

## Analysis of Previous Session

Session 4 of 6

**Outcome Objectives:** Student will become more familiar with sight words.

- Briefly describe what you observed as the child reread familiar books or revisited the previous reading (increased fluency, knowledge of sight words, familiarity of concepts about print such as one-to-one, detailed summary, etc.). What prompting or support did you provide?

Before I had D. read "I Hate Bedtime" by Hans Wilhelm (the author of today's new book), I went over the words I thought he might still be having difficulty with (everyone, idea, now, and all of the contractions). Then I had him read it and tell me about the basic plot and the characters. He recalled the plot quite well and told me that he remembered the dog very well from last time we read this a couple of weeks ago. He connects to and remembers the dog because he loves dogs and he found the character's behavior funny. His fluency was much better than last time, most likely due to his prior knowledge of the book and because I went over the words I knew he would have trouble with (while consulting the running record from when he read this book the first time).

- Based on your analysis of the running record, how did the child do when reading the new book? What was he able to do independently or with your help? What does he need to continue to work on? What supports do you need to provide (text level, higher/lower level of prompts, comprehension strategies)?

I gave D. a more in depth introduction to the book than I have in the past. I did a picture walk and had him describe the pictures. I pointed out the more difficult words (outside, inside, everything, deserve) as I said them and pointed out the sounds throughout the word. He looked at them and said them also. We also went over the contractions in the story since he does not automatically recognize them as contractions and says the two separate words instead (don't, it's, can't). This book is a level D, which has been just a little too difficult for him, but this level D is shorter than the last level D that I tried with him. This book offers great one-to-one support that D. is very good at using and the words are similar to words we have already gone over in previous lessons (contractions, sight words, and long words made of two smaller words). I took a bit of a risk and it paid off - he scored a 90% accuracy rate! He seems to be improving with his decoding skills, such as searching and identifying sight words. He is using his visual cues more than the meaning and syntax clues. He has consistently been using visual cues more than the others. It would be good to focus the next reading strategy around the meaning cues. During this reading, which is different than the other 3 I have done with him, he asked for more help from me without even guessing the word first. He asked for prompting from me for three words (pulling, idea, and deserve). I will watch out for this behavior during the last two lessons to see if it continues. He was able to remember some of the bigger words and the contractions that I pointed out during the introduction. I will be interested to see if he remembers the words during the last one-on-one lessons. I will continue to give him introductions like this one since it seems

to help him a lot.

- Briefly describe what you observed about the child’s writing. What does she control and what does she need to work on? What connections to reading do you see?  
We were not able to get to the writing section today, but I will have him do his writing assignment during this week’s lesson.
- What has been rewarding so far? What has been frustrating?  
Now that I have identified a good reading level and appropriate amount of prompting for D., it is easier to teach him strategies. Before, he was incorrectly guessing at half of the words and frustrating out. He was not able to enjoy the book. Now that he is able to focus on just one teaching point I think he is having a much better time. It is interesting to see how much different a lesson will go if the reading level is right on target. It is much easier to pull him out of class when I know he will be getting something out of my lessons with him. I was feeling bad before because I could see he was getting frustrated with being pulled out every week. I have also had the opportunity to pull out other groups of students for the guided reading video and a math lesson, so he probably does not feel so singled out. I still wish that I had more time to work with him each lesson but getting 30 minutes once a week is stretching it in the first place, so I am learning to accept that I have to adjust my expectations for these lessons. I know it will be different as a teacher who gets to work with each student more than 30 minutes a week.

### Lesson Plan for Next Session

<b>Session 5 of 6</b>	<b>Teaching Date:</b> 11/25	
<b>Outcome Objectives:</b> The student will be able to use meaning cues by identifying whether or not the sentence makes sense the way it has been read.		
<p style="text-align: center;"><b>Lesson Plan for Next Session</b></p> <p><b>1. Familiar reading:</b> D. will have “I Hate Bedtime”, “It’s Too Windy”, and “Tiny Goes to the Library” to choose from for his familiar reading.</p> <p><b>2. The child reads a new book (K-2) or reads a section of a chapter book (3-6):</b> This week, I will try to help D. “use text meaning and language structure to solve new words” (Continuum for Guided Reading A-F, found on Blackboard). We will focus on the text meaning in this lesson with the book “I Love My Shadow” by Hans Wilhelm. D. will recognize the character in this book and will</p>	<p style="text-align: center;"><b>Notes</b></p> <p style="text-align: center;"><i>(While you teach the session, use this column to take notes, record observations, and write ideas that occur for future sessions. This section will be blank with submitting your lesson plan)</i></p>	

be able to focus on the teaching point. It is a level C and seems to be appropriate for his reading level (which varies between a high C and a low D).

**3. Running record of student reading new book or 100 words of a section of a chapter book.**

Turn in the running record (analyzed for MSV/percentage of accuracy/SC rate).

**4. Strategy instruction based on running record or observed needs.**

We will be working on his ability to use meaning cues to help him figure out unknown words. I will model for him some of the sentences in the book by choosing sentences with more difficult words that he will not be able to decode using the illustrations. I will also go back to the text after he has read it, to one of the meaning mistakes he made. I will read the incorrect sentence back to him and ask him if it makes sense. We will use our meaning cues to decode the difficult word.

**5. Word work**

We will focus on the short-a word sort to go along with the title of the book that contains the word "shadow". I will read 10 common words for him, five of which will be short-a words, that he will hear and have to sort on his paper in either the short-a group or the "other" group.

**6. Written response to book.**

I will have D. write about something that he would do with his shadow (go to the beach like the dog and his shadow in the book or something else). We will focus on writing legibly by taking adequate amount of time to focus on and form each letter.