

Lesson Plans

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After completing the QRI, it can be concluded that Lilly's instructional level is late first grade, her independent level is first grade, and her frustration level is second grade. This was determined by looking at Lilly's results for words in isolation, words in context, rate, and comprehension. At a first grade level, Lilly was able to recognize 100% of the words she was shown when she was not being timed, however, when she was flashed the same words, she only recognized 90% of them. When looking at second grade level words, her results dropped drastically. She recognized 70% of words correctly when she was not being timed and 65% of words when they were flashed. During the words in context portion, Lilly read 97% of words correctly at the first grade level and 95% of words correctly at the second grade level. This means that when reading at a second grade level, Lilly missed 5 out of every 100 words she read. It really begins to effect comprehension once this many words are lost. It is clear that Lilly had a much more difficult time understanding the second grade text because her comprehension score dropped drastically from an 83% to a 56% from a first grade reading level to a second grade reading level. Second grade is Lilly's frustration level because she has to focus more on the words she is reading, which takes her focus off of actually comprehending the text.

Based on her answers in the comprehension portion of the QRI, I can conclude that Lilly is good at comprehending the main ideas of the stories she reads, however, one of her weaknesses is giving detail. She was able to correctly answer questions that asked the who, what, where, when, and why of events that took place in the stories, but when asked to expand, she could not. For example, when asked to name a way that whales and fish were different, Lilly said that they are born in different ways and breathe in different ways, but she could not explain exactly how they were born or exactly how they breathe. In addition, Lilly seems to understand main ideas, but has a difficult time understanding characters motivations and the bigger picture behind their actions.

Whole Group (approximately 20-30 minutes daily)

Objectives—

1. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions and main ideas.
2. Students will learn strategies to increase their prior knowledge by building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading.

Standards of Learning—

- 2.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use words that reflect a growing range of interests and knowledge. c) Clarify and explain words and ideas orally.
- 2.8 The student will read and demonstrate comprehension of fictional texts.
 - b) Relate previous experiences to the main idea.
- 2.9 The student will read and demonstrate comprehension of nonfiction texts.
 - c) Use prior and background knowledge as context for new learning.
 - d) Set purpose for reading

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| I will tell students “Each person in here is so incredibly unique. There has never been anyone like you and there never will be again.” Students will turn and talk to the person next to them about what they think makes them so unique. Students will most likely talk about hair type, skin color, first names, and favorite foods. I will ask students if they can go any deeper. What is it that makes you different | I will create a T chart. On one side, I will write “JMU”. When I write JMU, some kids will get excited about sharing their experiences with JMU. I will allow students 30 seconds to talk with one another about their experiences. I will write down some of the things I hear students say on the T-chart. Then, I will stop them and I will write “McDaniel” on the other side of the T chart. (McDaniel is a small | I will re-introduce schema and its meaning and then tell students that there are three different ways that we can make connections. I will write these on the board for students to see. <ol style="list-style-type: none">1. Text-to-self connections: when it makes me think of my own life.2. Text-to-text connections: | I will read the book, “Ms. McCaw Learns to Draw” to the class. (10 minutes) After we are finished reading, students will have the chance to complete a worksheet which asks them to make text-to-world, text-to-text, and text-to-text connections. (10 minutes) We will come back | Children will practice using schema with a non-fiction book called “Frogs!” They will be given a paper in which they have to fill out their schema (or what they already know or have experienced) about frogs. Then they will read a book about frogs. After they read about frogs, they will write down new schema that they |

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| <p>from the inside? I will let students talk to one another again. Then, I will allow students to share with the class. Hopefully students will share ideas about their own individual thoughts, experiences, and feelings that make them unique.</p> <p>I will explain to students that although lots of other people might have a similar kind of hair or the same color eyes, no one has experienced life in just the way that they have. Their background or prior knowledge is different from anyone else's—This is called schema (10 minutes)</p> <p>I will further explain schema to students by doing an activity with a lint roller. I will explain that the lint roller is like my brain—it is ready to stick to whatever it comes in contact with. I will write down some things that have stuck to my brain through the years on little</p> | <p>private college in Westminster, MD, where I am from.) I will tell students to call out their thoughts, emotions, and opinions. Students probably will not have much to say because they do not have any background knowledge about McDaniel college. They might make observations about the way the word "McDaniel" looks or sounds. Once again, I will write down some of the things students say on the T-chart. (10 minutes)</p> <p>After I write down the students sayings, I will point out that the first half of the chart was really easy for students to talk about and I will ask them why the second half of the chart may have been more difficult. What was going on in your mind when you saw the word "McDaniel"? I will point out that most students were quiet, unsure, and didn't really have anything to say.</p> | <p>when it makes me think of another text.</p> <p>3. Text-to-world connections: when it makes me think of the world around me. (5 minutes)</p> <p>We will listen to the song "Rachel Delevoryas by Randy Stonehill and we will practice making connections. I will play the song for the students and give them a copy of the lyrics. I will give students highlighters so they can highlight parts of the text that are meaningful to them. I will also give them sticky notes. They can write their thinking on a sticky note. After students have made connections to the song, they will be invited to place their sticky note under which even type of</p> | <p>together as a class and students will share some of the connections they made to the book. (5 minutes)</p> | <p>have about frogs (or what they have learned). Finally, they will reflect on the schema that they had prior to reading about frogs and look for how their schema about frogs has changed. (15 minutes)</p> <p>Students will share their schema with a partner. (5 minutes)</p> |
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| <p>slips of paper, including thoughts, feelings, experiences, relationships, and passions. I will share what I wrote down with the students: I love salmon because my Dad always cooked it on the grill. I visited Cambodia and have the desire to travel. I love watching gymnastics on TV because I used to be a gymnast myself. I am afraid of centipedes—they always showed up in my basement as a child. The Dixie Chicks put me in a good mood.</p> <p>I will sprinkle the papers across the table, and then take the lint roller over them. Over the course of my life, I have picked up millions of experiences, thoughts, and feelings and they're all rolled together in my brain. All of these things comes together and make up my schema. (5 minutes)</p> <p>I will allow students to jot down some pieces of</p> | <p>I will write the word schema on the T-chart. Schema is the reason that you could talk about the first topic, but not the second. It's your feelings, thoughts, opinions, and experiences. Many of you have schema for JMU. None of you have schema for McDaniel, but I do. McDaniel is a small private college 5 minutes from my home in Maryland. The Baltimore, Ravens used to come and practice at McDaniel every summer for training camp, and my Dad would take my brother and I to go watch them. It's also where my high school hosted our graduation, and where a lot of my friends attend college now. It definitely has helped to shape the place that I grew up in. I have schema of McDaniel.</p> <p>So why do you think schema is important? It enables the reader to remember new</p> | <p>connection they made on the board. Next, we will have a discussion and students will be invited to share the connections they made and how the song made them feel. (25 minutes)</p> | | |
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| <p>their past, and some of their thoughts and experiences on pieces of paper, and then I will allow them to use the lint roller to gather them up. (10 minutes)</p> <p>I will conclude by telling the students that tomorrow we will take a deeper look at schema and how our schema helps us as thinkers.</p> | <p>information, connecting to what is known already. It gives us meaningful interaction with the text. It is important to connect with the text while reading. We are going to practice building are schema this week. (10 minutes)</p> | | | |
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Guided Reading (approximately 15-25 minutes daily for each group)

Objectives—

1. Students will expand their development of fluency, vocabulary, and comprehension.
2. Students will continue to develop and demonstrate comprehension skills by reading a variety of fictional texts.
3. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions.
4. Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea.

Standards of Learning—

2.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use words that reflect a growing range of interests and knowledge. c) Clarify and explain words and ideas orally. d) Identify and use synonyms and antonyms. e) Use vocabulary from other content areas.

2.6 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.

2.7 The student will expand vocabulary when reading. a) Use knowledge of homophones. b) Use knowledge of prefixes and suffixes. c) Use knowledge of antonyms and synonyms. d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. e) Use vocabulary from other content areas.

2.8 The student will read and demonstrate comprehension of fictional texts. a) Make and confirm predictions. b) Relate previous experiences to the main idea. c) Ask and answer questions about what is read. d) Locate information to answer questions. e) Describe characters, setting, and important events in fiction and poetry. f) Identify the problem and solution. g) Identify the main idea. h) Summarize stories and events with beginning, middle, and end in the correct sequence. i) Draw conclusions based on the text. j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

2.9 The student will read and demonstrate comprehension of nonfiction texts. a) Preview the selection using text features. b) Make and confirm predictions about the main idea. c) Use prior and background knowledge as context for new learning. d) Set purpose for reading. e) Ask and answer questions about what is read. f) Locate information to answer questions. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

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| <p>Read "Iris and Walter: The School Play" as a group.</p> <p>Before reading: Students will write their predictions about what they think the book will be about.</p> <p>During reading: Students will take turns reading the book. Students will stop on page 18 and talk about the meaning of the word "rehearsal". What can they infer that this word means using context clues? Students will stop at page 25 and make predictions about why they think this chapter is called "A Terrible</p> | <p>Re-read "Iris and Walter: The School Play" as a group.</p> <p>Before reading: Review vocabulary that students learned the previous day. Students will each be given a vocabulary word and will be asked to draw a picture of it on a whiteboard as the other members of the group will guess what their vocabulary word is.</p> <p>During Reading: Students will re-read the story. As they read, they will discuss the main idea of each chapter. They will talk</p> | <p>Re-read "Iris and Walter: The School Play" individually.</p> <p>Before reading: I will introduce questions to students that they will be answering as they read.</p> <ol style="list-style-type: none"> 1. What is "stage fright"? 2. In what ways did Iris and Walter help one another? 3. Why might Walter send Iris a card? 4. What does it mean that "Iris felt a lump in her throat"? (page 37) Why might | <p>Read "Helen Keller and the Big Storm"</p> <p>Before Reading: Choose a student to read the title of the book. Ask the students if Helen Keller's name sounds familiar. Have students build on their prior knowledge by beginning a KWL chart about Helen Keller. They will complete the "know" and "wonder" column.</p> <p>During Reading:</p> <p>After Reading: We will discuss these questions as a group. First, students will discuss in partners, and then we will discuss them each together.</p> <ol style="list-style-type: none"> 1. What is special | <p>Re-Read "Helen Keller and the Big Storm"</p> <p>Before Reading: Students will share where they put their schema post-it notes for homework and what connections they made to the story.</p> <p>During Reading: Students will take turns reading aloud.</p> <p>After Reading: Students will create an open-mind portrait about one of the characters in the story (either Hellen or Annie). On the front of the portrait, they will</p> |

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| <p>Day". Students will look through the pictures of the chapter to make their predictions. They will then share their predictions with the group. After reading the chapter, students will come back to their predictions and talk about whether their predictions were correct or not. Students will stop at page 32 and talk about the meaning of the word "soothe". Students will stop at page 43 and talk about the meaning of the word "splendid". After reading: Students will write sentences using their new vocabulary words and draw pictures to represent their sentences.</p> | <p>about who the main characters are in the chapter, as well as any conflict that might be arising, and how this conflict was resolved. This will help students to begin to pay attention to detail in the stories they read, and understand that conflict helps to build the plot of a story. Students will record their thinking in a chart.</p> <p>After reading: Students will answer the question: What is this story mostly about? They will come up with an alternative title for the story that is appropriate. Or, they will come to the consensus that the book's title is appropriate as is. This will help students to understand that the title of a book should represent the main idea of the story.</p> | <p>she have felt this way?</p> <p>5. How might Iris and Walter help each other in their next performance?</p> <p>During reading: I will go to each student individually and listen to them read.</p> <p>After reading: Students will answer the questions that we went over before reading. They will then get into pairs and discuss their answers with one another.</p> | <p>about Hellen?</p> <ol style="list-style-type: none"> 2. Who is Annie Sullivan? 3. Why do you think it was hard for Hellen to trust Annie? 4. Do you think Annie's job was easy or frustrating? Give evidence from the text. 5. Do you think it was hard for Hellen to learn to read and write? Was it hard for you to learn to read and write? 6. How did Hellen know a storm was coming when she was in the tree? What are some ways that you can feel a storm coming? Do you sense a storm in any of the same ways as Hellen? How do you sense a storm is coming in different ways? 7. How was Hellen feeling on page 26 during the storm? | <p>draw the character, and on the back, they will write and draw some of the character's thoughts, feelings, likes, dislikes, what makes them unique, etc.</p> <p>Students will share their portraits, including why they added the features that they did.</p> |
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| | | | <p>8. Think about a time when you have felt trapped, alone, or scared.</p> <p>9. What happened to Hellen? What happened to you when you were alone and scared?</p> <p>10. Do you think Hellen was able to trust Annie at the end of the story? Why or why not?</p> | |
| <p>Homework- Students will practice using their new vocabulary words in a sentence when speaking to their parents. They will write down one sentence that they used in their writing logs, and their parents will initial it.</p> | <p>Homework- Students will be given four pages, each with the title of a different chapter from the book. Students will have to write one sentence and draw a picture that illustrates the main idea of each chapter, put the book in the correct order, and retell the main ideas of the story to their parents. Their parents will initial their booklet when they are finished.</p> | <p>Homework- Students will read the book one more time and will write down one connection they make to the story.</p> | <p>Homework- I will ask students if they remember what "schema" is. We will review the concept of schema, if necessary. For homework, students will re-read the book and be looking to make connections to the book, and build schema. They will each be given a post-it note and will have to put their post-it somewhere in the book where they have a connection, opinions, thoughts, or feelings.</p> | <p>Homework- Students will go back to their KWL chart and fill out the "learned" column. They will also add more to their "wonder" column in a different color.</p> |

Independent Reading

Objectives—Students will continue to learn and apply their phonetic skills to decode and spell words.


Standards of Learning—

2.5 The student will use phonetic strategies when reading and spelling. a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c) Decode regular multisyllabic words.

2.6 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.

2.7 The student will expand vocabulary when reading.

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Students pick their own book based on their interests and will be given time during each day to read. During this time I will conference with each student throughout the week to hear them read and to ask them questions about their reading. | | | | |



Writing (This will be whole class writing instruction with a mini-lesson, independent writing, and sharing for approximately 30-40 minutes each day).

Objectives—

1. Students will write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences.

2. Students will continue to learn the process for communicating their ideas through writing.
3. Students will learn to generate and organize ideas before writing and revise for clarity after writing.
4. Students will continue to learn to edit and self-correct their writing.
5. Students should apply grammatical rules to their writing.

Standards of Learning—

2.12 The student will write stories, letters, and simple explanations. a) Generate ideas before writing. b) Organize writing to include a beginning, middle, and end for narrative and expository writing. c) Expand writing to include descriptive detail. d) Revise writing for clarity.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word I. d) Use singular and plural nouns and pronouns. e) Use apostrophes in contractions and possessives. f) Use contractions and singular possessives. g) Use knowledge of simple abbreviations. h) Use correct spelling for commonly used sight words, including compound words and regular plurals. i) Use commas in the salutation and closing of a letter. j) Use verbs and adjectives correctly in sentences.

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| <p>Read “Aunt Flossie’s Hats (and crab cakes later)” (about 10 minutes)</p> <p>It says, “We pick out hats and try them on. Aunt Flossie says they are her memories, and each hat has a story...” The tale goes on to tell a story or adventure about each hat. After reading aloud the story, I will say to the students, “I suppose we each have things in our house, in our families, that hold stories. I am thinking about a necklace that I got from Cambodia last summer. I</p> | <p>Students will help me to turn one of my ideas from my idea web into writing.</p> <p>I will share little stories behind each of my ideas and students will give me feedback about what they think would be the most interesting for me to write about. Then I will demonstrate how to brainstorm details about the “thing” which I will be writing about. (15 minutes)</p> | <p>I will read students the beginning of my story, demonstrating how I have turned my ideas and details into a cohesive story that flows, first describing the “thing” and then telling the story behind it. (5 minutes)</p> <p>Then I will send students to their seats and they will begin to write and turn their details into a cohesive story. I will facilitate and offer students</p> | <p>I will share another portion of my writing with students. I will demonstrate how to expand on writing. I will ask students what parts of my writing are unclear or could use a little more detail. What questions do they, as readers, have about my story? How can I add more details to be more clear and engaging? I will add more detail to places in the story that are lacking. (10 minutes)</p> | <p>I will share the last portion of my writing with students. However, I will purposely leave errors that need to be corrected in my writing. I will demonstrate how to go through my writing and look for errors. Once students see errors in my writing, they will help me correct them. (15 minutes)</p> <p>I will send students to</p> |

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| <p>bought it from a little store in downtown Phnom Penh with my friend Katie. After I bought it, it began to pour down rain and I had to walk back to my hostile in the rain, getting absolutely soaked. I will show students an idea web that I create about different things in my house that bring up memories and my thinking behind them. I will prompt students to think about, "What things do you have in your house that remind you of memories?" (5 minutes)</p> <p>Students will be sent to their seats to brainstorm ideas to write about. They will draw a web organizer with their different ideas. They will think about different things in their house that mean something to them and the stories they can tell behind these things. (20 minutes)</p> | <p>I will send students to their seats. They will work with a partner and share their idea webs with one another. They will share the stories behind each of the memorable things in their house. Their partners will help them to decide what to write about. Then students will begin to write down details about the "thing" they will be telling a story about. I will ask them to think about what it looks like, feels like, where it came from, where it is located, and what it reminds them of. (25 minutes)</p> | <p>guidance and suggestions that they may need during this time. (35 minutes)</p> | <p>Then I will send students to their seats to also work on adding more detail to their writing. They will be asked to look for places where they can expand their writing. If they need help, I will tell them areas where they can expand. Then, they will add in extra detail. (20 minutes)</p> | <p>their seats to begin to revise their writing. They will go through their writing once on their own and look for errors that need to be corrected. Then they will give their writing to a peer and have their writing peer reviewed.</p> <p>Once students' writing is peer reviewed, they will begin writing a final draft. Writing a final draft will carry into the next Monday. (25 minutes)</p> <p>Once students are finished their final drafts on Monday, they will have an opportunity to share them with the class on Tuesday.</p> |
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Guided Reading, Day 2: Classroom Instruction

| | Chapter 1 | Chapter 2 | Chapter 3 | Chapter 4 |
|-----------------|-----------|-----------|-----------|-----------|
| Main Characters | | | | |
| Conflict | | | | |
| Resolution | | | | |
| Main Idea | | | | |

What would you name the story? _____

Guided Reading, Day 2: Tuesday Homework

Stage Fright

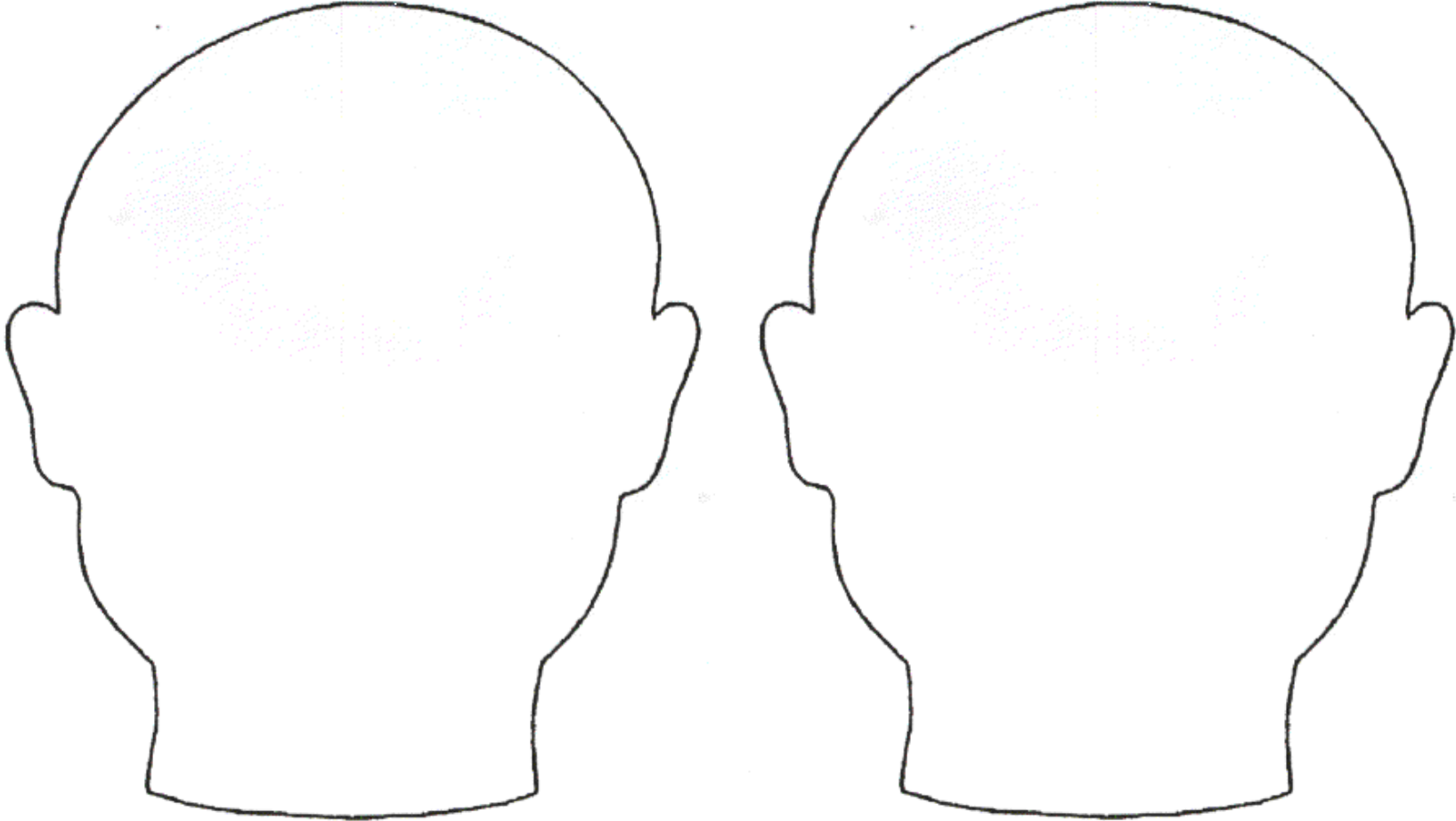
A Terrible Day

Better Days

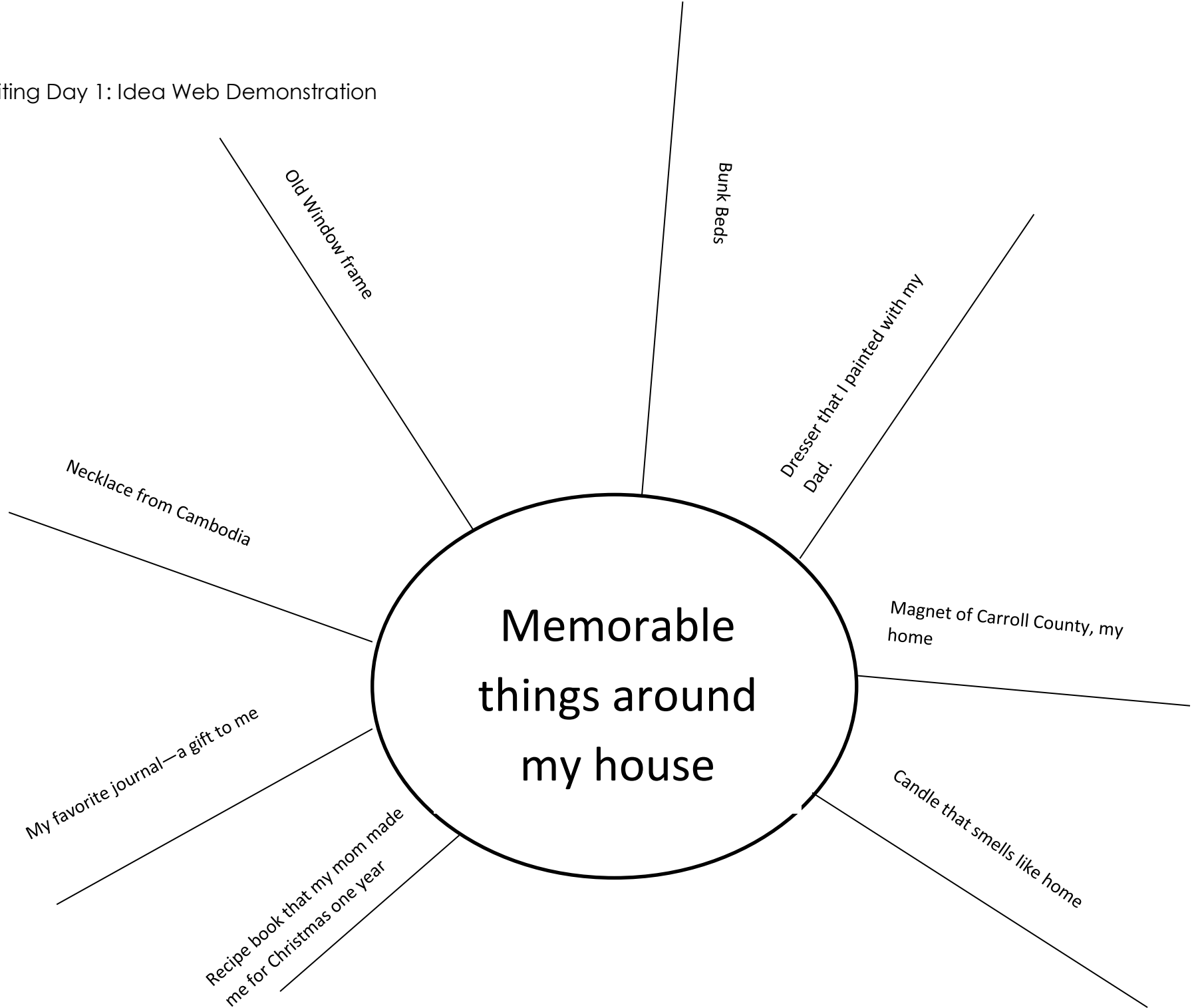
Exciting News

1. What is “stage fright”?
2. In what ways did Iris and Walter help one another?
3. Why might Walter send Iris a card?
4. What does it mean that “Iris felt a lump in her throat”? (page 37) Why might she have felt this way?
5. How might Iris and Walter help each other in their next performance?

Guided Reading, Day 5: Open-Mind Portraits:



Writing Day 1: Idea Web Demonstration



Writing Day 2 Brainstorming Details Demonstration:

Necklace from Cambodia:

- Pink and Brown
- Smooth, symmetrical
- Not an ordinary necklace
- Hangs from the bedpost on my bed
- Reminds me of my adventures in Cambodia
- All of the people I bartered with
- Contributes to the disabled on the streets
- Like the man I saw without legs
- The children on the street that would follow us
- The sweet woman in the necklace shop
- It poured down raining on us as soon as we left
- I never wanted to leave

Writing Day 3, Making ideas and details into a cohesive story:

There is a necklace hanging on the bedpost of my little bed in my bedroom. It's not just any necklace. It's pink and brown, made of recyclable materials, and hangs past my chest. It might look like an ordinary necklace; one that you might find at any fair-trade store or consignment shop. But it is definitely not an ordinary necklace. This necklace comes all the way from Cambodia.

Writing Day 4, Adding Detail:

And every time I see this necklace, I think of all of my adventures in Cambodia. (Add detail...when did I go to Cambodia?) I got it from a cute little shop in downtown Phnom Penh, right by the riverside. All of the merchandise that is bought at this shop contributes to helping the poor and disabled on the streets of Phnom Penh. (Add detail...did this motivate me to buy it?) I still remember the sweet woman in the necklace shop, who bartered with me. "Three necklaces for one dollar", she said. (where are the other two necklaces?) I remember being floored by how everything was so cheap!

Writing Day 5: Editing errors demonstration:

I wanted to buy it all! Especially if it helped the poor and disabled on the streets. I wondered, did it contribute to all of the poor children who were on the street? where (capital w) did all of these children come from? why (capital w) were they so poorly dressed and why were they out their (wrong there) all day long trying to sell bracelets from old wire hangers. (need a question mark)

Whole Group, Day 3: Building Schema:

Rachel Delevoryas

With her thick eye glasses and her plain Jane face
Sat beside me in her fifth grade class
Looking so terribly out of place
Rachel played the violin
And classical music was out of style
She couldn't control all her wild brown hair
Her nervous laughter and her awkward smile and

It was clear that she'd never be
One of us
With her dowdy clothes
And her violin
And a name like Rachel Delevoryas

But I'd pass by her house in the evening
Going to play with my best friend Ray
And the music floating from her window
Spoke the things that Rachel could never say

Rachel Delevoryas
Was eating her lunch as the boys walked by
"Rachel is ugly" she heard them shout
She sat on the schoolyard bench and cried and

CHORUS

And every year the hedge got higher
As it grew around Rachel's house
Like the secret wall inside her
That she built to keep all the heartache out

Rachel Delevoryas
Moved back east with her family
Now she's dressed in a beautiful gown
Standing on stage with the symphony

Rachel plays the violin
But every night when the lights go down
I wonder if she still remembers those days
And cruel little boys in this one horse town and

CHORUS

And every year the hedge got higher
As it grew around Rachel's house
Like the secret wall inside her
That she built to keep all the heartache out

Whole Group, Day 4:

