

Lesson Plan Title: Cross checking and Expanding Vocabulary

Concepts to Teach:

- Cross Checking . . . Do the Pictures and/or Words Look Right? Do They Sound Right? Do They Make Sense?
- Use Prior Knowledge and Context to Predict and Confirm Meaning.

Standards Addressed:

- R.WS.03.06- Students will acquire and apply strategies to identify unknown words of word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08- Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, context clues, concept mapping, and the dictionary.

General Goal(s):

Student will be able to:

- Identify when comprehension breaks down at the word level.
- Use context clues and prior knowledge to determine the meaning of a word.
- Determine if a word looks right, sounds right and makes sense in the text.
- Show how to cross check in their reading and do movements.
- Record unknown words in a word collector to ask the meaning of later or look up in a dictionary.

Specific Objectives:

Students will understand:

- The point of reading is to make meaning.
- If a word doesn't make sense, go back and cross check to see if the word looks right, sounds right and makes sense.
- How to remember to cross check.
- If comprehension breaks down, to use context clues from the text and prior knowledge to attempt to figure out the word.
- If they are unable to figure out the word to write it down in their word collector to ask someone or look up the meaning later.

Required Materials:

Student reading materials, teacher conference sheet, word collector, sticky notes, pens/pencil, dictionary (opt.)

Before:

I sit down with the student I am working with and have them read to me for a moment. I notice that they are having difficulty with accuracy in reading. I tell them, "Sometimes when I read a book I come to a word I don't know, or I read a word incorrectly and I think, "wait, that didn't make sense!" We always want what we are reading to make sense, so today I am going to teach you some strategies for what to do if this happens to you. These strategies are called cross checking and expanding vocabulary"

During:

“I want you to listen as I read this page and watch what I do when I come to a word I don’t know or doesn’t make sense.”

I read a passage out of a book and pretend to get stuck on a word. “hmmm... this word looks like _____, but that doesn’t make sense. I am going to try something called cross checking. Watch what I do. First I check to see if the word looks right. This means that I check the letters and picture to see if they match. Next I check to see if it sounds right. Does this word sound like it should? Last I check to make sure the word makes sense.” When I looked at the word _____ I thought it was _____, but the letters didn’t match, so it didn’t look right. Now I see that the word is _____ and that sounds much better in my sentence and makes more sense to me.”

I reread the sentence substituting the correct word, then ask, “thumbs up if you think that sounds better after I cross checked.”

“I want to show you a way to remember how to cross check. When I ask if it looks right I cross my right arm over my chest. Watch me and then copy what I do. When I ask if it sounds right I cross my other arm over my chest. Then I ask if it makes sense and bring my hands to my side and point to the floor.”

I ask the student to demonstrate these movements for me and have them practice it a few times.

“Today when you come to a word you don’t know or something that doesn’t make sense I want you to cross check and do the movements to help you remember.”

Possible student response: “What if I cross check and I still can’t figure out the word?”

“Excellent question! If you cross check and you still can’t figure the word out you can write the word on a sticky note for later. You can ask someone the meaning, or look it up in a dictionary and add it to your word collector page.”

“So remember, we are going to try cross checking first, then write down the word if we still can’t figure it out.” “Now I want you to take a turn to try cross checking.”

Plan for Independent Practice:

Student will practice the skill with me by reading from their book. When they get to a word they don’t know, or if they guess at the word I will cross my arm over my chest to signal them to cross check. If I notice they are trying to figure out the word and it is something in the illustration I will guide them to cross check their word with the picture.

After they have correctly used the strategy 3 times I will ask them to continue using it while reading independently.

“Now you know how to cross check your words with the letters and pictures any time you get confused. Make sure to stop and check if something doesn’t look right, sound right, or make sense. I want you to keep practicing this skill to get better at reading accurately.”

“If you have any words that you cannot figure out, even after cross checking I want you to write them down on a sticky note so we can go over them.”

After:

After giving the student time to read independently I sit down with them to see how they are doing. I will listen to them read for a minute, then comment.

“I noticed how you used the cross checking strategy when you came to that word you didn’t know. It was so smart that you figured out the word didn’t look right, sound right or make sense.” “Keep doing the movements to help you remember how to cross check. You can use this any day.”

“Do you have any words that you wrote on sticky notes?” If so we will discuss the meaning of the word and possibly look it up in the dictionary. Then we will add it to their “word collector” sheet.

I will schedule a conference with them for the next day to check in and see how cross checking is going and to see if they have any words they needed defined.

At that point, if the student needed to look up any definitions I would help them locate the words in a dictionary.

Assessment Based On Objectives:

When I conference with the student I will be looking for them to be able to model the strategy “cross check” in the following ways. The student should be able to explain that it must look right, sound right and make sense to be the right word. I will also look to see if they remember the movement that goes along with it. If they are missing any of these components I will re-teach or re-enforce the strategy.

I will continue to work on this strategy until the student can demonstrate 4-5 successful uses of the strategy without prompting on separate occasions.

Adaptations:

I incorporated the “cross checking movements” so students who learn kinesthetically could remember the strategy. This also gives the students a way to be active during the lesson.

If I notice the student uses heavy picture support I make sure to teach cross checking of the pictures, if they are relying on word structure and sounding out I teach them to see if the letters look and sound right and then to think about what that word might be and if it makes sense in the sentence.

I may also meet with a student who needs more support more often than a student who grasps this concept.

Lesson Plan Title: Fluency- Rereading Text (adapted from *The Café Book* by Gail Boushey and Joan Moser 2009)

Concepts to Teach:

- Rereading text accurately and smoothly with expression to build fluency.

Standards Addressed:

- R.WS.03.01- Students will automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.06- Students will acquire and apply strategies to identify unknown words of word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.07- Students will apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade –level text.

General Goal(s):

Student will be able to:

- Describe the importance of reading fluently.
- Select a section of text and read it multiple times until able to do so fluently- with proper phrasing, accuracy and with expression.
- Eventually practice reading the same passage at a quicker pace.
- Independently practice fluency building skills or practice with a partner.

Specific Objectives:

Students will understand:

- Reading fluently helps you understand what you are reading.
- How to reread a passage smoothly, with accuracy and expression.
- How to reread a passage independently or with a partner.
- How to increase the rate they are reading a passage.

Required Materials:

Student reading materials, teacher conference sheet, computer with Audacity loaded on it, microphone, headphones or speakers, sticky notes pen/pencil.

Before:

I sit down with the student I am working with and ask them to read to me for a minute. I notice that they are struggling with the passage. They are not reading fluently, accurately, or with expression. They also are not able to easily attend to the meaning of the text because they are focusing on the words.

I explain to the student that we are going to set a goal for them to improve their fluency.

During:

“Today we are going to learn a strategy that will help you become a more fluent reader. Last time we talked about how your reading pace is slow. You decided you want to read faster so you

can read more books. I also told you it will be easier to understand books when you can read them fluently and not think about figuring out the words all the time. Here is what fluent reading sounds like.”

I model reading a few lines from the student’s book making sure to read accurately, smoothly and with expression.

“The strategy we are going to practice is ‘Reread Text’ to make your reading smooth, accurate, and expressive. Rereading will give you a chance to practice your fluency. Here is how it is done. You will choose one paragraph from a story you are reading each day and reread that paragraph until you can read it smoothly and with expression. This shouldn’t take more than 5 min. of your reading time and I only want you to practice one paragraph or section each day. You can practice the Reread Text strategy during Read to Self, Read to Someone, or even at home. Let me show you what it sounds like. I am going to record myself reading using a computer program called Audacity. You will be able to see the difference in my reading as well as hear it.”

I press record and read a paragraph slow and choppy the first time. I press stop and show the student all of the pauses in my reading on the computer program. Then, while recording, I read the same paragraph 2 more times, until I read it smoothly, accurately, and with expression. After I finish reading I show the student the difference between the first and last readings and let them listen to those two recordings one more time.

Plan For Independent Practice:

“Now I want you to try. I will show you each of your readings so you can track your progress.” The student selects a section of their book to read. I record their reading for each of the 3-4 practices it takes for them to have smooth, accurate reading with expression.

“Great! Did you see how each reading got smoother and more accurate? That is exactly what I want you to do each day to improve your fluency. I want you to take some sticky notes and place them on the sections you choose to reread each day. I will check back to see how this is working at our next conference.

After:

I schedule the student for another conference a few days after this lesson to practice. I tell the student to bring back their book with the sticky notes in it to show me what passages they have been rereading. I also tell them that I will record their reading at the next conference to see how they are improving.

Assessment Based On Objectives:

I will be monitoring the student for reading accuracy using a running record of the first reading. I will also do a running record of the last reading to compare accuracy and reading rate with those from the first reading. Using the program Audacity I will be able to tell the students running word time, as well as see phrasing in the reading. The program shows audio waves, so I can pick exact sections out that show fluency, or a lack there of. I will be checking in with the student to see if they are using their sticky notes and the next time I meet with them I will record their reading to see if their running word count increases.

Adaptations:

The student I am working with has a speech and language delay and is a visual learner. He is interested in computers, video games and movies. To appeal to his technological side and visually represent his reading I used the program Audacity. It allows me to show, and him to see as well as here, areas where he is not reading fluently. He can play two or more readings simultaneously to compare and contrast them. Also, since he has a speech and language delay, sometimes it is difficult for him to hear the differences in reading. By showing it to him visually he can see the same portion of text read multiple times and how it looks and sounds when it is fluent.