

MANCHESTER COLLEGE  
Education Department

**Lesson Plan by:** Mrs. Washburn C/O Meganmarie Pinkerton

**Lesson:** Selective and recovery reading.

**Length:** 30 minutes

**Age or Grade Intended:** 2<sup>nd</sup> Grade

**Academic Standards:**

2.1.1-Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.

2.1.6.-Read aloud fluently and accurately with appropriate changes in voice and expression.

2.2.4.-Ask and respond to questions to aid comprehension about important elements of informational texts.

**Performance Objectives:** When given a list of new words students will use the chunking system to sound out new words with 80% accuracy. After parts of a story are read to them students will be able to answer specific questions pertaining to the characters and plot with 85% accuracy. The student will be able to read a passage from a selected reading book out loud to the teacher with appropriate voice and expression, with 80% accuracy.

**Advanced Preparation by Teacher:** The teacher will need to create five to six “Brazel Boxes” with 10-15 pieces of literature in them a piece. The boxes should fulfill different categories such as chapter books, picture books, magazines, and posters. The teacher needs to obtain a copy of the chapter book Judy B. Jones and read over it. The aid needs to bring a word wall with chunking words, dry erase boards, and a story board.

**Procedure:**

**Introduction/Motivation:** The teacher will ask students if they would like to find out what happens to the main character of their circle time reading book that they started at the beginning of the week.

**Step-by-Step Plan:** Have the group of students that need to work with the reading recovery teacher, move to the back of the room and work with the aid. Have the rest of the class come to the front and sit in the reading circle. Once everyone is seated ask the group questions pertaining to the chapters you have already read (Interpersonal). For example: Who is the main character (Knowledge)? Can you explain why they are sad/happy/mad (Comprehension)? What do you think will happen (Synthesis)? Give clues by reading past passages to refresh the students memories. When the students have answered the questions start reading the rest of the story. As you go along act out some of the action verbs and encourage the students to imitate the actions from the story as well, such as smiling when the character is happy (Kinesthetic, Visual, Verbal). When the book is finished switch the group that is working with the aid to another group from the circle time reading students. Send all the remaining students back to their desks and give each group a “Brazel Box”. Have the students pick a selection of their choice to read

quietly at their desk (Intrapersonal). Then select a few students one at a time to come your desk to read to you aloud (Verbal/Linguistic, Interpersonal).

**Closure:** I hope you all enjoyed the story of Judy B. Jones. Now I want you to think of something that is important to you. Think of what Judy looked for in her show and tell project. Next week each of you will have a chance to bring in your special something for show and tell. We will also be starting a new book about a young boy that lives on Mars. Those of you that read to me today did a wonderful job; remember to keep on practicing reading to your parents at home. Now everyone come up and get your frog games and line up to go home.

**Adaptations/Enrichment:** If you have noticed a child having problems with your out-loud reading assessment have them start out with less difficult books until they are ready to move on to the next level. Provide pvc reading aids so that students, who have trouble reading in their head, can speak into the pipe and sound out words without disturbing other students. Also during the regular lesson have students with exceptionalities that inhibit their reading skills, work with the reading recovery teacher in the back of the room. The reading recovery teacher will work on their use of chunking to sound out words. Make sure that they review word wall words and spelling words to ensure that each student understands and remembers the vocabulary.

**Self-Reflection:** I felt that the lesson went really well. The students were interested in the book they read and were able to answer the questions asked of them. A variety of reading materials were provided to give examples of the different forms of literature. Having students come up individually and read aloud to the teacher, assessment of their reading level with out taking time out of class. The students knew the routine and rules well enough to understand what it meant when the reading recovery teacher entered the room. Students are able to ask one-on-one questions to both the teacher and the aid in-order-to enhance their understanding and capabilities related to reading.

**Connections to PL 221 (School Improvement Plan):** This lesson works toward the Target Area Goal #3 of the Akron Elementary School Action Plan. This states that "All students will demonstrate improvement in reading comprehension skills". It completes both Intervention #1 and #2. Number one states "All students will be involved in daily grade level reading comprehension skills". This lesson fulfills this with the standard 2.2.5 taught by the teacher and Reading Recovery teacher. They use a leveled reading library and utilize Recovery/Literature Circles. The second intervention program states "Selected students will be given additional support in reading comprehension". These students received tutorial and small group services in comprehension and decoding services. The classroom teacher and reading recovery teacher were both involved, where both teachers gave additional support and made their own assessment. They did this all in In-house resource modeling (reading recovery and literature circles).

**Connections to No Child Left Behind Procedures:** The No Child Left Behind act is pushing to put reading first in school. They want to make sure that children can read by the third grade. In order to produce readers by the third grade No Child Left Behind suggests that, "effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they

have learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension." The work with reading recovery emphasized the importance of students learning to use phonemic awareness when reading by sounding out the words on their own. The students also had a chance to read aloud in reading recovery and with the individualized reading assessment done by the classroom teacher. This way the students received oral feedback on their progress. They also used reading comprehension when discussion the book Judy B. Jones. All the ideas noted in No Child Left Behind were accommodated in the Selected reading lesson.