

Mount St. Joseph University Lesson Planning Template

Name Annie Dean

Lesson Title Reading Comprehension

Grade level(s)/Course/Content Area 7th and 8th grade Reading, Literacy

Time Frame (# of class periods/minutes each) 35-40 mins

CONTEXT FOR LEARNING

What do I know about my students that will inform this lesson?

They are at different reading paces and reading levels. Kendrick is at a 3rd grade reading level. Kiera is at a 3rd-4th grade reading level. DeAaron is at a 4th-5th grade reading level. Kiera and DeAaron are pretty strong with their fluency but they struggle with comprehension. DeAaron has a higher comprehension than Kiera. Kendrick struggles with both fluency and comprehension. If Kendrick does not know a word he will just guess and needs to be directed to look at and decode the word.

How does this lesson connect with and build on my previous lesson(s)?

This is very similar to what these students have done in the past. It is still building on their reading comprehension to improve it so they can move on to more difficult and higher grade level texts.

How do I expect to build on this lesson in subsequent lessons?

If students excel well in each reading portions I plan to build off of that by giving them higher level readings and more challenging comprehension questions.

What evidence-based practice or education research will guide my teaching?

Evidence-Based strategies for Reading Instruction of Older Students with Learning Disabilities by Greg Roberts, Joseph K. Torgesen, Alison Boardman, Nancy Scammacca.

In this study there are 5 areas critical to improve the reading of older students struggling to read. 1.) word study 2.) fluency 3.) vocabulary 4.) Comprehension 5.) motivation. In this lesson the things that will guide my teaching are: fluency for all students (more of a focus on Kendrick), vocabulary (key words for Kendrick), and Comprehension for all students.

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What other special features of my school or classroom will affect the teaching of this lesson?

These students are in an inclusionary classroom with co-teaching. Because of this, it allows minimal resource room instruction that is only provided once per week. This provides students with support so they can grow in their general education classroom. Other factors include, how quickly the students will finish the reading texts and comprehension questions. If they finish quickly I have prepared fillers for each of them to do independently. If they are being slower than what I anticipate, this will affect how I will proceed with timing the lesson plan directly following this one.

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students <u> 3 </u> Males <u> 2 </u> Females <u> 1 </u>		
Diverse Student Needs Category	Number of Students	Accommodations and/or pertinent IEP Objectives
Students with IEPs	3	Alerting reading to fit students learning needs and to fit the reading level they are currently at. Minimal resource room instruction is provided once a week. This helps support student growth in the general education classroom, not stand in place of it.
English Language Learners		
Gifted		
504		
Other special needs		

PLANNING FOR INSTRUCTION AND ASSESSMENT

INSTRUCTION
Central Focus: Reading comprehension

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College and Career-Ready Content Standards

RL.7.1 Key Ideas and Details

SL.7.2 Comprehension and Collaboration

Objectives

Students will be able to read and comprehend modified text (3rd and 4th grade) demonstrated by accurately answering 80% percent of the comprehension questions independently. and 90-100% with 1 corrective prompt.

Academic Language Objectives

RL.8.10 by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently proficiently.

Prior Learning/Prior Thinking

Prior work with literal comprehension, character development, theme identification, and text citation to support a claim

Resources: "The Circus Comes to Town ." *ReadWorks*, www.readworks.org/article/The-Circus-Comes-to-Town/fad29295-b44a-4adc-a0e5-0bbfdbd079b9#!articleTab:content/.
"How Not to Save a Sand Castle ." *ReadWorks*, www.readworks.org/article/How-Not-to-Save-a-Sand-Castle/eaf283f0-9a5c-4571-8ff2-a3d5ab71e9c8#!articleTab:content/.

Read naturally

Materials: Hard copies of each reading text and comprehension questions.

ASSESSMENT

Before the lesson

Kiera and DeAaron- Reading on their own/Reading comprehension questions.

Kendrick- reviewing key words.

During the lesson

Kiera and DeAaron- Taking turns reading the text out loud to me.

Kendrick- Reading the text out loud to me.

At the end of the lesson

Kiera and DeAaron- story retell, comprehension questions.

Kendrick- Comprehension questions.

LESSON IMPLEMENTATION

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Anticipatory Set/Elicit Prior Knowledge

Kendrick has been working through a series of Read Naturally stories and key words, to go off of similar stories he will continue this sequence to practice the same reading skill set that he struggles with.

Kiera and DeAaron have been using ReadWorks to work through passages and their comprehension questions.

Focus/Purpose Statement

The focus of this lesson is to work on the students overall reading comprehension and to expand their vocabulary.

Procedures

Before this lesson can begin, you must go into the classroom next door to pull out Kiera, DeAaron and Kendrick. The you will walk into that classroom, go up to each student individually tap their shoulders and ask them to grab a chrome book and bring it next door. As the students walk into the next room, you will assign their seating arrangements. Kendrick will be at table 3, Kiera and DeAaron will be at table 2. Once they are seated quietly, the teacher will walk over to Kiera and DeAaron give them their reading text and tell them to read silently to themselves and then do the reading comprehension questions when they are finished reading. While Kiera and DeAaron are doing that, you will go work one-on-one with Kendrick. You will explain to Kendrick that this is just like every other reading packet he has done before. After he is clear of what is expected of him, you will review the key words to make sure he is aware of what they mean. After he has had a review on the key words, he will begin reading the passage out loud to you. While he is reading, You will be following along on an extra copy to keep track of, how many words were missed, if Kendrick corrected himself, and how long it took him to read the text. After Kendrick has read the story and what he has missed has been reviewed, give him the instruction to work on the comprehension questions. Then hand him another reading text in case he finishes with the reading comprehension questions while you are meeting with Kiera and DeAaron. Once Kendrick is clear on what is expected of him, walk over to DeAaron and Kiera's table. Have Kiera and DeAaron take turns reading a couple paragraphs from the text out loud. Then you will read the rest of the text. After the text has been read out loud, ask if they have any other questions about the story. Then,ask them to turn to their comprehension questions to review them (use answer key to check work as answers are given from them). Then have them write 1-2 sentences of a retell of the story. Once everyone is finished with their reading assignments, have Kendrick join you, Kiera, and DeAaron at table 5. Then, make sure you give them encouragement on the work that they have accomplished so far. Then, transition into the math lesson.

Differentiation

All of their work is differentiated from the general education work. It is used as a scaffold to work along with the IEP goals and objectives to address remediation needs and to assist students in developing skills for better access in the general education curriculum.

Kiera and DeAaron are using ReadWorks. Kiera and DeAaron are on a very similar reading level they will be doing the same reading passage.

Kendrick is using Read Naturally. Kendrick is a little behind on his reading skills. His reading text will be much different than Kiera and DeAaron.

Closure

To conclude, This reading mini lesson is to help grow these students reading comprehension and reading skill set so they can progress towards their grade level material.

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Reflection on lesson

This lesson was okay. I did not manage my time well when it came to the reading section. I think I just got nervous and became impatient. I was also worried that we would not have time to move on to the math section. If I were to go back and teach the next day, I would take my time and be more thorough with the students and not rush them through the material.