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My assignment is a bit different since I am not in a classroom and instead work on-on-on with students to teach them reading strategies, improve their fluency and provide homework support, so my lesson plans are highly individualized for each student and is a direct reflection of what appears on the student information system.

A typical session for tutoring Class VIII this week looks like this based on the the student’s need to for reading intervention and assignments posted on Canvas:

1. Fluency
2. Read and annotate in Life of Pi in preparation for short essay on Fear
3. Complete History Analysis

To adapt this lesson plan, I will make the following changes:

Fluency: Preview words and echo read as per usual. This time, record the echo read and play back to the student. Have them listen for where the pauses or stops or lack of confidence is heard. Follow along on with the text to see if they can identify a reason for the error.

After recording the speed and accuracy, then use the Step it Up method to check for understanding of

the Five W’s: who, what, where, when and why. I think showing comprehension will help improve

confidence.

English: Have student take out the Life of Pi novel. Once we are on the proper pages, Introduce the ideas of “Somebody Wanted…. But…. So” as the framework for their annotations. Have students look for examples as they read, and then stop to periodically check for overall comprehension by having them write out the chart at the end of a section.

History: The assignment in history is to analyze primary sources. I will specifically introduce the “It says, I say” method of reading for understanding. This will help students identify their thoughts about the document and then also have supporting evidence from the text they are able to use as evidence when they compare and contrast multiple documents.

This adapted lesson went great! My student was initially reluctant, as most of us are, to have to listen to herself. So I recorded myself as well as her. When I listened back, I was able to point out places that I was less than fluent and then listening to herself she was able to hear where she stumbled and was surprised that it wasn’t where she thought it would be. She realized that she stumbles around the difficult word, not so much on the difficult word itself. Ultimately she told me that when she reads she worried about everything and second guesses herself, which I had tried to communicate with her but she actually heard herself she got that she didn’t have to worry quite so much. She was not comfortable with this process and wants to not record herself frequently, but it did give her some insight.

She answered the 5 Ws with no problem. SInce the readings we use are not content related, this strategy didn’t really seem to yield much. I was able to point out that she understands what she reads. I think I need to adjust this lesson plan to use the reading assigned so she can develop speed and check comprehension on reading she has to do anyway. I cannot eliminate our fluency program from my daily lessons, but can adapt the homework support to be more fluency and comprehension based.

The “Somebody Wanted...But...So” was a great way to to prep for the Fear essay. She was able to make a list of things Pi wanted (to be get home, to have his family back and not dead, to be safe, to survive) and then the Buts (he was in a lifeboat in the middle of the ocean, his family had died, he was in the life boat with a tiger, he was running out of supplies) and the So (he had to believe he’d be ok, he prayed, he learned to tame the tiger by naming him Richard Parker and learning to like him, he’d try to get water and fish). She was then able to find two quotes that Pi said about fear and was able to begin to put it all together and begin an essay. This thinking tool helped her to be able to think and paraphrase and then discuss the theme of Fear in the novel. My comment to her was “don’t look now, but you’re writing and essay.” Her response was “No, I’m just explaining fear.” The process got her to comprehension and success!

Since my student will need to analyze primary sources and write about them for her final, this was a great way to study for the exam coming up and helped her approach the documents line by line instead of her being intimidated at the whole document. SInce reading is difficult and slow for her, this method gave her the opportunity to find what she did understand and what her reaction was to it and be able to communicate it. She was surprised that the document “wasn’t as hard as I thought.”

This was an amazing lesson that was effortless….the strategies worked in seamlessly and were a different but not more difficult effort. I appreciated the focus on process and having new ways to approach reading comprehension.