

UNI Student Kavi

Child Brienne

Date 2/4/03

Lesson 2 of 6

1. Objective/Purpose The child will...or tutor will...	2. Procedures/Steps Teacher-ready	3. Materials Include references for books
<p><b>1. Rereading a Familiar Book</b> C. Chooses a book to read or listen to. T. Ask the student to share a book or reads the book to the child. T. may offer support for a forgotten words.</p> <p><b>2. Shared Reading</b> T. sets purpose for reading. T. orally reads &amp; demonstrates strategies. C. listens and can join in on repetitive phrases</p>	<p><b>1. Rereading a Familiar Book.</b> (5 minutes) Have the child bring a book that they have already read or enjoy listening to. When a child confuses or forgets a word, begin reading with them to help them regain the flow of the story. You can also provide clues to the word such as "Can the picture help you get the word?" For children not yet able to read, read the story out loud and encourage the child to chant along with you. Have the child retell the story.</p> <p><b>2. Shared Reading</b> (7 min.) Story can be read more than 1 time. Before Reading: <u>Title and author:</u> Look at the page of the book and note other songbooks Nadine Bernard Westcott has retold and illustrated. <u>Setting of Story:</u> Old lady's house and on the farm - pg. 23-24 what clues do you see that tell you this is a farm? <u>Characters of Story:</u> Do a picture walk through parts of the story. The cover of the book shows the characters. Note what the characters are doing. <u>Purpose Setting:</u> As I read the book decide what lesson we can learn from the old lady. What does absurd mean?</p> <p>During Reading: <u>Stopping Points in the Story for Prediction:</u> Pg. 9-10 predict what will follow "I don't know why she swallowed a fly..." Have student predict and chime in each time the line phrase appears "Perhaps she'll die." <u>Think Aloud:</u> Pg. 1-2. Stop at the end of the page and predict what may happen as a result of the old lady eating a fly. Proceed through pages 3-8 to see what the old lady does after swallowing the fly. <u>Prediction:</u> Pg. 17. Cover text. Why do you think the old lady swallowed the goat? Uncover and have the child read. <u>Conclusion:</u> Pg. 25-26. Should the old lady have swallowed the horse?</p>	<p>Familiar books from child's desk or book boxes in room. Student Journal: Record book titles read and opinion.</p> <p>Title: <i>I Know an Old lady Who Swallowed a Fly</i> Author: Retold by Nadine Bernard Westcott</p>

<p><b>3. High Frequency Words</b> T. will ask the child to read until a total of 5 words are missed. C. reads the words. T. records errors.</p> <p><b>4. Interactive Writing</b> T. &amp; C. compose a message. C. shares the pen with the teacher. T. will stress various writing skills such as spacing, forming letters, etc.</p> <p>T. will conclude the lesson and complete the Look What I Did form with input from the child.</p>	<p>After reading: <u>Lesson Learned</u>: What lesson did we learn from the old lady? Is it really possible for person to swallow an entire animal? Or is it absurd?</p> <p>Teacher records title and personal reaction to the story in child's journal.</p> <p><b>3. High Frequency Words (5 minutes)</b> The child reads the words from the student list and the teacher checks the mispronounced words on the recording list. If the child can only read a few words, check him/her on letter recognition &amp; concepts of print.</p> <p><b>4. Interactive Writing (10 minutes)</b> Together the teacher and child compose a message. They "share the pen": child writes word parts or whole words; teacher fills in the rest. Corrections are done by putting a post it note over the error and having the child make the correction by writing on the post it note. Possible beginning phrases: _____ likes or _____ went</p> <p>Fill out the What I Did form with the child's input. Child gives the completed form to the classroom teacher.</p>	<p>Student Journal: Record book title read and opinion.</p> <p>High frequency words (1-100 &amp; 101-200). Students at L. 1-4 start #1, L. 5-8 #25. L. 9-12 #50, L. 13-16 #75, L18 up #101</p> <p>Page in student journal. Post it notes for correction.</p> <p>What I Did form</p>
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