – 9:20am

Lesson Plan for Individual Instruction

1. Familiar Reading

For the first meeting with Joe, I chose to use his baggie book from the previous night as his familiar reading. The book was Flying by Donald Crews.

2. The child reads a new book:

The new book I chose was Dog and Cat written by Paul Fehner and illustrated by Maxie Chambliss. This book was one of the baggie book readers that Joe had not previously read. When we first review the text I will give Joe the book to page through. I will point out the picture on the cover and tell him the story is about a cat and a dog. In the story the cat and dog are supposed to be old and fat, but the pictures seem to tell a different story. Joe will then be able to do a picture walk and make initial predictions about the story. Additionally, I will point out the word “chase” to Joe, as it is not one of the high frequency words in his vocabulary.

3. Running Record of student reading new book

See attached running record sheet.

4. Word work or strategy instruction based on running record or observed needs.

I would want to focus on the meaning and visual strategies. Joe does not seem to associate the meaning of the text with the way in which he tries to solve words he does not know. I would encourage him to use cues from the pictures and from the sentence to help him solve the story. For example, Joe repeated messed up the word “chase” despite the prior cue to look at the word, listen to it, and find it in the context of the sentence.

5. Written response to book.

After we read the book I will have Joe identify what his favorite part of the story was. Since I do not have very much experience working with Joe one on one, I would just want to see what he can do without a specific word strategy in place. My main goal for Joe would be for him to write a sentence or two for me regarding his favorite part of the story. I would be looking for concepts of print within his writing. I want to be able to see that he is writing each word separately and that he follows the rules of sentence construction. I would be looking for a period at the end of his sentences and a capital letter at the beginning.

Analysis

During our first meeting, Joe did not seem like he really wanted to work with me. We sat in the hallway and talked about his interests and his life. Then I asked him to read the familiar reading text. Joe could not read the text without heavy assistance from me. It really made me question whether he was actually reading the book at home, or whether he was just looking at the pictures. His reading log said “independently read” and was signed off by his grandfather, but I do not think that Joe truly understood the story until he read through it with my assistance. Joe knew how to use concepts about print, but he did not know the words in the story such as “over”, “flight”, “landing”.

After we finished the familiar reading, I introduced the next book, Dog and Cat, and Joe did a picture walk. I then asked him to read the story; he immediately started to read the story loudly to me. He did not read fluently. Instead he read word by word and required help with a handful of words. When he did not know the word he often stopped reading completely and looked to me for help. I encouraged him to try to solve the words, but looking at the parts of the word he might know, and by making sure he read through the words. Joe did not want to read this story twice for me; he was distracted by the noise in the classroom from a read aloud. Luckily I had taken a running record the first time he read it.

Kimberley Thoresen

When I asked Joe to write a sentence about his favorite part of the story he wrote “That cat went to. The park.” In the story, the cat and dog never left the house, so I was a bit confused where he got this information from. There were house plants in the illustrations, but nothing to insinuate the outdoors. Next he wrote, “He is too fat.” This sentence was done correctly, and followed concepts about print, so I was definitely glad. Next he wrote “The cat nockt over contans.” He used the phonemes in the words to help spell the words. I really liked how he used strategies of saying the word and saying the parts of the words. Additionally, the story never said the cat knocked over containers, so it was definitely apparent that Joe used both the words and the pictures to understand the text.

In the future I would try to find texts that include more pictorial support for Joe. I could tell he was not really interested in this story, and did not want to read it twice, so that was frustrating. Next time I will definitely try to find a book that is more engaging for him.

Kimberley Thoresen
10/18/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar reading that Joe used was Cat and Dog. I had him use this reading because the text included more sight words than the Flying book we reviewed the previous time.

2. The child reads a new book:

The new book Joe will read is I Can't Sleep which is written by Kimberlee Graves and illustrated by Roseanne Litzinger. The story is about a little boy who can't fall asleep because he keeps feeling random things in his bed. I would introduce the story by allowing Joe to do a picture walk. Next I would tell him the story is about a little boy who has trouble falling asleep. The little boy gets angry because he can't sleep and keeps finding different distracting items in his bed. I also pointed out the words bumpy and lumpy, because I didn't think they were words that he would know. These words were both present in the story as descriptions of objects in the bed.

3. Running Record of student reading new book

See attached running record.

4. Word work or strategy instruction based on running record or observed needs.

Joe read word by word for some of the phrases. He pointed to each of the words and used pictures to help clue him into the word's meaning. Joe had trouble with the word "hard", "now", "lumpy", and "right". I noticed that Joe liked this story and was eager to read it correctly. When he knew he had made an error, he corrected it and read the page over again so that it made sense to him. Also, after he finished the story, he wanted to read it again and again. I complimented him for his self corrections and for rereading the sentences. Joe wanted to read the story perfectly, and as he practiced his speed increased and his ability to read in sentences increased. Joe followed the period pauses at the end of sentences. Despite his persistence to read it perfectly, Joe had trouble with the word "now" and would stop for assistance. The word "right" was difficult for him. Instead of saying "just right", he would slip and say "just great." Although this error did not detract from the meaning of the sentence, it was not the correct word.

5. Written response to book.

I asked Joe to tell me about the change in the story. What happened to make the boy happy? He identified the bear not being lumpy as the key reason the boy began to calm down. Next I asked Joe to write a sentence or two describing the bear. Joe wrote "The bear isn't lumpy He feels Just right." Joe forgot to include a period at the end of his first sentence and put a capital J in the middle of his sentence. In the future I would want to have him focus on writing the sentence correctly and I will also try to correct these errors when they happen. I didn't notice the period was missing and did not point out that the j was capitalized.

Analysis

In the familiar reading, Joe read word by word for some of the phrases. He had trouble reading "not", "chase", and "cannot". After finishing the story, Joe and I talked about the story and how it had humor in it, because the fat cat and old dog were actually chasing each other and getting into trouble. Next Joe did a picture walk of the story I Can't Sleep. As he read the new reading he pointed to each word and got his mouth ready to read the different words. Joe did not need a lot of support from me for this story, because the pictures provided most of the clues he needed. When he read bumpy instead of hard and lumpy where it should have been bumpy, I had Joe go back to the word, look at the letters, and reread it. Both times he was able to fix his mistake. Joe's writing this time did not follow the same order as the first writing. He did not

Kimberley Thoresen

make sure to check for the periods and capital letters. He was also really concerned with spelling things correctly. He wanted to use the book to help him spell. This was somewhat frustrating, because I did not want to grab the book from him, but I also wanted to be able to see what he could do without the text supporting his writing. One thing that was rewarding this time was Joe's efforts to perfect his reading. He wanted to read the story fluently, and I had to ask him to stop rereading the story and work on the writing.

Kimberley Thoresen
10/26/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar readings available to Joe were Flying, Cat and Dog, and I Can't Sleep. Joe chose to read I Can't Sleep.

2. The child reads a new book:

The new book Joe will read is Sam's Cookie which is written by Barbro Lindgren and illustrated by Eva Eriksson. I introduced the story as being about a little boy who gets a cookie, but his dog steals it from him. The boy gets angry at the dog and the dog growls at the boy. Finally, the boy's mother comes to yell at the dog for stealing the cookie and the little boy gets a new cookie. Before reading the story, Joe will do a picture walk of the story. Then he will read it once quietly to practice, and finally he will read it to me while I take a running record.

3. Running Record of student reading new book

See attached running record

4. Word work or strategy instruction based on running record or observed needs.

Mistakes that Joe made in the story included the words "scared" and "doggie". I encouraged Joe to use the cues of the story context to help him with word solving for scared. By looking at the pictures, Joe was easily able to figure out the word. Additionally, for the word doggie, I had Joe focus on the word's letters. Pup, dog, and doggie were all logical in the story, but doggie was the word used. Joe needs to work on focusing on the beginning sounds of words and reading through the word.

5. Written response to book.

The question I asked Joe involved him telling me how Sam felt toward the dog after the dog growled at him. Joe wrote, "~~Sim~~ Sam wuse scared uv the dog." While writing Joe asked me which direction the d should point, so we worked on looking at that particular letter in isolation. Joe said that he always gets confused because the D and B both point the same way, so he can't always remember which one points differently as a lowercase (d & b). I also helped Joe with the word scared and we looked at the word of. Of is a word that I would think is high frequency, but Joe did not know how to write it. In the future I think I will try to do writing activities that focus on specific letter practice.

Analysis

During this meeting, Joe was very happy to do the different activities. He wanted to read all of the books we had read before. I had him choose from the books we had read together, and he chose I Can't Sleep. Joe still could not recognize the word "now" in the text, and required help with the word. He also made the mistake of saying "bumpy" on page 12 when it should have been "lumpy". Joe self-corrected this error and I complimented him on his work. On the next reading, Joe was able to read most of the text without support from me. When he made a mistake with the word, he self-corrected the mistake. For the word "scared" Joe started to say the first sounds of the word but did not know where to go with it, so I had him look at the picture cues and also think about how Sam felt with a dog growling at him. Joe comprehended the text, but still needs to focus on reading through the words and making sure that the word he says make sense in the context of the story. Additionally, Joe is still working to develop accurate and automatic fluency. He is not yet completely accurate when reading texts and he does not have a fluent speed. Joe's writing involves the attribution of initial and final sounds, but he does not consistently know letters and spelling of common words. He tries to use the books for support in his writing, which leads me to wonder what he knows without the support. This time I did not

Kimberley Thoresen

allow him to look at pages in the story while he wrote. His sentence included the left to right writing, with a capital at the beginning and a period at the end. He also used return sweeping when he had to move to the next line. Joe's concepts about print are developed, but he still needs to work on his letter identifications and sounds.

The rewarding part about this lesson was that Joe wanted to continue to do more activities. He wanted to read all of the books and when we had finished with the writing activity he was still asking for more to do. The frustrating part about this assignment is that I am not sure exactly what to do for the writing activities and word strategies. Are there particular activities that need to be addressed? I don't think that I am really addressing some of his problems, because I am not sure how to do so.

Kimberley Thoresen
11/15/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar readings available to Joe were I Can't Sleep, Cat and Dog, and Sam's Cookie. Joe chose to read Sam's Cookie.

2. The child reads a new book:

The new book that I chose for Joe to read was The Ear Book. This book was written by Al Perkins and illustrated by William O'Brian. I will introduce the story as being about the sense of sound. Within the story objects and their sounds are given, with the main focus of the story being that ears hear. One of the words that I will make sure that Joe knows is "our" because it is a word that he may not have as a sight word yet. Before he begins to read, I will have Joe do a picture walk of the story. Then he will read the story once quietly to practice the words. Next I will have him read the story for a running record.

3. Running Record of student reading new book

Joe did not read the story a second time for a running record.

4. Word work or strategy instruction based on running record or observed needs.

One of the things that I noticed when Joe read this story was that he tried to make his voice show expression. When he read the sound words he made his voice sound different. For example with the words "tick tock", "boom", "dum", "pop" and "drop" Joe made his voice sound as if he was the object making the noise. I complimented Joe for his expression and let him know that reading with expression is important.

5. Written response to book.

Before doing the familiar and new readings, Joe did the Primary Spelling Inventory test. He listened to each word and sentence being read. On occasion I reread the words and phrases when he was struggling to record the words. We did sixteen of the words, but I noticed him making mistakes within the first five words. I wanted to have a sample of words to look at, so we went to word sixteen and then stopped. I did not indicate that Joe was making mistakes; instead I continued to encourage him.

Joe did not write a response to the book on this day. He was eager to return to class activities, including AR book tests on the computer.

Analysis

Joe was a bit apprehensive about spelling the words for me. I could tell he was really putting a lot of thought into how to spell the words, and he seemed worried about making mistakes. I told him he was doing a great job and that we would do sixteen words. During the rereading of *Sam's Cookie*, I noticed the Joe read the text more fluently and confidently. He still made a couple of mistakes during the reading, such as replacing "Sam's" with "the" in a sentence, but he often self-corrected the mistakes.

When Joe read the text for the first time, he was a bit antsy. I could tell that he did not want to read after doing the spelling activity and familiar reading. Joe and I did a picture walk of the story and then he read the story to me. He was very expressive with the sounds that the objects made, which made me happy. I could tell that he understood that the sounds were meant to be read differently than the rest of the text. Although Joe read with expression, he did not read for a running record. I was a bit frustrated, but I also understood that he wanted to go back to the classroom for AR book tests on the computer. The computer tests are one of his favorite things to do.

Kimberley Thoresen
11/16/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar reading available to Joe was Sam's Cookie.

2. The child reads a new book:

Joe read The Ear Book which he started to read the day before. He read it once quietly while I listened to see how he was reading, and then another time for me to take a running record.

3. Running Record of student reading new book (See attached running record)

4. Word work or strategy instruction based on running record or observed needs.

At one point during the reading, Joe reread two sentences on a page for no reason. He had read the sentences perfectly but then read them a second time because he "felt like it". I found this to be a bit perplexing, and I encouraged him to read the text only once. He reads the text fluently and correctly, so it does not make sense for him to go back and read it a second time.

Another thing I noticed in the reading was that he read words that were at the top of the page after reading words at the bottom. Although this practice did not interrupt the story or change the story, I had him practice going from left to right and top to bottom, as is customary with concepts of print development.

Joe often does not stick with the visual representations of words while reading. When he read the word sing he said singing on the first reading and sings on the second reading. A particular strategy that I am still working on is to have Joe read through the words. He needs to follow the different phonemes until he reaches the end of the word.

5. Written response to book.

The question I asked Joe to respond to in his journal was "what is your favorite thing to hear with ears?" Joe responded verbally that music is his favorite thing to hear. I asked him to write me a sentence about hearing music. He wrote: My ears hear music. It was not a perfect sentence. At first Joe forgot to include the capital letter at the beginning of the sentence. Also, when he asked to see the book to spell ears he copied an E even though it was supposed to be lowercase in the sentence. Finally I wrote ears at the top of his practice page for him to look at. When Joe wanted to write hear, he asked me how to spell it. I ask him whether hear sounds like another word he had just used, and Joe was able to make the connection that hear and ear are similar. While writing, Joe seemed to have problems with forming uppercase and lowercase letters, so he practiced writing his alphabet. I noticed that he accurately wrote the lowercase b and d, which were both a problem for him in a past session. I think in the future, I will have Joe do a dictation sentence before he writes his own sentence. That way I can have him practice some of the letters he makes mistakes with forming.

Analysis

When I asked what Joe thought of this book, he said that he liked it. I asked him how he would rate it on a difficulty scale. I wanted to know if he thought it was too hard, just right, or too easy. Joe said that he thought the book was just right, but I said that I thought this book was too easy for him. He read it with few mistakes and used expression and fluency in the story. During the writing activity, Joe expressed discontent with the blank pages in his journal, so I drew lines for him during the lesson and promised to make lines for the next lesson. Joe is eager to play the Spelling Inventory game that I am working to create, so I hope to have it ready for our last session.

Kimberley Thoresen
11/27/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar reading available to Joe was The Ear Book.

2. The child reads a new book:

The new book that I chose for Joe was Cars by Anne Rockwell. This story was introduced as a story about how and where cars go. Before reading, Joe and I did a picture walk and I pointed to words in the text that he may have trouble with. For example, everywhere and six-lane are both compound words that Joe would not have previous knowledge of. Next Joe read through the story once for a running record and again to focus on fluency.

3. Running Record of student reading new book

See attached running record

4. Word work or strategy instruction based on running record or observed needs.

During the reading of this book, Joe made various mistakes, but quickly went back to self-correct his errors. The majority of his errors dealt with not looking at the visual representations of the words while reading. Often he gets caught inserting or omitting words that provide detail to the story. For example, on page 6 of the story the text reads "They go through dark tunnels" and Joe omitted the word "dark". On page 7 the text reads "and over airy bridges." but Joe initially read "and over windy bridges". The story still makes sense, but Joe realizes that he has not followed the text. This could be a problem for him with future comprehension, so I had Joe focus on pointing to words during the second reading to ensure that he reads through the entire word and reads each word on the page.

5. Written response to book.

Joe and I talked about the story and its content before he wrote. We shared experiences of driving places on vacations with our families. Next, I asked Joe to write what kind of car he wants. Joe wrote "I want my car to be green." Joe asked me to help him with the word want and on the practice page I started to write it. I asked him what the first sound in the word was, and he identified the w. Next I provided the vowel a, since the sound is not easily identified in the word. Next, Joe helped me figure out that there is an n and a t in the word. Finally, I passed the book back to him so that he could continue with his sentence. As he wrote the rest of the sentence, I noticed that he was not forming his letters properly. Mrs. Florence's class has been working to form letters using Zaner-Bloser Handwriting books. They have been taught to start at the top and work their way down when writing, but Joe starts at the bottom, goes to the top, then comes back down. This creates extra lines in his letters and takes more time. After he finished writing his sentence, we practiced forming the letters r, t, and n. All of these letters are in his sentence and were not formed properly. When we practiced, I asked him which method seemed easier and took less time. He said that his way was easier but took more time. I asked him to try to focus on practicing his letters in his classroom work.

Analysis

I need to work with Joe and ensure that he does not rush when he is reading. I feel as though some of his errors and self-corrections may be due to his effort to read fluently during the first reading. There is not time constraint on the time that we work together, but Joe seems disinterested in reading the story twice even when he knows he has gained fluency and expression due to the practice. In the future I will try to find a story that keeps Joe engaged and entertained by the story, so that he doesn't notice the amount of time we have been working.

Kimberley Thoresen
11/30/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar reading available to Joe was Cars.

2. The child reads a new book:

The new book that I chose for Joe was Sheep in a Jeep by Nancy Shaw. I will introduce this story as being a bit silly. It focuses on a group of sheep that are driving a jeep. The sheep get into trouble while driving the jeep and end up having to sell the car pieces. When introducing the book, I will point to a few of the long e words in the story such as sheep, jeep, and steep. This will provide Joe with a sound that he has not studied in class yet. Next, Joe will do a picture walk through the story, read the story once for a running record to be taken, and again for developing fluency and word strategies.

3. Running Record of student reading new book

See attached running record

4. Word work or strategy instruction based on running record or observed needs.

During the reading of the new story, I noticed that Joe seemed to have problems with blend words. These words began with sh, th, st, and ch. Additionally, Joe did not grasp the concept that the majority of the words in the story had the long e vowel sound. Toward the end of this reading he kept looking for me to verify that he was saying the word correctly. When he did not read it correctly, he knew and was unsure what to do. I asked him what sound he thought it should have and whether the word made sense.

After reviewing the words Joe had trouble with, he reread the story. Joe picked up fluency during the reading and read with expression. I especially liked that for one part of the story, when the phrase said "Sheep grunt" Joe added a grunt in at the end of the story.

5. Written response to book.

For writing practice, Joe worked on writing some of the words with the long e vowel. Joe wrote a list that included sheep, jeep, heap, cheap, leap, sweep, and weap. I did not correct Joe's spelling of sweep and weep. In the class, Joe is still learning short vowels and beginning to learn about blends, so both topics were new for him in this story.

Analysis

Joe seemed to really enjoy this story. While reading it, he would chuckle at the illustrations and comment on the events of the story. This was one of the first stories that he was truly happy to read more than once, which made me feel good about working with him. Joe's use of expression in the story and his ability to comprehend the story made me realize that he is developing as a reader. I was a bit frustrated during the running record that Joe was constantly looking for verification of some of the words. Although I wanted to give Joe the answer, I also wanted him to use his own word solving strategies. He was able to figure it out with a little bit of support and smiled when he was able to figure the words out on his own.

One thing that I forgot to do for Joe before this meeting was to draw lines into his journal. Joe likes having lines to write his words and sentences on, but I had forgotten to set up the page before we met. In the future, I need to ensure that I put lines on the page before we start our reading session.

Kimberley Thoresen
12/3/2007

Lesson Plan for Individual Instruction

1. Familiar Reading

The familiar reading available to Joe was Sheep in a Jeep.

2. The child reads a new book:

The new book that I chose for Joe was A House for Little Red by Margaret Hillert and illustrated by Kelly Oechsli. I will introduce this story as being about a little boy trying to find a house for his dog named Little Red. They find different objects that could be used for a house, but none of them are quite right. In the end the boy and his father work to build a house for the dog. Next Joe will do a picture walk of this story. Finally he will read the story once for a running record and again to develop fluency and expression.

3. Running Record of student reading new book (See attached running record)

4. Word work or strategy instruction based on running record or observed needs.

During the reading of this story, Joe had trouble following the visual representations of the letters and words in the text during the first reading. When he read it a second time, he focused by pointing to each word. He also used realistic conversational expression during the reading. When he read "Come Red. Come into the house" I felt like he was actually talking to his own puppy. He was also able to correct some of his omissions and insertions during the second reading. One thing that Joe had major problems with reading was the word home. When we read the story a second time, I focused on the word home and had Joe identify the ending sounds in the word. Although the meaning of the story was not lost with his mistake with home/house, it was a bit distracting from the story.

5. Written response to book.

After finishing the story, Joe and I talked about the story. I asked him a few questions, for example "How did they find a house?", "Where did they find one?" and "Who was involved in the story?" Joe wrote me a sentence that summarized the story. He wrote "They built a homes for little Red." The reading issue that Joe had with the word house carried over to his writing. He was still unable to pick the correct word. In the sentence, home or house would make sense. Joe did not notice the error in his word choice and read the sentence to me as being "They built a house for Little Red." One thing I liked about our conversation was that Joe asked me if I thought the dog house was a good house. He was genuinely interested in my thoughts about the story too, which was nice.

During his writing again, I noticed that he was not forming his letters correctly. This time his formation of the letter a was made with an o and a line. The two pieces did not line up neatly and did not look right. I modeled the letter a and the letter h for Joe, and he practiced writing the letters on the practice page.

Analysis

Joe asked me when we first started the lesson when I would bring the game for him to play. I promised to have it for him on Thursday to play and he seemed satisfied with that answer. When Joe reread the familiar story Sheep in a Jeep I was very pleased that he could read the story fluently. He was able to identify the long e vowel sound without any assistance in the words. When reading words with blends, like shove and grunt, he worked at getting the blend sound and then adding the rest of the word to it. During the reading of House for Little Red, Joe used both the pictures and the text to help him understand the story. At times he paused from reading, pointed at the illustration and made comments about why the different objects would not work for a house. This indicates to me that Joe still requires support from the illustrations. For future meetings, I know that Joe will need stories that interest him and include fun pictures with the story.

Kimberley Thoresen
12/5/2007

Lesson Plan for Individual Instruction

Today Joe and I had an easy and fun day. We played the Spelling Inventory game that I designed. The game was focused on initial r blends, with gr, tr, and dr words. Joe really liked the game and wanted to keep it for himself. When the first game ended, he wanted to play a second time. Before the second game, we went through the OS activities. Joe showed improvements from the first time we did the OS. After we finished the activities, we played the game again.