

Adaptations/Enrichment: These students have been selected and placed together for the purpose of receiving help improving their reading skills. Because they have tested into this group, there is little difference between their abilities. If I was going to change this lesson, I would add more difficult steps to the reading journal and require more than two sentences. I would also include written questions about the book for the students to complete.

Self-Reflection: After the lesson has been taught, evaluate the effectiveness of your teaching and planning. Was it successful? What would you do differently next time to improve the lesson? Include any comments that you received by an observing adult or the students you taught.

Bloom's Taxonomy:

Knowledge: The students have been working on using capital letters and end marks for their journal writings.

Application: Students will apply their reading strategies when they are reading the text by following along with their finger and sounding out words.

Synthesis: Students will need to compile a list of answers to the conclusion questions.

Evaluation: Students will be thinking at the evaluative level when they discuss why the child would like the lady with the alligator purse.

Gardener's

Verbal-Linguistic: Students will read aloud for the majority of the lesson and give spoken answers.

Spatial-Visual: Students will take a picture walk during which they will use the pictures as clues to help determine what the book will be about.

Interpersonal: The students will be working with their fellow students and the teacher.

Intrapersonal: The students will reflect and write about something that they had been missing.

Taught by: Jenny Stiffler

Lesson: SWOOP 1ST Grade (2-15-09)

Age: First Grade Reading Group

Academic Standard(s):

1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

1.1.12 Use phonic and context clues as self-correction strategies when reading.

1.1.15 Read aloud smoothly and easily in familiar text.

Performance Objectives:

1. After an introduction, preview of difficult words, and picture walk(**condition**), student(s) will read the book *The Lady With the Alligator Purse*(**behavior**) demonstrating effort in using reading strategies to complete the book.(**criterion of acceptable performance.**)

2. After rereading the book *Monty, The Missing Cat* (**condition**), the students will write two sentences (**behavior**) in their reading journals about something that they have lost using a capitol letter and an end mark correctly in both sentences (**criterion of acceptable performance**).

3. The star student will read (**behavior**) a previously read book(**condition**) in its entirety to the best of his/her ability for the purpose of completing a running record.(**criterion of acceptable behavior**)

Assessment: The star student will be assessed by their scores on the running record. The other students will be assessed through observation by the teacher for reading strategies and reading journal sentences.

Advanced Preparation by Teacher: To prepare for the lesson, the teacher will need to have enough copies of the book for each child. The teacher will also need to locate difficult words to preview before reading the new book. The teacher will also need to have all materials ready in the meeting area before the students arrive.

Procedure:

Daily Routine

1. The students will enter the swoop area and get their reading record papers out for teacher check in. The teacher will check for parent signatures.
2. The teacher will place reading materials out for the students who will not be doing a running record. The teacher will also need to get the running record sheet with the corresponding book ready for the star student to read.
3. The students will read quietly while the star student reads for the running record.
4. **Motivation/Introduction:**
Once the running record is complete, the teacher will give the students the new book for the day. The teacher will encourage students to think about why the lady has an alligator purse. The teacher will give a quick preview of the book.
5. The teacher will preview challenging words which the students will find as they read.
6. The students and teacher will take a picture walk together.
7. The students will read with the teacher the new book.

Closure: The teacher will ask the students questions about the book they just completed. 'Do you think the little boy liked the lady with the alligator purse? Why do you think he tried to eat the bath tub? Why did the lady give the little boy pizza?' Have the students chose a book to read for that evening.