

Daily Lesson Plan

Your Name: Gina Ventimiglia

Grade Level: Second Grade

Date: March 30, 2012

Overall lesson topic/title: Building Fluency: Vowel Teams

Common Core Standard:

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know spelling-sound correspondences for additional common vowel teams.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

Develop Goals/Objectives that are specific to your interpretive discussion: Katherine will identify and read long vowel teams of a and o that are isolated as well as within texts, in order to help increase grade-level phonics skills helping in her overall fluency rate.

Materials & supplies needed:

- “Rainy Days” F.A.S.T book
- “Boating” F.A.S.T book
- Long Vowel Teams Poster
- Assessment Sheet
- Timer
- Long Vowel Recording Sheet (Word Log)
- “OH NO” game

Procedures and approximate time allocated for each event

BEFORE READING:

- **Introduction to the lesson:** Teacher will say: Katherine you have come such a long way in your reading skills this year and I am so proud of you and I know you are proud of yourself. Good readers know that we can always do things to improve our reading. One area we are going to work on is vowel teams. We have been working on vowel teams during our word study time but I think we can review them even more. Knowing vowel team patterns will help you read at a more fluent pace and help you to understand stories better. (2 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **During Reading:** The “during reading and after reading” sections of this lesson will take place over the course of 2 days or sessions. I will break these sections up into those 2 sessions.
 - **Session 1:** Teacher will bring student to a separate table in the classroom. She will introduce her to the book called “Rainy Days” by saying, “Katherine, this is the story we are going to read together in order to work on vowel teams and fluency. It is called “Rainy Days.” In this story we are going to see how many long a words we can find. Before we read we are going to review the long a patterns that we might find within the story.” At this time teacher will pull out the Long A chart that lists the long a patterns. “Katherine, let’s look at these patterns together. There is long a because of the magic e at the end of a word, there is long a because of the vowel team ai, and there is long a because of the vowel team ay...that usually comes at the end of words. So when we look for words in our story, we will be looking for these vowel teams and patterns. Go ahead and open up the book. Up here (teacher will point to the top of the first page) you will see that it has some long a words that we are going to see in the book ready for us to read here first. This is going to help us get ready to read our story at a more fluent pace. As you

read these words I'm going to time you. You are going to read them twice for me. If you get stuck, remember what the long a sounds like and try to sound it out. Are you ready to get your mind ready to read?" Wait for student to be ready and then begin timing them as they read the words. If Katherine gets stuck on a word, wait a few seconds and let her work with the word. Take note of what her struggles are and give the word if needed after a few seconds. Record Katherine's accuracy and time on the assessment record sheet. Have her read the words twice and record both sets of results. When she finishes say, "Now that your mind is ready to read...let's turn the page and see what our story is about!"

- Have the student read the text aloud. Note if any long a words are missed. When Katherine finishes reading the book tell her, "You did a really nice job reading the story Katherine! Now I'm going to give you a highlighter to see if you can hunt for all of the long a words in the story. Go ahead and start whenever you are ready." Allow time for the student to highlight all of the long a words that she can find in the story. If she is consistently skipping certain patterns, point them out to her. Once she has finished highlighting the long a words in the book say, "Katherine, there sure were a lot of long a words that you found in the story. In order to help us remember the spelling patterns in these words I want you to write them down on this page. If a word is in the story more than one time, you do not have to keep writing it down. Allow time for Katherine to write down all of the long a words she found on the long vowel word log.

• **After Reading:**

- Praise Katherine for a wonderful job done and hard reading work! Teacher says, "Katherine you did such a fantastic job getting your mind ready to read, hunting for words, and being a careful reader who found lots of long a words in the story. I think you deserve to play a game with a friend to keep practicing your long a words. First, let me teach you how to play...then you can find a partner to play with!" Teacher will teach Katherine how to play the game "OH NO!". Several long a words are on small colored notecards inside of a paper bag. They have a variety of the different long a patterns (ay, a_e, and ai) along with about 5 "OH NO!" cards. Students take turns picking and reading a card from the bag. If they read it correctly they get to keep the card. If they do not read it correctly they have to put the card back in the bag. If a student draws an "OH NO!" card, they have to put all of their cards back into the bag and start fresh. Play a round with Katherine so she sees exactly how it is supposed to be played. Then allow Katherine to choose a classmate to play a few rounds with her. Allow time for these two students to play the game while watching and checking in. Stop them after about 15 minutes.
- **Session 2:** Teacher will bring student to a separate table in the classroom. She will introduce her to the book called "Boating" by saying, "Katherine, this is the story we are going to read together in order to work on vowel teams and fluency. It is called "Boating." Remember yesterday, I told you we were going to focus on long o words, well in this story we are going to see how many long o words we can find. Before we read we are going to review the long o patterns that we might find within the story." At this time teacher will pull out the Long O chart that lists the long o patterns. "Katherine, let's look at these patterns together. There is long o because of the magic e at the end of a word, there is long o because of the vowel team oa, and there is long o because of the vowel team ow...that usually comes at the end of words. So when we look for words in our story, we will be looking for these vowel teams and patterns. Go ahead and open up the book. Up here (teacher will point to the top of the first page) you will see that it has some long o words that we are going to see in the book ready for us to read here first. This is going to help us get ready to read our story at a more fluent pace. As you read these words I'm going to time you. You are going to read them twice for me. If you get stuck, remember what the long o sounds like and try to sound it out. Are you ready to get your mind ready to read?" Wait for student to be ready and then begin timing them as they read the words. If Katherine gets stuck on a word, wait a few seconds and let her work with the word. Take note of what her struggles are and give the word if needed after a few seconds. Record Katherine's accuracy and time on the assessment record sheet. Have her read the words twice and record both sets of results. When she finishes say, "Now that your mind is ready to read...let's turn the page and see what our story is about!"

- Have the student read the text aloud. Note if any long o words are missed. When Katherine finishes reading the book tell her, “You did a really nice job reading the story Katherine! Now I’m going to give you a highlighter to see if you can hunt for all of the long o words in the story. Go ahead and start whenever you are ready.” Allow time for the student to highlight all of the long o words that she can find in the story. If she is consistently skipping certain patterns, point them out to her. Once she has finished highlighting the long o words in the book say, “Katherine, there sure were a lot of long o words that you found in the story. In order to help us remember the spelling patterns in these words I want you to write them down on this page. If a word is in the story more than one time, you do not have to keep writing it down. Allow time for Katherine to write down all of the long o words she found on the long vowel word log.

• **After Reading:**

- Praise Katherine for a wonderful job done and hard reading work! Teacher says, “Katherine you did such a fantastic job getting your mind ready to read, hunting for words, and being a careful reader who found lots of long o words in the story. I think you deserve to play a game with a friend to keep practicing your long o words. Yesterday you played the game “OH NO!” with long a words. Today you are going to play with long o words. Let’s play a round together then you can choose a partner to play a few more rounds with.” Allow for Katherine to choose a partner after playing for about 5 minutes together. Monitor their game and stop them after about 15 minutes.

CLOSING SUMMARY FOR THE LESSON:

• **Bringing closure:**

- **Session 1:** Teacher says thank you to the student who played the game with Katherine. Then teacher says, “Katherine, I think you did such a nice job today. You really focused on your long a vowel patterns and you definitely grew as a reader. Tomorrow we are going to focus on another long vowel, this time it will be o! I can’t wait to see how much you grow as a reader tomorrow too!”
- **Session 2:** Teacher says, “Katherine, you have really done a nice job these last few days working on recognizing long vowel teams. I think it is really going to help you become an even better reader. Over the next several days, we are going to keep these vowel team patterns in mind while doing some more work with fluency.”

Daily Lesson Plan

Your Name: Gina Ventimiglia

Grade Level: Second Grade

Date: March 30, 2012

Overall lesson topic/title: Building Fluency: Repeated Timed Readings

Common Core Standard:

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop Goals/Objectives that are specific to your interpretive discussion: Katherine will complete repeated timed readings of independent and instructional level books in order to help increase her expression and rate helping improve her overall fluency rate.

Materials & supplies needed:

- “Thin as a Stick” DRA level 24 book
- “The Wonderful Day” DRA level 24 book
- “You Don’t Look Beautiful to Me” DRA level 28 book
- “Animals Can Help” DRA level 28 book
- Timer
- Katherine’s Timer Chart Bar Graph and crayons to color it
- 3 copies of each DRA Oral Reading Words Per Minute, Percent of Accuracy form to record wpm and accuracy during repeated readings

Procedures and approximate time allocated for each event

BEFORE READING:

- **Introduction to the lesson:** Teacher will say: Katherine last week we talked about how far you have come as a reader and how as good readers we know that we can always keep improving our reading skills. One area we are going to work on today is your fluency. When we read, we should always sound the way that we talk, very natural and not like robot. Reading in a natural voice and at a more fluent pace will help you understand stories better too! (2 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **During Reading:** There will be four DRA leveled books that Katherine will be reading during this lesson. She will be reading each book 3 times. The readings of the four books will be done on four separate days. The process for each book will be the same. I have outlined it below one time. This format should be repeated for the other three books.
 - **DRA book 1(Thin as a Stick):** Teacher will say, “Katherine, today we are going to read a “just right” book that’s called “Thin as a Stick.” We are only going to read up to the * and then we will stop. I’m going to time you as your read and we are going to see if you can increase the rate that you read at. I have for you your very own recording chart to see if you can beat the clock when you read it again. We are going to read the same section three times total, but I will give you breaks in between. Before we do this thought, I want to model how it sounds to be a fluent reader. Let me show you with the book you are going to be reading in just a few minutes.” Teacher models reading the passage from “Thin as a Stick” aloud and at a fluent rate with appropriate expression. Then teacher says, “What did you notice about the

way I read that section of the story?" Teacher will wait for Katherine to say things like, "You used a clear voice, you didn't sound like a robot, you didn't rush, etc." Then teacher says, "Now I would like for you to try! When you are ready, I want you to start reading and I'm going to time you. Just do the best you can and try to read in a natural talking voice." Allow Katherine to start reading while timing her. Make sure to record the ending time on the DRA Oral Reading Words Per Minute, Percent of Accuracy Sheet and write down any words that were missed. Then tell Katherine her time and have her color in her chart that will eventually be a visual representation of her growth.

- Katherine will go get her snack after she colors her graph to allow for a short break. She will then return to the round reading table to continue on in her second read. She will have to stop eating her snack in order to read again. Say to Katherine, "Katherine I want to see if you can beat the clock! Last time you read this section of the books it took you _____ minutes. I bet you are going to be more fluent this time because you have seen the story before. You can start whenever you are ready." Allow Katherine to start reading while timing her. Make sure to record the ending time on the second DRA Oral Reading Words Per Minute, Percent of Accuracy Sheet for "Thin as a Stick" and write down any words that were missed. Then tell Katherine her time and have her color in her chart that will show her growth from the first time reading it to the second time reading it. Praise her for her word per minute improvement. Allow her to finish her snack and get a drink of water. This will allow for a short break before her final read.
- After a few minutes, Katherine will return to the round reading table to complete her final read of this story. She will try to beat the clock again and will record her improvement. Again, record results on the third DRA Oral Reading Words Per Minute, Percent of Accuracy Sheet for "Thin as a Stick."

• **After Reading:**

- Teacher will say, "Katherine, let's look and see if you beat the clock from your first time reading this part of the story to your third time reading it." Teacher will point out her growth on her colored chart. She will praise Katherine for her hard fluency work!

CLOSING SUMMARY FOR THE LESSON:

• **Bringing closure:**

- "Katherine, you worked really hard today to try and beat the clock! I think it is important to remember how it sounded when I read that section aloud to you earlier as you read in the future. Also, I want you to remember that you don't want to read like a robot, or too slow, but you also do not want to read too fast so that you can't even understand what you are reading. It is important to read like you talk! Tomorrow we are going to practice even more with a new story!"

Daily Lesson Plan

Your Name: Gina Ventimiglia

Grade Level: Second Grade

Date: March 30, 2012

Overall lesson topic/title: Building Fluency: Reader's Theatre

Common Core Standard:

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop Goals/Objectives that are specific to your interpretive discussion: Katherine will participate in a small version of reader's theatre where she will practice reading with expression, accuracy, and at a fluent rate with a partner.

Materials & supplies needed:

- Two copies of "The Two Mice" from the book *You read to me...I'll read to you*
- Two copies of "I Hate My Hat" from the book *You read to me...I'll read to you*
- Scanner
- Recording Device (computer with a microphone, computer with a separate microphone)
- Two students
- Windows Photo Story 3

Procedures and approximate time allocated for each event

BEFORE READING:

• **Introduction to the lesson:** Teacher will say: "Katherine I have a feeling you are going to love the way we work on your fluency this week! We are going to be doing a special recording of you and Natalie performing two very fun short stories. The stories are from *You read to me...I'll read to you* books and you will each have your own part! Should we go see if Natalie would be willing to help us with our special project?" Teacher and Katherine will ask Natalie if she will help them with a special project where they will be performing together.

****Note:** Natalie is a very strong, above grade level reader. She has excellent fluency and expression when she reads. This will allow for partner modeling during the play. She also happens to be Katherine's very best friend!
(5 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **During Reading:** This lesson will take place over the course of a week. Each day is broken down.
 - **Day 1:** Give Natalie and Katherine their first performance piece, "The Two Mice." Assign them to a color, either purple or pink. Explain to them that that is the part they will be reading. Then tell them that the blue colored parts are ones they should read together. Give them each their own copy and read through it to them while they follow along. Tell them that you are going to record them right now, reading it for the very first time. Tell that that will show them how much they will improve by the end of the week on their final performance recording that will be emailed to their families to listen to and watch! Teacher will then record students reading "The Two Mice." While students are reading the text will be playing across the screen using Windows Photo Story 3. After recording, allow the two students to listen to their reading of the short play. Talk about what they did a good job with and what they can do to improve it. You might point out the punctuation (question marks and exclamation points) that are in the play and how those

should sound when they read. You might explain that it shouldn't be read too fast or too slow but just like they would if they were talking to each other on the phone. Tell students they will have time tomorrow to practice reading together.

- **Day 2:** Revisit "The Two Mice" with Katherine and Natalie. Have them reflect back on their recording from yesterday and the improvements they wanted to make by Friday (the final performance reading). Then have students go into the hallway and practice their play several times. After about 5 minutes, check on their progress in the hallway. Help them through any tricky spots, timing, etc. (*15 minutes total*)
- **Day 3:** Tell students they have been doing such an amazing job with "The Two Mice" play, you want to give them another play to practice. Tell them that for this one they are going to have to be really good actresses and use a lot of expression! Hand students their own copy of "I Hate My Hat." Assign them to a color, either purple or pink. Explain to them that that is the part they will be reading. Then tell them that just like "The Two Mice," the blue colored parts are ones they should read together. Give them each their own copy and read through it to them while they follow along as the teacher reads it through once. Tell them that you are going to record them right now, reading it for the very first time. Tell them that that will show them how much they will improve by the end of the week on their final performance recording that will be emailed to their families to listen to and watch! Teacher will then record students reading "I Hate My Hat." While students are reading the text will be playing across the screen using Windows Photo Story 3. After recording, allow the two students to listen to their reading of the short play. Talk about what they did a good job with and what they can do to improve it. Students will probably be more comfortable thinking about their reading since they have done this earlier in the week.
- **Day 4:** Revisit "I Hate My Hat" with Katherine and Natalie. Have them reflect back on their recording from yesterday and the improvements they wanted to make by Friday (the final performance reading). Then have students go into the hallway and practice their play several times. After about 5 minutes, check on their progress in the hallway. Help them through any tricky spots, timing, etc. (*15 minutes total*) After they practiced "I Hate My Hat" have them practice "The Two Mice" a few times also to get them ready for their performance.
- **Day 5:** This is the day of their performance, as long as they feel ready. Students could take another day if you think that is necessary. Allow students to practice both plays in the morning a few times. Then have the final performance. This needs to take place when there are no other students around (a prep time, first few minutes of their recess) to avoid distractions. Record students reading both plays. Let them watch them back and email it to their parents!

• **After Reading:**

- Teacher will say, "Girls, you were such wonderful readers and actresses! You really improved since Monday and it sounded like you worked really hard to make it sound just right. You were improving your fluency and I think you did a great job! I can't wait to hear what your parents have to say about your performances."

CLOSING SUMMARY FOR THE LESSON:

• **Bringing closure:**

- Teacher will pull Katherine aside and say, "Katherine, I'm wondering if there is anything that you learned from your performances with Natalie that you think you might try and use when you are reading on your own?" Teacher will await responses from Katherine that hopefully relate to the speed they read, the expression they had, and practicing and rereading until it sounds right.