

Analysis of Previous Session

Session _4_ of 6	Teaching Date: Wed. Nov. 10, 2010	Teaching Time: 12-12:30
Outcome Objectives: <ol style="list-style-type: none">1) Given a reading of pages 1-11 of “The Dog That Called the Pitched” by Matt Christopher, the student will recall details of characters, setting, plot, and theme.2) The student will sort words by short and long <i>-a</i>, and divide the long <i>-a</i> words by patterns when playing a “concentration” matching game.		

With county benchmark testing and multiple school assemblies, the week at Matoaka was hectic and I felt fortunate to be able to pull Nick out for our half hour of one-on-one work. Today, we began a companion book to the text we had finished last week. I pulled some elements from our last classes and introduced the book as I would a Guided Reading selection. We previewed the cover and Nick made connections between this title and our last book. He noted that the author and the illustrator were the same and named the familiar characters depicted in the art. In paging through the book, he predicted the role of a new character and also took a moment to praise my continued use of the thought bubble sticky notes. I showed him that I had placed these sticky notes at logical intervals in the plot but also generally on the right hand page so he could have ample reminder to focus on details.

Nick read two pages aloud with a high accuracy rate of 98%. He labored over the proper noun “Barron” and decoded it successfully. After he had finished reading, he showed good recall in a quick comprehension check and then we returned to his two errors that both relied on visual cues and did not make sense in terms of meaning and did not sound right in terms of grammar. By substituting “later” for “liar” Nick created a well-worn phrase “three days later” that ignored both punctuation and the context of the conversation in the text. He had great difficulty decoding this word because he knew that “lie” spelled with an “e” and could not quite make the jump to “liar” with an “a”. Upon repeat viewing, Nick had more success in understanding “nosy”.

When reading silently, again occasionally used pictures for support. He put his finger on the “thought bubbles” when he reached them and looked up waiting for my questions. I suggested that he simply begin sharing what he recalled when he hit these pauses just as he should do when he reads to himself in any other context. I asked him if he felt it was helping to take a moment to “gather his thoughts” at these regular intervals and he replied that he didn’t get so “messy” if he read smaller sections of text. Again Nick read with silent focus and animation. For example, he imitated an echo when that word was used in the text. For all these positives, Nick missed a key plot element during silent reading. When we returned to the passage and read the dialogue back and forth in tandem like a true conversation, he still had difficulty gleaning this fact although it was explicitly written: “Mr. Grimley could read their minds.” Luckily, with the sticky notes, the gap was apparent and the knowledge deficit did not snowball.

Our tandem dialogue narration continues to be a highlight of our lessons. I believe it is boosting Nick’s confidence and well as his fluency and attention to punctuation. He realizes that he is an above-average actor and he applies his skills to these passages. After Nick finished reading, he was able to recall the two plot points I asked about and was eager to begin a character map for Mike. We will be revisiting this map in our last two lessons. Nick used our word bank to write “pitcher” and then asked me to add the word “nervous” so he could spell both words correctly.

Nick cheated – systematically! - during our “concentration” game. He realized that the copy paper is slightly translucent and focused great attention trying to discern “ai,” “ay,” and “cvce” patterns before he turned over his matches. I figured that this much attention to word patterns would have to be rewarded and did not say a thing. Nick was thrilled to beat me so handily and placed each match in the correct column with great flourish.

Nick continues to rush through our writing section. Time constraints and his classmates lining up for lunch strain his focus. He writes short answers and usually omits both the period and the capital letter. Despite these negatives, his predictions reflect knowledge of the plot and solid reasoning.

Lesson Plan for Next Session

Session _5_ of 6	Teaching Date: Wed. Nov. 17, 2010	Teaching Time: 12-12:30
Outcome Objectives: <ol style="list-style-type: none">1) Given a reading of pages 12-24 of “The Dog That Called the Pitched” by Matt Christopher, the student will recall details of characters, setting, plot, and theme.2) The student will sort words by long –e patterns when playing a “concentration” matching game.		

	Notes
<p style="text-align: center;">Lesson Plan for Next Session</p> <p>1. Familiar reading:</p> <p>Nick and I will review the main plot points of the first 11 pages of the book. I will ask Nick to recall the new character of Mr. Grimley: how is he involved in the baseball game and why does he make Mike nervous. I will remind him that we will continue to focus on recalling details.</p> <p>2. The child reads a section of new chapter book:</p> <p>Pages 12-24 of “The Dog That Called the Pitched” by Matt Christopher (designated Guided Reading Level L by https://leveledbooks.beavton.k12.or.us).</p> <p>No words in this final section of text seem to merit a preview before reading.</p> <p>3. Running record of student reading new book or 100 words of a section of a chapter book.</p> <p>Running record on pages 12-14.</p> <p>Nick will then read the next 10 pages silently. I have placed post-it notes with “thought bubbles” at “pause points” in the book where we will revisit passages to recall details of plot and character. After he has finished the text, we will read pgs 22 -23 of dialogue to practice intonation and to improve rate and attention to punctuation.</p>	

4. Strategy instruction based on running record or observed needs.

Focus on recall of details and comprehension of story.

- How is Mike feeling as he pitches?
- How would you describe his performance on the mound?
- How would you describe Mike's performance as a hitter?
- What exactly happened when Mr. Grimley broke his glasses?

5. Word work

Introduce Long -e words and sort by patterns using "concentration" matching game

- Have student read words as they are placed face down on the table.
- As students makes matches during concentration game, he will read the words and sort into groups by pattern:

6. Written predictions.

- How will Harry help Mr. Grimley?
- Can Harry be fair? Will he make calls in favor of Mike?

Attachments:

- Running Record
- Copy of the text (1-2 pages)
- Word sort / word study materials
- Written work produced by the student

Long -e words from "Words Their Way" (pg 338)

read	these	seem	thief
weak	scene	week	chief
please	evening	wheel	brief
real	sweet	reel	field
peace	street	knee	piece
season	feet	kneel	shield
hear	here	sleeve	friend
meat	seem	meet	head



"Please, Dad? Please?" Mike Barron stood in front of his father, holding a baseball and glove. "I haven't touched a baseball in a week!"

"Three days, liar," a voice rang out loud and clear in his head.

Mike's eyes shot across the lawn to his dog, Harry. Mike and Harry shared a special

relationship. They could read each other's minds. Ever since Mike had brought Harry home from the pet shop, they had been best friends.

But sometimes Harry butted in when Mike didn't want him to. Like now!

"Keep out of this, nosy," Mike shot back. Harry chuckled.

Mr. Barron folded the newspaper he had

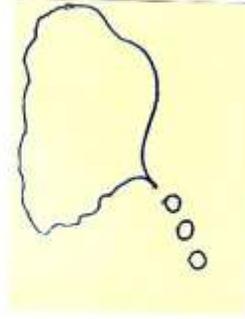


been reading and stretched. "Think you'll be pitching this week?" he asked.

"Omar is on vacation, so I guess I will be," Mike replied. Mike was a member of the Grand Avenue Giants baseball team. Usually he played second base. But sometimes Coach Wilson put him on the mound. "Could you catch for me for a while?"

"Tell him he needs the exercise," Harry suggested. "He ate the rest of the pie last night. He'll blow up like a balloon if he's not careful!"

Mike laughed. Mr. Barron was in great shape. Mike knew Harry was grumbling because he had hoped to get a piece of pie himself.



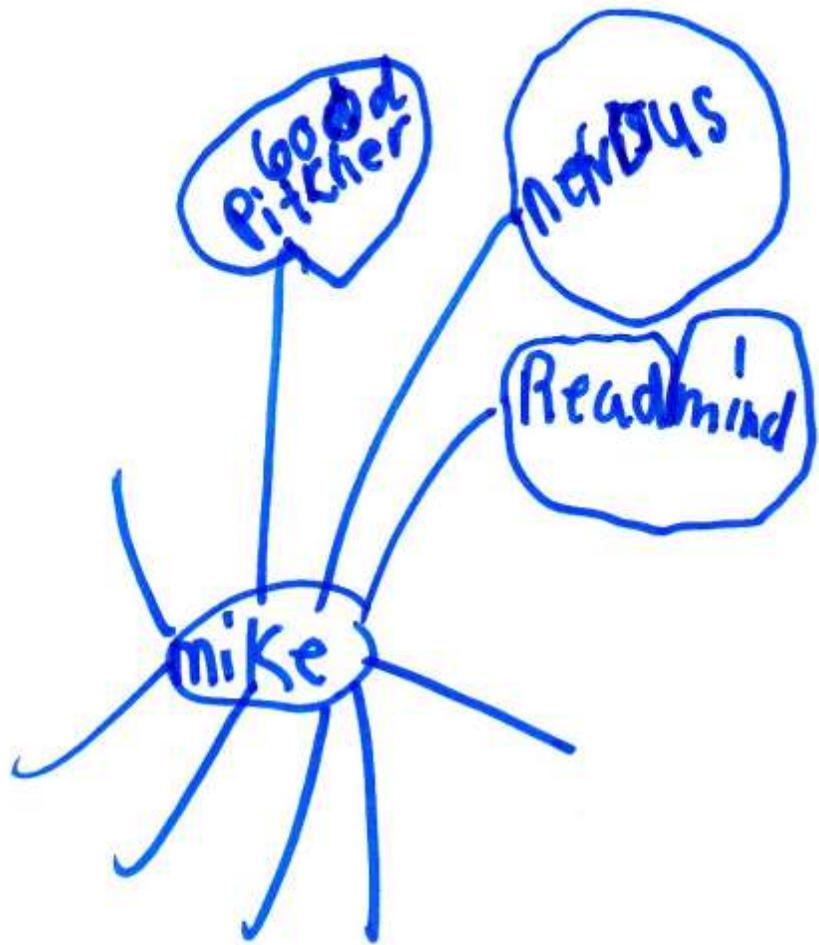
nervous
talked

11/10

pitcher

could
because

He's Ben playing Sandbace.
that a Boy can Read his mind



yes because it is a new season

11/10

yes

It will hurt mike.