

LESSON PLAN TEMPLATE

Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to mochoa16@sisd.net by April 13, 2007 for the Follow Up session scheduled. Send by April 10, 2007 if you need copies made for your presentation.

LESSON PLAN TITLE	"Target Words - Hit the Target"
CONCEPT / TOPIC / THEME	<ul style="list-style-type: none"> - Word Recognition - English Reading Skills - Reading Fluency - High Frequency Word Bank
READING COMPONENT(S) ADDRESSED	<ul style="list-style-type: none"> - Word Recognition: Sight Words - Word Meaning: Vocabulary Development - Decoding Skills - Comprehension Skills - Scanning and Skimming
OBJECTIVE	<ul style="list-style-type: none"> - Improve Basic English Reading Skills - Acquire HIGH FREQUENCY WORD BANK (Knowledge) - Read from texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) - Read high frequency words in context - Familiarization with the format of English newspapers
REQUIRED MATERIALS (include copy of newspaper articles/information used)	<ul style="list-style-type: none"> - Copy of USA Today - KWL Chart transparency & copies - ABC Brainstorming transparency & copies - Flip chart, markers: for each group - Timer - WEB Organizer transparency & copies - High Frequency Word Lists: for each group - Signal Word Lists: for each group
ACTIVITY PROCEDURES:	<p><u>INTRODUCTION OF LESSON</u></p> <p>WARM UP/REVIEW</p> <ul style="list-style-type: none"> - Tell the class they will use the newspaper as a resource to help them improve their reading skills. - Take a survey: Ask the class, "How many read the paper daily?" <p>INTRODUCTION</p> <ul style="list-style-type: none"> - Using the KWL transparency, brainstorm what students already know about the newspaper and what they want to learn about it. - Briefly review a general description of contents of the newspaper - Name, list, describe newspaper sections.

LESSON OUTLINE/SCHEDULE (include approximate times)

LESSON OUTLINE FOR A 60 MINUTE CLASS SESSION

- Warm Up / Review - 5 Minutes
- Introduction - 10 Minutes
- Lesson Presentation - 15 Minutes
- Lesson Practice - 20 Minutes
- Evaluation - 10 Minutes
- Extension Activity - 10 Minutes (OPTIONAL)
- TOTAL TIME 70 Minutes

PRACTICE/ACTIVITIES (may attach handouts)

LESSON PRESENTATION

Build Background information: - The instructor reviews high frequency words.

- Divide the students into heterogeneous groups of four. Each group has a time keeper/reporter, a recorder(writer), a person that does the newspaper clippings, a materials purveyor.

LESSON PRACTICE

- (Allow 10 minutes for this part of the activity.)*
- Explain to the groups that they will work as a team.*
- Have each team member look for their set of high frequency words by scanning their article.*
- When a team member finds a word, the clippings person cuts it out, the recorder writes the sentence containing the word, the time keeper keeps everyone aware of transpired time.*
- When 10 minutes expire, bring the whole group back together.*
- (Allow 10 minutes for this part of the activity.)*
- The team reporters will present their words and sentences to the whole group.*

EVALUATION

- The instructor puts up the KWL transparency and asks the students what they have learned about the newspaper, using the newspaper in class and finding high frequency words in context.

**DIFFERENTIATION /
GROUPING
STRATEGIES USED**

Some of the strategies used in the multi-level reading lesson:

- Heterogeneous Grouping*
- Accessing Prior knowledge : ABC Brainstorming*
- KWL Chart*
- Scanning Activities*
- Scavenger Hunts*

HETEROGENEOUS GROUPING:

- This strategy works well with the students when working with newspapers in the classroom. The grouping allows for each team member to participate in carrying out the task at hand. At the same time it gives each student an opportunity to acquire practice in learning the reading skill.

KWL CHART:

- This activity allows students to identify their strengths in the topic of newspapers. The strategy gives learners an opportunity to share their expertise with the rest of the class. It helps build up the students' knowledge in ways that are fun and interesting.

ABC Brainstorm

Have the students identify the topic and then identify a word related to that topic that begins with each letter of the alphabet. See who can complete their list first. Students should read their words and support any words that are challenged.

Topic _____

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

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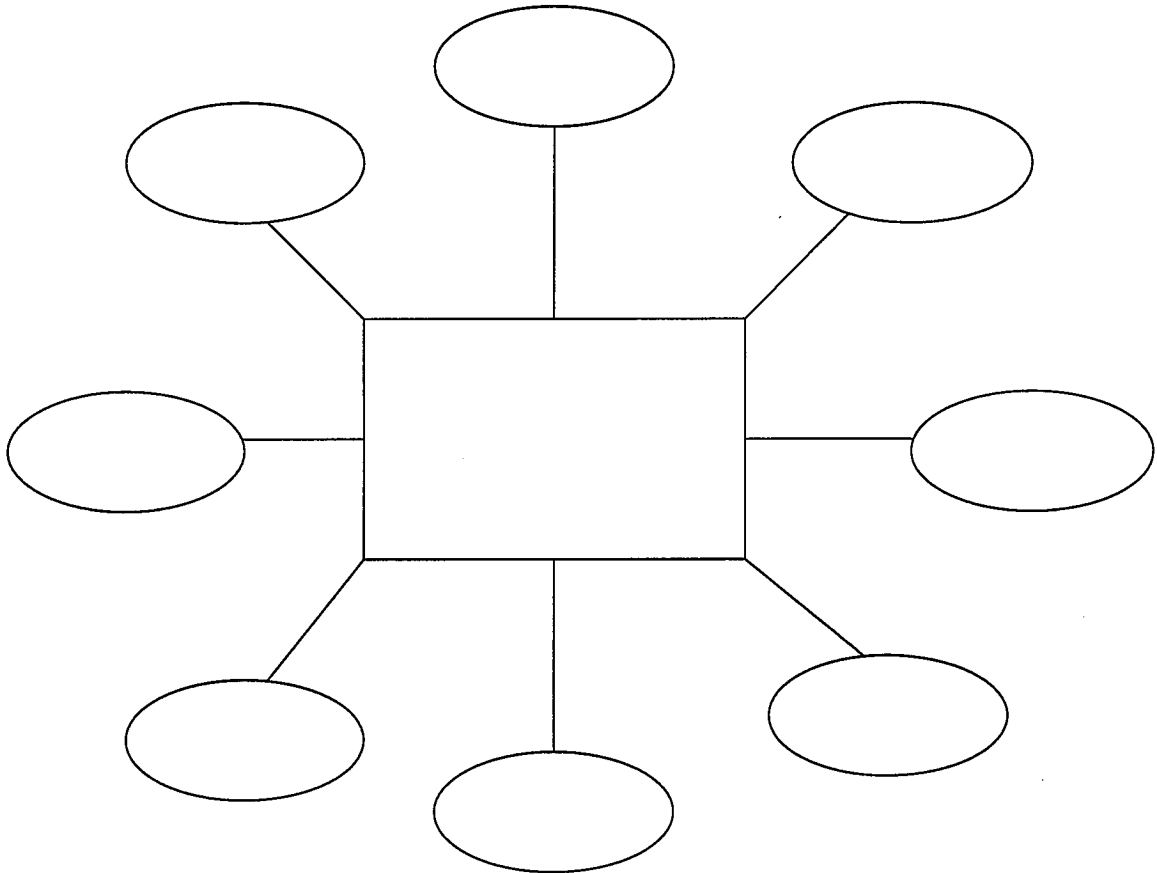
KWL Chart – Revised

What I Know for Sure About This Topic	What I Think I Know, But Am Not Sure About This Topic	What I Would Like to Learn About This Topic	Connections Between This Topic and Other Things I Know

Web

Use the following organizer to develop your ideas or concepts. Identify your topic or task in the middle box. Add ideas about the topic/task in each of the circles.

Use for signal words: *continuation, change of direction, sequence signals, time signals.*



GED READING ACADEMY

Lesson Plan Development and Evaluation Form

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TOPIC	SPECIFIC QUESTIONS
<p>TEACHING SITUATION</p> <p><i>Describe your teaching situation and setting.</i></p>	<p>Where do you teach? <u>Martha Soto</u></p> <p>I teach adult students for Workplace Literacy, El Paso Community College. In addition, I teach 4th Grade Limited English Proficient (LEP) students in the El Paso Independent School District.</p> <hr/> <p>What do you teach? The courses I teach to adults are ESL, and GED in English or Spanish. The last course I taught was Spanish GED at the Mission El Paso campus. The duration of the course was from Nov. 06 through Jan. 07. I taught the reading, writing and social studies components.</p> <hr/> <p>How many hours a week do you teach? The class met: Monday through Thursday from 5:00-7:00 PM, for a total of 8 hours a week.</p> <hr/> <p>Who are your students? The students were working or employed individuals and/or ESL students interested in obtaining a GED as a first step in furthering their education. These students were able to accommodate the GED classes to their schedule.</p>
<p>PROBLEM</p> <p><i>Describe what led you to the developing this activity.</i></p>	<p>What is the problem you have experienced in your situation? Although there was not one specific problem per se, I have experienced situations where individual students become disillusioned and dissatisfied with their progress in mastering the reading and writing skills. Most of the students I've encountered would benefit from an intensive reading and writing course, where they can revisit and review reading and writing skills prior to beginning GED classes.</p> <hr/> <p>Why are you interested in this topic? I believe that reading is the foundation of learning. A student that reads with comprehension is more likely to succeed when pursuing a GED or a higher education. Adult learners that are intent on acquiring a GED are more apprehensive about their learning when they read and write poorly. The shortcomings in reading and writing often times frustrates students to the point of making them quit and give up the goals they had planned to achieve.</p>

TOPIC	SPECIFIC QUESTIONS
<p>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p>What specifically did you do to identify the problem? I used the following methods to assess reading fluency and identify problem areas:</p> <ul style="list-style-type: none"> - Informal instructor observation & listening of student interaction while speaking, reading and writing. - Fluency Probes - Informal Reading Assessments - Oral Language Assessment Rubric Running Records <hr/> <p>Identify at least one (1) data collection activity used. I used the following activities to collect data from the students I teach:</p> <ul style="list-style-type: none"> - Informal instructor observation & listening of student interaction while speaking, reading and writing. - "Newspapers in the Classroom" (NIC) - Scavenger Hunt for high frequency words in a newspaper section. - "NIC" - Students scan a newspaper section for a list of 'change -of direction' signal words. Students cut out or copy sentences containing words. - "NIC" - Students scan a newspaper story for a list of 'time signal words'. Students who find the most words in the same story win. - "Multiple Choice Activity" - Instructor pronounces a high frequency word and student identifies the word by selecting it from three word choices. - "Put Them Together" - The instructor shows the student a scrambled high frequency word and the student unscrambles the letters to write the word correctly. - "Finish the Sentence" - (CLOZE) The instructor shows and reads an unfinished sentence to the student. Then the instructor gives the student three high frequency word choices . The student chooses the correct word to fill in the blank. - " Sentence Builder" - The student is given the words of a sentence and its punctuation in scrambled order. The student arranges the words in correct order to form a sentence.
<p>ACTIVITY EVALUATION</p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p>What were the results? Because I was not teaching adult students during the time I attended the GED Reading Academy I have no information for English GED students. However, I did get an opportunity to work with the L.E.P students in my 4th grade class over a 6 week period to help them develop mastery in high frequency word recognition. At the end of the period all of the students had made substantial improvement in this word recognition skill.</p>

TOPIC	SPECIFIC QUESTIONS
	<p>What effect did this project have or not have on your learners? Why? All the students in my class that participated in sight word recognition reading activities showed improvement. All the students demonstrated an eagerness and enthusiasm to learn. They were very proud of themselves and their self-esteem soared.</p> <p>What worked well and what didn't go well? The activities I used are directed for young learners more so than for adult learners. There are other activities geared with the adult learner in mind that can be used when teaching this skill to adults. In both situations, the teaching activities incorporated the use of newspapers in the classroom but the degree of sophistication in activities is different. In both cases young learners as well as adults enjoy working with newspapers and find it interesting, rewarding, challenging and instructive.</p> <p>What are you going to start doing differently as a result of this experience? In the adult courses I've taught in the past as well as in the regular classroom, I've often used the newspaper as a teaching instrument in a limited way. The information I've acquired through the GED Reading Academy is very valuable in the strategies I can use to teach specific reading skills to adult learners. In addition to this, I've also acquired knowledge about many more ways to incorporate the use of the newspaper as an instructional tool in teaching reading. One of the reading skills I plan to target when teaching GED and ESL students is learning high frequency words. In order to do this I plan to include a variety of learning activities that help students develop word recognition skills. This will help them increase reading fluency and accuracy.</p>
<p>ATTACHMENTS <i>Include materials, handouts, lesson plans, student work, etc.</i></p>	<p>What documents did you create/use for this activity? Include samples of student work to support your activity. Lesson plan is attached.</p>