Name: Jennifer Culler Instructor Name: MaryAnn Johnson M. ED ADM

Course Number: ED448i, ED548i Course Name: Leading & Managing A Differentiated Classroom

Date: May 18, 2018 Level: Credit 500

Assignment #8-A

**Have students come up the carpet:**

**-introduce the day by doing the calendar and straw count for how many days we have been in school.**

**-Go over the directions to the morning seat work.**

**-Give each child one to work on and take it back to their seat to work on.**

Seat work:

Wks. Sheets 308, 309, SP118, GR147

-as they finish the seat work they may go to centers, work on phonics packets, or do AR.

**Guided Reading/seatwork/tiers/centers/AR**

While guided reading is going on the other kids will do their seatwork. When they are done they can go to their center. Center lists are up on the easel by the chalk board. (They are mixed readiness groups.) They may also do AR or phonics packers if they get their seatwork done.

During this time kids will be pulled for 30mins for Title One Reading-Tier 1

Mrs. L. Mellott will come and take L.C.,O.M, and N.D.

Mrs. Miller will take J.E., K.G.

Mrs. M Mellott will take A.L.

Miss Swope will take K.S.

**Guided Reading Group-** (grouped by readiness)

Group \_1\_ today they are reading ­­Where are the Butterflies

Leveled Reader-Beyond Level: Lesson 1

Objectives-Read and apply skills and strategies

Materials-Leveled reader: Where are the Butterflies, self-stick notes, reproduceable p. 296 (for day 2), teaching chart 186

Before reading:

-Preview and predict- read the title and the names of the author and illustrator. Preview the title page and the illustrations.

-Review skills-use the inside front cover to review the phonics skill and high-frequency words.

-Set a Purpose-Let’s read to find out where the butterflies have gone.

During reading:

-Have children turn to page 2 and whisper read the first two pages. Tell them to place a self-stick note next to difficult words.

-Remind children that when they come to an unfamiliar work they can look for familiar spellings and chunks. For loner words, they will need to break the word into smaller chunks, syllables, and sound out each part.

-Monitor children’s reading. Stop periodically and ask open-ended questions to facilitate rich discussion and build on children’s response to develop deeper understanding of the text:

Why doesn’t Susie tell Nell where the butterflies are? Kids response- She didn’t know. She was trying to be mysterious.

-Make and confirm predictions. Remind children that after readers make a prediction, they search for the part of the text that tells about their prediction. Display teaching chart 186. Stop reading after page 3 and ask children to predict what will happen next.

|  |  |
| --- | --- |
| What I predict | What Happens |
| The eggs will hatch into caterpillars. | Three days later the eggs where gone and on the leaf, was a caterpillar. |
| The caterpillars will change into butterflies. | The caterpillars grew bigger. Then they made a hard shell. Finally, they turned into butterflies. |

After Reading:

Have partners list animals they can think of that change completely from young to old: Kids response-frogs, butterflies, swan

Group \_2\_ today they are reading The Painted Lady Butterfly

Leveled Reader-On Level: Lesson 1

Objectives-Read and apply skills and strategies

Materials-Leveled reader: The Painted Lady Butterfly, reproduceable p. 296 (for day 2), teaching chart 186

Before reading:

-Preview and predict- read the title and the names of the author and illustrator. Ask: What are the girls looking at on the cover? Kids response- Butterflies. What do you think this book will be about? Kids response- The girls will look for butterflies. The girls will chase butterflies. The girls will catch butterflies. Preview the illustrations.

-Review skills-use the inside front cover to review the phonics skill and high-frequency words.

-Set a Purpose-Let’s read to find out why this book is named The Painted Lady Butterfly.

During reading:

-Have children turn to page 2 and whisper read the first two pages.

-Remind children to look for the new high-frequency words. Tell them that you will help them blend two-syllable words.

-Monitor children’s reading. Stop periodically and ask open-ended questions to facilitate rich discussion and build on children’s response to develop deeper understanding of the text:

Why aren’t there butterflies in the winter? Kids response-It is too cold outside. They fly away.

-Make and confirm predictions. Remind children that after readers make a prediction, they search for the part of the text that tells if their prediction is correct or not. Display teaching chart 186. Stop reading after page 3 and ask children to predict what will happen next.

|  |  |
| --- | --- |
| What I predict | What Happens |
| They will go to the butterfly house to see butterflies. | A week later Amy called and asked Sara to go to the butterfly house with her. |
| They will see a Painted Lady butterfly. | The Painted Lady was on the girl’s shirt the whole time. The helped lifted it off and showed it to the girls. |

After reading:

-Discuss words that gave the children difficulty and strategies they used. Reinforce good reading behaviors you noticed.

-Retell: Have children take turns retelling the selection. Help them make connections by asking:

What is the prettiest butterfly you have ever seen? Kids response-it was blue! I saw an orange one like in the book. I saw a pretty yellow one!

Where did you see it? Kids response- In my yard. I saw one at recess. I see butterflies outside. I saw one on a flower.

Group ­3 today they are reading A Bee Like Me.

Leveled Reader-Approaching Level: Lesson 1

Objectives-Read and apply skills and strategies

Materials-Leveled reader: A Bee Like Me, reproduceable p. 296 (for day 2), teaching chart 186

Before reading:

-Preview and predict- Have children read the title and author name. Ask: What insect do you see on the cover? Kids response- A bee! Preview the illustrations.

-Review skills-use the inside front cover and review words.

-Set a Purpose-Let’s read to find out about a bee’s problem.

During reading:

-Have children whisper read each page. Circulate and provide corrective feedback, such as modeling how to blend a word.

-Make and confirm predictions. Remind children a prediction is a guess about what will happen in a story. Then while you are reading, you confirm that your prediction was correct or incorrect by reading for the part that tells about your guess. Display teaching chart 186. Stop reading after page 3 and ask children to predict what will happen next.

|  |  |
| --- | --- |
| What I predict | What Happens |
| Bee is lost. | Bee couldn’t find her hive. |
| Bee will find her way home. | Bee looked for clues. She found another bee who helped her find her hive. |

After reading:

-Discuss words that gave the children difficulty and strategies they used. Reinforce good reading behaviors you noticed.

-Retell: Have children take turns retelling the selection. Help them make connections by asking:

Have you ever got lost? Kids response-I lost my mom at the store, but she found me. When we went to the park I couldn’t find my dad. He was over at the swings when I found him.

Have you ever needed help finding something? Kids response- I needed help finding my library book. I needed help finding my homework. I needed help finding my shoes this morning.

**Reading**: (Whole Group)

Common Core State Standards:

RF.1.2, RF.1.3e, RF.1.3g, L.1.1

Essential Question: Who are the main characters in the story and what is the setting?

Focus Question: What happens when Oscar forgets to tell the neighbors about the picnic?

Strategies: monitor comprehension/reread

Skills: Character and setting, phoneme blending, adverbs

Materials: Oral vocabulary cards: “The Goat in the garden,” Teaching Chart 194, student book: Super Oscar, chalkboard, chalk

-Review word cards and Fundations Cards

TE 139E –Oral Language –read The Goat in the Garden using the story cards.

Say: I’m going to read a folktale from Mexico about two farmers with a fantastic garden. The farmers are not having a good day until a tiny friend comes to visit. What do you see happening in the first picture?

Kids response- a goat is eating the tomato bush and the lady is mad.

Why do you think the farmers are having a bad day?

Kids response-the goat is eating their tomatoes.

Who does the famer ask for help?

Kids response- he asks the rooster and pig to help get the goat out of the garden.

Did that work?

Kids response- NO!

Who helped solve the problem?

Kids response-Ant.

How?

Kids response-the goat left the garden because the ant bit him.

TE 139 F -Complete Character and setting chart 194.

|  |  |
| --- | --- |
| Character | Setting |
| Goat  Farmers  Rooster  Pig  Ant | Vegetable garden  The goat eats the farmers’ vegetables.  Rooster and pig try to get the goat out of the garden.  Goat leave the garden because the ant bites him. |

TE139G-139H –Phonemic Awareness and Phonics-

Listen as I say the sounds in a word: /p/ /ā/ /p/ /ər/ Now listen as I blend the sounds: together paper. Say it with me-

Kids response-paper

Now blend these sounds to say the word:

/th/ /ûr/ /s/ /t/ /ē/ Kids response-thirsty

/m/ /i//d/ /əl/ Kids response- middle

/b/ /u/ /b/ /əl/ Kids response-bubble

/f/ /ô/ /l/ /t/ Kids response-fault

TE 139L-Prepare to Read-while holding up the book open to page 140-141 identify the title Super Oscar. Ask:

Where is Super Oscar in this picture? Kids response-In his kitchen, standing on a table, outside.

Why do you think he is wearing a tablecloth like a cape? Kids response- he is going to fly, he is a super hero, he is magic.

What might Super Oscar do in this story? Kids response-Fly, clean up the table, do magic.

This story is fiction. Fiction stories like Super Oscar come from the imagination of the author. A fiction story is a made-up story. It may have some events that could happen in real life and some events that are fantasy and could not really happen.

TE 140-163A- read Super Oscar-continue holding up the story

Set a purpose for reading: Focus question- read to find out what happens when Oscar forgets to tell the neighbors about the picnic.

While reading stop to ask comprehension questions:

Who is the main character in this story? Kids response-Oscar

What have we learned about him? Kids response-he likes to daydream a lot!

Teacher think aloud: As I read the story I will check to make sure that I understand what is happening, who the characters are, and where they are. When I am not sure that I understood what I read, I will reread that text to check my understanding. When I reread this page I confirm my understanding that Oscar likes to daydream.

In what settings does Oscar daydream? Kids response- he daydreams everywhere- at home, on the bus, and at school.

What does Oscar not do at breakfast? Kids response-he does not eat his pancakes or drink his orange juice because he is daydreaming.

What does Oscar’s father say about daydreaming? Kids response- That you have to stop daydreaming and get things done.

The story says a certain daydreamer forgot to give out the picnic lists. Who is the daydreamer? Kids response-Oscar!

What was Oscar’s problem? Kids response-He forgot to hand out the lists to the neighbors and now there will be no food at the picnic.

What are some parts of the story that are realistic? Kids response- He could really try to put a picnic together by himself.

What are some parts of the story that are fantasy? Kids response-He could not teach animals to sing.

What is the setting in this part of the story? Kids response-At the picnic in the park.

What is Oscar doing? Kids response-He is in an empanada-eating contest.

Did Oscar save the picnic? Kids response- Yes!

TE 163 B- Grammar-

Remind the children -we have been learning about adverbs and know that they tell when an action takes place.

Write on the board-We are going on a trip today. Let’s pack our lunchboxes now.

Underline the words-Today/now

Explain-The adverb now today tells when we are going on a trip. The adverb now tells when we will pack our lunchboxes.

Remind the children-another type of adverb we have been learning about tells how an action takes place.

Write on the board-The bus moves slowly in the city. We walk quickly to the gate at the zoo.

Underline the words-slowly/quickly

Explain-the adverb slowly tells how the bus is moving. The adverb quickly tells how we walked to the gate.

Write the following sentences on the board. Then read and identify the adverbs in each.

1.The sun was shining brightly in the sky. Kids response-Brightly

2. The birds were singing happily in the trees. Kids response-Happily

3. The fish were swimming quickly in the huge tanks. Kids response-Quickly

4. We walked quietly by the sleeping lions. Kids response- Quietly

\*\*I give the Heritage Institute permission to publish this lesson plan in The Heritage

Institute Lesson Plan Library, a feature available only to active learners taking THI

courses.

Commentary:

In this class I have learned that it is important make sure I have the students mixed in several different groups throughout the day for lessons and activities. I think center time went better with using mixed ability groups. This was because the higher ability level students could help the lower ability students. The more fluent readers could read stories to/with the less fluent readers. The higher ability students also set a good example as to how to work on the activities at each center correctly. This helped all the students in each center stay on task and made each activity beneficial for everyone.

The lessons during guided reading and whole group went well, but the noise level while students where at centers was a bit louder than I would like. I am going to start implementing several of the strategies for managing the noise right from the start next year. The two that I plan to try first are “give me five,” and naming one student as the noise monitor for each center. I think this will help to reduce the noise level so that it does not distract from the small group lessons and the students who are doing individual seat work.

During this class I have gained new ideas to help my reading and guided reading lessons run more smoothly, while helping to make sure I differentiate the lessons so that my students work hard, stay on task, and achieve to succeed. Teaching so that each student can have the opportunity to learn is important and now I have the tools to make sure I am doing so for every student I teach.