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Reading Lesson Plans

Submitted to

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Special Education 555

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Introduction

The following reading lessons were conducted with a newly formed group of four students during a reading period in an inclusion classroom. The group meets twice a week for a period of 40 minutes. The lessons are in chronological order and follow an initial rules and procedures lesson. The demographics of the group are represented in the chart below.

Name	age	grade	IEP goals	F&P Instruction level	WIDA level	culture	# of years in US	Native Language
Miguel	11	6	reading writing	L	Not eligible NEP 1/1 Last test 9/02	Dom. Rep.	10	Spanish
Hector	12	6	reading writing	L	Exited with IEP 2006	Puerto Rican	7	Spanish
Wilkins	12	6	reading writing	N/A	4 Expanding	Puerto Rican	2	Spanish
Byron	10	6	reading writing	N/A	4 Expanding	Puerto Rican	3	Spanish

This group was formed in cooperation with an ESL special teacher. Two ELL students from the ESL class together with two students from the inclusion class and from similar cultures and with similar reading levels were selected for this group.

All of the students in this group have IEP goals in reading and writing. Reading objectives include, decoding, vocabulary development, sight word recognition, fluency and comprehension. Writing objectives include; encoding, grammar, vocabulary, sentence structure, and paragraph organization.

In addition to reading and writing, the ELL students have language goals that include addressing ELP standards for Social and Instructional Language and Language Arts, specifically listening, speaking, reading and writing.

At Woonsocket Middle School, students in an ESL special education program are not given a reading test separate from the WIDA. They are customarily grouped for all content area academics by WIDA scores. As a rule, IEPs supersede WIDA and IEPs do not require reading levels, therefore many students are improperly identified or in some cases such as Miguel and Hector's, they do not receive ESL service because they have an IEP. In the case of Byron and Wilkins, they are not tested for reading levels because they have a WIDA level. This is a major disservice to these students and a hindrance to instruction.

YES!!!

Unit Overview

Unit Title: Animal Habitats

Annually, the sixth grade students at Woonsocket Middle School attend a field trip to Save the Bay Exploration Center as a component of a science unit on ecosystems. This unit will be presented in conjunction with this field trip and as a precursor to the ecosystems unit.

Content Areas: Reading and Science

Each of the lessons in this unit are designed to build background and develop vocabulary that support the content of the ecosystems curriculum for the purpose of increasing ELL and special education students' comprehension.

Unit Assessment: Vocabulary Word List

This unit will introduce 20 new content specific words. Students will complete an informal inventory of all 20 words prior to the first lesson. They will respond to only the words they know, leaving unknown words blank. The same inventory will be presented at the end of the unit. They will complete the inventory including newly learned words. In this way, students' will monitor their own learning. The chart below list the 20 words taught in this unit.

Vocabulary Inventory

I can read the word	I can give the meaning of the word	I can use the word in a sentence	I can use the word in a different way
habitat			
Arctic			
desert			
ocean			
prairie			
rain forest			
zone			
community			
saltwater			
sea			
adaptations			
emergent			
canopy			
understory			
forest floor			
populations			
diversity			
food chain			
hatchlings			
survive			

Lesson Title: Animal Habitats

Reading Skill: Vocabulary Development

Rational-The purpose of this lesson is to teach students content area words that they will be expected to use in science class. Tasks, involving listening, speaking, reading and writing, will be dependent upon recognition and understanding of the meaning and concepts behind these words. Student success will be measured by their ability to accomplish these tasks.

Standards/GSE

WIDA- Standard 1: Social and Instructional Language, Listening and Speaking

WIDA- Standard 2: Language Arts, Reading and Writing

RI Reading Standard: R-5-2, (GLE) *Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.*

RI Science Standard: Life Science, (GSE) LS1 (5-8) – INQ+ SAE- 1, *Students demonstrate and understanding of biodiversity...by recognizing that organisms have different behaviors for meeting their needs to survive (e.g., fish have adaptations or behaviors that are specific to a niche (role) within an ecosystem.*

Objectives

Reading- Students will read with a partner, content specific words, i.e., habitat, Arctic, desert, ocean, prairie, and rain forest in context rich (photographs) literature.

Language- Linguistic: Students will use adjectives to give meaning to new vocabulary.

Language- Communicative: Students will describe habitats and the animals that live there.

Materials

- Animal Habitats graphic organizer
- 4 copies of Animal Habitats by Michelle Kramer, National Geographic Windows on Literacy Publication.
- Post It notes
- 20 3x5 index cards on an o ring for each student

Preparation

To activate and assess students' prior knowledge, display visual of Animal Habitats graphic organizer of the ocean, prairie, rain forest, desert and Arctic habitats. Use Post It notes to cover pictures. Ask students to turn and talk to a neighbor about the words displayed. Next, have students share their thinking aloud with the group.

Presentation

Remove the Post It notes. Confirm and deny students definitions of each habitat. Pass out a set of index cards on the o-ring to each student. Have students write the names of each habitat on the first 5 cards. Using the graphic organizer's pictures, brainstorm with the students', adjectives to describe each environment. Have students write the words on the back of each card. Model this activity on a large set of teacher cards.

Practice

Pair students with a reading partner, pass out and familiarize students with the text, Animal Habitats. Instruct students to read the text with a partner. Direct them to add to their cards, the names of animals that live in these habitats as they read.

Closing Review

Call students together. Ask them each to share out by pointing to and reading the habitat, description words and animals they wrote on their cards.

Lesson Evaluation

Collect the unit vocabulary o-rings. Review the entries on each card.
Criteria: All 5 habitats spelled correctly with two or more adjectives and at least one animal.

Progress Report

Student response to this lesson was good. They were engaged, and vocal about their thinking during the preparation phase. Most students comments were accurate about the ocean but not about the prairie. Once the pictures were reviled, students were able to identify at least one characteristic of a habitat using an adjective. Students reported out well. They worked together to identify multiple animals to add to their cards. Some spelling mistakes appeared on the cards but that only reflects on their ability to copy. I was happy with the verbal and content of their responses. This lesson was successful, a good omen!

Lesson Title: Life in the Ocean

Reading Skill: Vocabulary Development

Rational-The purpose of this lesson is to teach students content area words that they will hear on the field trip to Save the Bay. Tour guides will be speaking to students using these words to teach new information. Students will be expected to respond and participate in discussions directly related to these concepts.

Standards/GSE

WIDA- Standard 1: Social and Instructional Language, Listening and Speaking

WIDA- Standard 2: Language Arts, Reading and Writing

RI Reading Standard: R-5-2, (GLE) *Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.*

RI Science Standard: Life Science, (GSE) LS1 (5-8) – INQ+ SAE- 1, *Students demonstrate and understanding of biodiversity...by recognizing that organisms have different behaviors for meeting their needs to survive (e.g., fish have adaptations or behaviors that are specific to a niche (role) within an ecosystem.*

Objectives

Reading- Students will read, in a round robin style, content specific words, i.e., zone, community, saltwater, sea, adaptations in context (photographs) rich literature.

Language- Linguistic: Students will use synonyms, and antonyms, e.g. ocean/sea, fresh water/saltwater to learn the meaning of new vocabulary.

Language- Communicative: Students will access prior knowledge to compare and contrast new vocabulary.

Materials

- Life in the Ocean by George Huxley, National Geographic Windows on Literacy Publication.
- white board/Chart paper and marker
- unit vocabulary o-rings
- colored pencils

Preparation

To build background knowledge, list the new vocabulary on the board next to a T chart labeled, Same / Different. Pass out students' vocabulary o-rings. Instruct students to list each new word on their next 4 cards. Think Aloud with students to name a word that means the same as community (neighborhood) and a word that means the opposite/contrast (country). Continue to model and complete the activity for all of the words. Include student responses when appropriate.

*That is not really an antonym.
Country is still a community.*

Presentation

Pass out and familiarize students with the text, Life in the Ocean. Read it together in a round robin style. Stop to question students as they read pointing out new vocabulary.

Practice

After reading, direct students to work cooperatively as one group to find sentences in the text that use the vocabulary words. Assign one word to each student. Next, instruct them to then write the sentences on

the back of their vocabulary cards replacing the vocabulary word with one of the similar words on our T chart. Students may use a colored pencil when writing the word replacing the vocabulary word.

Closing Review

Call students together. Ask students to read the sentence they found in the text and the sentence they wrote on their card.

Lesson Evaluation

Collect the unit vocabulary o-rings. Review the entries on each card.

Criteria: New vocabulary words spelled correctly on each card. On the back of the card, a complete sentence with the correct context and substituted word should be written.

Progress Report

This lesson was not so successful! That will teach me to look for ^{omens!} The students were confused by the mechanics of the T chart. This may have been because they have not had much exposure to this type of organizer. To salvage the lesson, I was forced to guide the practice portion of the lesson as more of a group activity.

In addition, the vocabulary did not match well to the synonym / antonym ^{concept}. Students became confused and were giving examples and non-examples as responses. The more I tried to explain the difference the less clear the concept became. This was the first year that I have attended the field trip and I did not have first hand experience about the necessary vocabulary. Upon returning from the trip, I made a point to list new vocabulary for ^{future} lessons. And, needless to say I will rethink the synonym antonym approach.

Lesson Title: Save the Bay Day

Reading Skill: Vocabulary Development

Rational-The purpose of this lesson is for students to apply their knowledge of content area words to express their understanding of concepts and to retell personal experiences relating to those concepts.

Standards/GSE

WIDA- Standard 1: Social and Instructional Language, Listening and Speaking

WIDA- Standard 2: Language Arts, Reading and Writing

RI Reading Standard: R-5-2, (GLE) *Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.*

RI Science Standard: Life Science, (GSE) LS1 (5-8) – INQ+ SAE- 1, *Students demonstrate and*

understanding of biodiversity... by recognizing that organisms have different behaviors for meeting their needs to survive (e.g., fish have adaptations or behaviors that are specific to a niche (role) within an ecosystem.

Objectives

Reading- Students will read aloud new content specific words, e.g., hatchlings, populations, survive, and food chain together with learned vocabulary, e.g. ocean, habitat, etc.

Language- Linguistic: Students will pronounce newly learned vocabulary words correctly when they read an original composition to a small group.

Language- Communicative: Students will report on activities experienced during a Save the Bay field trip.

Materials

- Teacher photograph at a previous field trip to Save the Bay/Nature Conservatory
- Word Bank (draw an outline of a piggy bank on the white board. List new vocabulary inside the "bank")
- photographs of students participating in activities during their Save the Bay field trip
- colorful sentence strips cut in half
- one roll of banner paper
- tape or glue stick

Preparation

To activate prior knowledge and develop vocabulary, list and review vocabulary from Save the Bay field trip in the Word Bank. Display a photograph from a prior trip for the students to view. Describe and discuss the activities being shown in the photograph using the new vocabulary with the students.

Presentation

Explain that you are going to post the photograph with a summary on the bulletin board. Demonstrate your thinking as you write three to four sentences on the strips including new vocabulary. Repeat the annunciation of new vocabulary clearly for students. Ask them to repeat it back to you. Assemble the photo and sentences in a vertical format on a piece of banner paper. Invite students to take turns reading your photo and caption.

Practice

Display photographs of their field trip for students to view. After the hoopla dies down, direct students to select one photo they would like to compose a summary of. Guide students toward main ideas and include new vocabulary. Some students may need to dictate to the teacher. Assemble. Instruct students to add new words to their vocabulary o-ring as they wait for other students to complete the task.

(Great idea!)

Closing Review

Call students together. Have students to present and read their photo and caption. Display them on the bulletin board.

Lesson Evaluation

Review projects.

Criteria: A minimum of three complete sentences that accurately convey activity shown in photo including at least two vocabulary words. ✓ *What about the pronunciation?*

Progress Report

Student enthusiasm for this lesson was high! They loved seeing pictures of themselves. They were vocal and eager to tell their stories. The use of new vocabulary in the summaries was dependent upon my ability to get shots of them in the right place at the right time. However, I was able to work in the use of vocabulary through prompts as I commented on each presentation. I had to relax criteria for sentence writing because I did not want the lesson to turn into a writing lesson. I allowed students to dictate to me and I assisted in spelling high frequency words. Most students completed four sentences with my or a partner's help. My aim was to produce a text that students could read aloud independently. If there had been time we could have produced an epic! *yes - they always do!*

Lesson Title: The Rain Forest

Reading Skill: Vocabulary Development

Rational-The purpose of this lesson is to increase and enrich students' knowledge of content area words that they will be expected to use in science class. The words in this unit are specific to the ecosystem topic. Students' opportunities for exposure to this vocabulary may be limited to the school environment.

Standards/GSE

WIDA- Standard 1: Social and Instructional Language, Listening and Speaking

WIDA- Standard 2: Language Arts, Reading and Writing

RI Reading Standard: R-5-2, (GLE) *Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.*

RI Science Standard: Life Science, (GSE) LS1 (5-8) – INQ+ SAE- 1, *Students demonstrate and understanding of biodiversity...by recognizing that organisms have different behaviors for meeting their needs to survive (e.g., fish have adaptations or behaviors that are specific to a niche (role) within an ecosystem.*

Objectives

Reading- Students will independently read content specific words, e.g., emergent, canopy, understory, forest floor, and diversity in context rich (photographs) literature.

Language- Linguistic: Students will decode new vocabulary by identifying compound words and smaller, known words within a word, e.g. under story, can opy.

Language- Communicative: Students will sequence original illustrations in an order that represents the layers of a rain forest.

Materials

- Read aloud: The Great Kapok Tree by Lynn Cherry
- The Rain Forest by Pat Malone, National Geographic Windows on Literacy Publication.
- 4 5x8 index cards
- Unit vocabulary o-rings
- sentence strips and scissors
- colored pencils

Preparation

To build background read the book The Great Kapok Tree aloud.

Presentation

Display and review the new vocabulary on sentence strips and use the read aloud to illustrate. Ask students to identify word parts, chunks, and compound words in the new vocabulary. In turns, instruct students to cut apart the morphemes they identify. Then, have other students reconstruct the words.

Practice

Take a picture walk through the text, The Rain Forest. Direct students to read the text independently. Assign each student a specific level of the rain forest to investigate and illustrate on the index card. Remind students to look for word parts in unfamiliar words.

Can they read without
phonics
What level
are they at?

Closing Review

Call students together with their illustrations. Instruct them to tape their illustrations together in the correct sequence to represent the rain forest. As each level is added to the display, instruct the student to read aloud the description of the matching level from the text.

Lesson Evaluation

Teacher observation of oral reading and sequencing activities.

Criteria: Student's ability to decode unfamiliar words.

Criteria: Student's ability to locate proper placement of illustrations.

Progress Report

I have never had a class, from first grade to middle school, who did not engage in a picture book read aloud. This group was no exception. Students connected to this story because it reminded them of their native climate. They were connecting new vocabulary to the illustrations of habitat and the animals depicted there. With only a few exceptions, they were able to decode and encode words. This may have been too easy for them. They did enjoy the activity so for future lessons I may try having them complete the same task with sentences. This activity did produce a verbal cue, "cut the word up" to prompt a strategy for attacking unknown words during reading activities. The sequencing activity was surprising because I expected that this would come easily to the group. However, they did have to refer back to the text for the proper arrangement of each level. I was please that they were able to work cooperatively to use the text as a resource without my assistance.

Lesson Title: The Habitat Show

Reading Skill: Vocabulary Development

Rational-The purpose of this lesson is for students' to synthesize their knowledge of content area vocabulary for the purpose of composing a dialog explaining the habitat of an organism. Students will be using content vocabulary in science class to answer questions, make observations and demonstrate understanding of content.

Standards/GSE

WIDA- Standard 1: Social and Instructional Language, Listening and Speaking

WIDA- Standard 2: Language Arts, Reading and Writing

RI Reading Standard: R-5-2, (GLE) *Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.*

RI Science Standard: Life Science, (GSE) LS1 (5-8) – INQ+ SAE- 1, *Students demonstrate and understanding of biodiversity...by recognizing that organisms have different behaviors for meeting their needs to survive (e.g., fish have adaptations or behaviors that are specific to a niche (role) within an ecosystem.*

Objectives

Reading- Students will read newly learned, content specific words during a performance of a scripted and original composition of readers theater.

Language- Linguistic: Students will apply knowledge of new vocabulary to build simple, compound and complex sentences.

Language- Communicative: Students will utilize new vocabulary to inform and audience about the habitat of an animal.

Materials

- Readers Theater Poster: The Habitat Show
- 4 student copies of graphic organizer for The Habitat Show
- hand held microphone for interviewer, straw hat (or other prop for handler)

Preparation

To activate prior knowledge ask students to demonstrate their knowledge of the new vocabulary they have learned by reading as many of the word cards on their o-ring as possible.

Presentation

Display poster of The Habitat Show and explain that it is a Readers Theater script. Ask for a volunteer to perform it with you. Model both the Interviewer role and the handler role. Give all students an opportunity to perform.

Practice

Pass out the student Habitat Show graphic organizers. Instruct students to select an animal and its habitat to complete the new script. Remind students to use words from their O-ring. Have students take turns performing each other's script.

You need to cover the different types of animals.

Closing Review

Display all of the literature and text (posters) from the unit. Ask students to comment on their favorite books and activities. Have students cite examples from the text to support their opinions.

Lesson Evaluation

Collect student compositions of Readers Theater.

Criteria: At least three vocabulary words used and spelled correctly. Animals and habitats should match the descriptions given.

You have to assess all objectives.

Progress Report

This lesson was well received. Students enjoy performing but needed reminders for behavior expectations. I would not attempt this lesson at the beginning of the unit. It was a benefit that we had established rules, procedures and expectations by this lesson. In addition, students needed to be directed to focus the dialog on the main idea and to remain on task. This lesson required strict teacher monitoring. All students were able to perform from the original script and most produced an acceptable student script.

Unit Conclusion and Assessment

The post assessment for this unit, the vocabulary inventory, was given to each student individually within two days from the completion of the last lesson. The results of the pre and post assessments are indicated in the chart below.

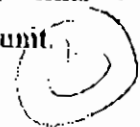
Pre-Test

Post Test

Name	# of words read	# of word meanings given	# of sentences	# of variations	# of words read	# of word meanings given	# of sentences	# of variations
Miguel	9	6	5	0	16	14	14	3
Hector	10	8	4	1	19	17	13	2
Wilkins	14	6	2	0	18	17	16	0
Byron	12	10	9	2	20	19	19	4

Great!

The science curriculum on ecosystems will begin this week. Based on student performance in each lesson, artifacts, teacher observation and pre and post assessment, this unit was successful in developing content area vocabulary. In collaboration with the science teacher, student performance will be monitored for generalization of ideas, concepts and vocabulary through out the ecosystems unit.



*Janet,
 Another great job!
 Excellent way to incorporate
 reading & science. also,
 your pre/post test showed
 student learning - nice!
 I'd love a copy!*

Animal Habitats

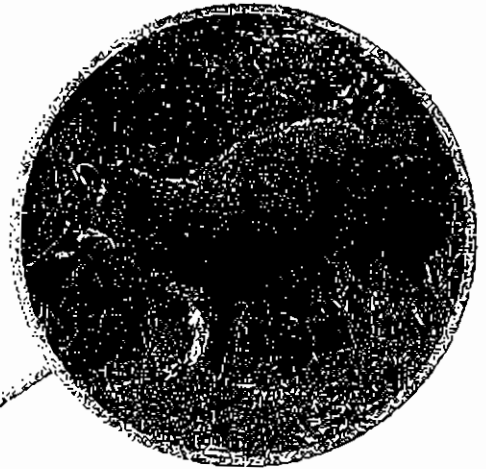
Ocean



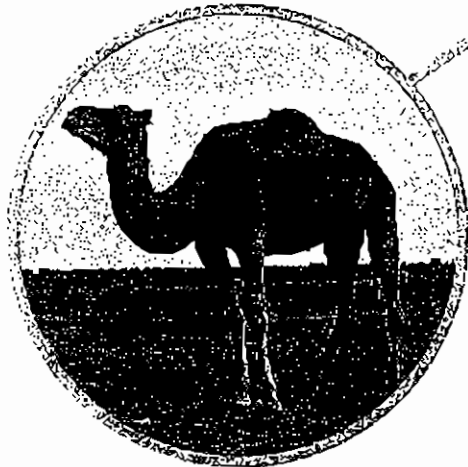
Rain Forest



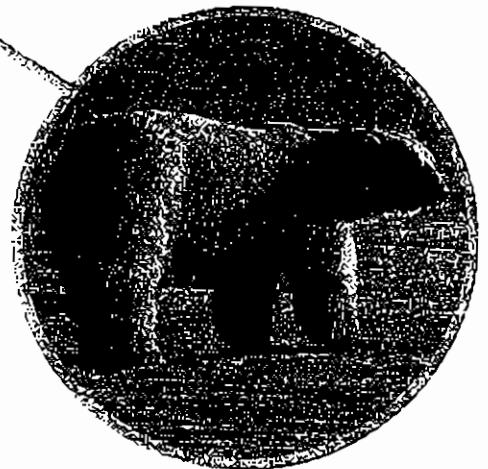
Prairie



**Animal
Habitats**



Desert



Arctic

The Habitat Show

Interviewer: Hello and welcome to the show. Our guests today are a camel and its handler. What is this animal's habitat?

Handler: It lives in the desert. The desert is very hot and dry.

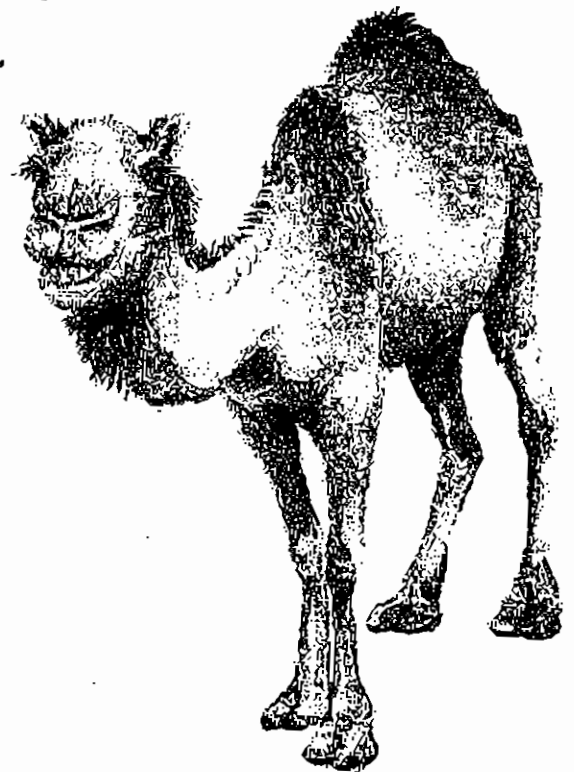
Interviewer: Amazing! How does it survive?

Handler: Well, camels don't have to drink water very often.

Interviewer: What a great adaptation!

Handler: The camel's long eyelashes protect its eyes from sand.

Interviewer: Camels are so interesting! Thank you for coming.



The Habitat Show

Interviewer: Hello and welcome to the show. Our guests today are a _____ and its handler. What is this animal's habitat?

Handler: It lives in the _____. The _____ is

Interviewer: Amazing! How does it survive?

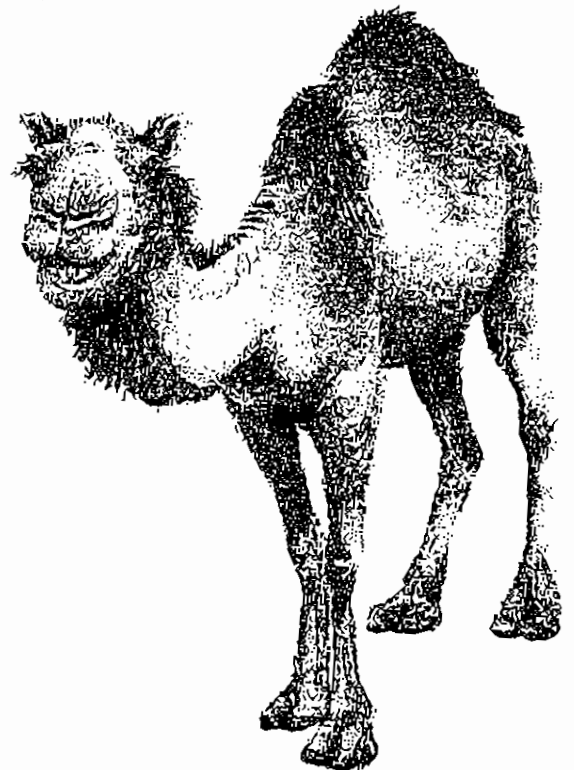
Handler:

Interviewer: What a great adaptation!

Handler:

Interviewer:

Thank you
for coming.



Special Education 555: Reading Lesson Plans

Pedagogy: Theory and Practice of T&L; Diversity: Cultural Diversity; Special needs and Inclusion; Pedagogy: Assessment);
(RIBTS 2, 3, 4, 5, 6,); (TESOL 1.a.1-1.a.7; 1.b.5-1.b.7; 1.b.12; 3.b.3; 3.b.6; 3.b.8; 3.c.1.1-3.c.3; 4.c.1-4.c.4)

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
Describes the characteristics of the learner(s) in terms of chronological age, culture, linguistic needs, educational background, special educational needs and developmental reading levels.	Demonstrates some understanding of characteristics of the learners. 2 3	Demonstrates satisfactory understanding of characteristics of the learners in terms of culture, linguistic needs, educational background, special needs and developmental reading levels. 4	Demonstrates excellent understanding of characteristics of the learners in terms of culture, linguistic needs, educational background, special needs and developmental reading levels. 5
Designs five lessons teaching a reading skill. Lessons need to be aligned to ELL and/or bilingual standards and reading standards. Substantiate the reason(s) for selecting the particular skill to be taught.	Demonstrates some ability to align reading lessons to ELL and/or bilingual standards as well as reading standards. Little substantiation given as to why that particular skill was selected. 2 3	Demonstrates adequate ability to align reading lessons to ELL and/or bilingual standards as well as reading standards. Substantiates why that particular skill was selected. 4	Demonstrates excellent ability to align reading lessons to ELL and/or bilingual standards as well as reading standards. Offers excellent reasons why that particular skill was selected. 5
Applies principles of effective ELL literacy instruction as determined by: objectives, activities, selection and adaptation of material.	Shows some ability to apply principles of effective ELL literacy as determined by: objectives, activities, selection and adaptation of material. 10 12	Shows satisfactory ability to apply principles of effective ELL literacy as determined by: objectives, activities, selection and adaptation of material. 13 14	Shows excellent ability to apply principles of effective ELL literacy as determined by: objectives, activities, selection and adaptation of material. 15
Uses appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates the ability to show the effect of the lessons on student learning. <i>or vocab</i>	Shows some ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates some ability to show the effect of the lessons on student learning. 1 2	Shows satisfactory ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates satisfactory ability to show the effect of the lessons on student learning. 3 4	Shows excellent ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates excellent ability to show the effect of the lessons on student learning. 5

30/30

Name: [REDACTED]

Approaches

Meets

Exceeds Standard

Super!

Initial Submission

Re-submission