Name of Classroom Teacher: Mrs. Eich

Your name: Michael Ihler

Date: 11-1-10

Assessment:

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| Name of student | Focused area (circle) | Update of observation data  Include what daily assessment tool you are using with the individual student. | Strategies/techniques  What is your plan for each student? |
| Cedric | Fluency  Comprehension  Vocabulary | Cedric is enthusiastic about reading the book. He asks to read more every day. He participated in the fluency activity and enjoyed doing so. However, when told to write down characters he does not seem to want to do this. He had to be told many times before he would write anything down. Cedric answered comprehension questions well. | I will be using the Quick Writes Vocabulary Word Awareness strategy. I will present a new vocabulary word out of the chapters assigned to the students. They will then write down the meaning, a synonym, or an antonym for the word. If they do not know what it means they are to write down what they think it means. We will then discuss the meaning of the word after everyone shares his or her responses. I will be using the ABC Punctuation style strategy again. The students really enjoyed this activity. Students will have to read with different types of expression and pause after each note card. Examples are Abc. De! Fgh? The reading with expression in this activity carried over to the students reading from the book. |
| Gracie | Fluency  Comprehension  Vocabulary | Gracie answered the comprehension questions well. She also enjoyed the fluency activity and read with great expression. She is also enthusiastic about reading the book; she always wants to read more than assigned. Gracie enjoys reading the book. | I will be using the Quick Writes Vocabulary Word Awareness strategy. I will present a new vocabulary word out of the chapters assigned to the students. They will then write down the meaning, a synonym, or an antonym for the word. If they do not know what it means they are to write down what they think it means. We will then discuss the meaning of the word after everyone shares his or her responses. I will be using the ABC Punctuation style strategy again. The students really enjoyed this activity. Students will have to read with different types of expression and pause after each note card. Examples are Abc. De! Fgh? The reading with expression in this activity carried over to the students reading from the book. |
| Lydia | Fluency  Comprehension  Vocabulary | Lydia seems to enjoy the comprehension questions every day. She always participates in answering them. She also did well with the fluency activity. Lydia read with great expression. | I will be using the Quick Writes Vocabulary Word Awareness strategy. I will present a new vocabulary word out of the chapters assigned to the students. They will then write down the meaning, a synonym, or an antonym for the word. If they do not know what it means they are to write down what they think it means. We will then discuss the meaning of the word after everyone shares his or her responses. I will be using the ABC Punctuation style strategy again. The students really enjoyed this activity. Students will have to read with different types of expression and pause after each note card. Examples are Abc. De! Fgh? The reading with expression in this activity carried over to the students reading from the book. |
| Nolan | Fluency  Comprehension  Vocabulary | Nolan read with good expression in the fluency activity and it really seems to carry over in his reading of Hank the Cowdog. Nolan also participated in the comprehension questions and seems to enjoy answering them. | I will be using the Quick Writes Vocabulary Word Awareness strategy. I will present a new vocabulary word out of the chapters assigned to the students. They will then write down the meaning, a synonym, or an antonym for the word. If they do not know what it means they are to write down what they think it means. We will then discuss the meaning of the word after everyone shares his or her responses. I will be using the ABC Punctuation style strategy again. The students really enjoyed this activity. Students will have to read with different types of expression and pause after each note card. Examples are Abc. De! Fgh? The reading with expression in this activity carried over to the students reading from the book. |

You will hand this observation form to the classroom teacher at the beginning of each class period. They are anxious to see your observations and gain an understanding of how you are helping each child.

A Framework for Guided Reading Lesson

Skill Focus for Students: Fluency, Word Recognition or Comprehension

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| --- | --- | --- |
| **Framework** | **Teacher Action** | **Today’s Plan** |
| Selecting the Text | Read the book before class time  As you read always keep the students in mind   * Name of text material and level * What skills can be taught with this book? * What did you learn from the last lesson that will be helpful with this lesson? | The book is Hank the Cowdog. This book is 4th grade level reading.  Today we will touch on a few skills. These skills are fluency with expression, comprehension, and vocabulary.  Last week’s lesson taught me how the students respond to comprehension questions after doing partner reading with another classmate. |
| Introducing the Text | Oral communication  Written communication   * What will help them with the text? * Will the student/s have problems with the book that needs to be addressed? | We will go through the main points of the chapters that were assigned to read. We will discuss new characters that came into the story in these chapters and write them on the character lists. |
| Read the Text | Vary your method of reading the book   * At what point in the book, can you ask prediction questions? | We will be doing popcorn reading as well as partner reading. After partner reading we will discuss what was read. |
| Discussing and Revisiting the Text | Use questions the relate to Bloom  Oral communication  Written communication | I will orally ask students comprehension questions to help them understand what they read. They will also write down answers to some of the comprehension questions. |
| Teaching for Processing Strategies | Reinforce using a strategy | We will summarize the chapters as a group, as well as make predictions for the end of the book. |
| Extending the Meaning of the Text (optional) | * Is there a manipulative, game, activity that will reinforce? |  |
| Word Work (optional) | * Same as questions above |  |
| Lesson Closure | Student input, which can be  Oral communication  Written communication   * What did the student learn today? | Students will write down what they learned and what they liked best about the lesson. |

Complete these lessons using a variety of methods other than worksheets.