Lesson Development – Chad Pettingill

* Materials include only 3x5 notecards for each student and writing materials
* Each intervention group is presented with the new topic they will be working on.
  + Do not list the purpose, only talk about what will be taught in upcoming intervention groups.
* Students are then given 3x5 notecards and are told to write the purpose of the intervention in one sentence.
  + Use a sentence frame to help students get started, if necessary.
* Cards are then collected and saved for a later date.
  + Repeat this with multiple intervention groups who are learning the same interventions.
  + Collect multiple purpose cards and keep them secure until intervention is over (usually three weeks).
* During the last ten minutes of the last intervention time, bring out the cards of all the groups, shuffle them, and hand each one to a student.
* Students then read off the purposes that another student had written.
* Prompt students to discuss what they thought the purpose would be and what it ended up being.
  + Prompt students with conversation starters if necessary.
  + Repeat this with all groups so they can reflect on what they thought of the intervention at the very beginning.
* Discuss what students actually ended up learning and how they can use it in their general education classrooms.

I implemented a simple lesson with a couple of my receptive/expressive language intervention groups, so as to start out light and see how my students receive these strategies. My hope is to use more intense strategies later once I gage their responses. The strategy I used was Pass It and I used it with three groups of students who have very similar goals and are working on the same interventions. I changed it up a bit to better work with my small groups. I had each student write the purpose of the intervention on 3x5 cards and I collected them. The purpose was making inferences with 2-3 complete sentences. At the end of one day, I had nine cards for each of my students. I then saw the same groups later that week (it is usually weekly but I’m seeing them twice due to a day off on President’s Day) and again today on Monday Feb. 13.

After three days of intervention in the same concept with different students, I then spent about 10 minutes time with each group and the nine cards. I would shuffle them up and read out the purpose that was presented the week before. My students then took turns reading out other cards. They reflected on the purposes that they and everyone had originally thought the lesson would be. I prompted them to determine if what happened and what they learned was different from what they originally thought they would learn.

Most of my students ended up learning exactly what they thought they would. But a few of them were caught off guard and ended up learning something different. For instance, one of them thought that making inferences was naming the aspects of a story, including setting, characters, problem, etc. I was glad to have caught this since I feel it is very important for middle school students to know what an inference is. I think that students hear these words tossed around but don’t always grasp them until it is firmly placed. Most of my students enjoyed reading the cards and seeing this discrepancy. I feel that it was successful due to the fact that it kept them engaged and made for a fun activity to wrap up a lesson. I look forward to implementing additional strategies in the future.