Instructional Objectives/Student Outcomes

Students will be able to:

1. discuss characteristics of capitalization and punctuation.
2. set a purpose for listening.
3. build oral vocabulary.
4. review controlled *er*, *ir*, and *ur* words.
5. sort r-controlled *er*, *ir*, and *ur* words.
6. preview words before reading them,
7. spell r-controlled *er*, *ir*, and *ur* words.
8. recognize sequence.
9. summarize.
10. build background.
11. recognize high-frequency words.
12. write a paragraph.
13. identify singular and plural nouns.

WV CSOs

SC.O.2.3.3 observe that changes occur gradually, repetitively, or randomly within the environment
RLA.O.2.1.7 use a variety of context clues to determine word meanings (prior knowledge, read ahead, reread)
RLA.O.2.1.8 use meaning clues to aid comprehension and make predictions about content
RLA.O.2.10 respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate
RLA.O.2.1.13 make connections between characters or simple events in a literary work to own life or other cultures

* Writing CSO’s will be addressed in the writing activities:
RLA.O.2.2.2, RLA.O.2.2.5, RLA.O.2.2.6, RLA.O.2.2.7, and RLA.O.2.2.8

National Standards

NCTE / IRA Standards for the English Language Arts

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

ACEI Elementary Standards

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
Management Framework

Overall Time
- Preparatory time: 20 minutes
- Lesson time: 1 hour

Time Frame
- r-Controlled Words: ........................................................................................................................................, (10 minutes)
- Build Background: ........................................................................................................................................, (10 minutes)
- Read Turtle’s Race with Beaver: ..................................................................................................................., (25 minutes)
  - Strategies/Skills in Context: .........................................................................................................................
    - Guided Comprehension: .............................................................................................................................
- Interactive Writing: ........................................................................................................................................, (10 minutes)
- Wrap it up: ...................................................................................................................................................., (5 minutes)

Strategies
- teacher/student led discussion
- independent/group practice

Differentiated Instruction/ Adaptations/ Interventions
- Writing activities
  - Strategic Intervention - Children who are not able to write independently may copy one of the sentences from the paragraph and add an illustration.
  - Advanced - Have children who are able to write independently complete their own paragraph about a time they shared something.
- Most activities are group- or class-based assignments/activities and will be completed together, so differentiated plans are not needed.
  - If any difficulties arise, adjustments for differentiated instruction will made as necessary.

Procedures

Introduction/ Lesson Set
- r-Controlled er, ir, ur
  - Teach/Model: Review previewing of words before reading: When you come to a new word, what are you going to do?
    - When you come to a new word, look at the letters from left to right and think about the vowel sounds.
    - Say the sounds in the word to yourself and then read the word.
  - Connect and Model: Write/show squirt on the SMARTboard.
    - You can read this word because you know how to read words with r-controlled vowels.
    - What sounds do the letters ir stand for in this word? (/er/)
    - What’s the word? (squirt)
    - Do the same with verb and purse, winter, circus, murmur.
  - Group Practice
    - Present nerve, first, burden, confirm, Thursday, clerk, and birthday to students using frequency word cards.
• Look at the letters, think about the vowel sounds, say the sounds to yourself, and then read the word aloud together. (Allow 2-3 seconds previewing time.)

• Word Reading
  o Phonics Songs and Rhymes Chart 8
    ▪ Sing “Sisters Who Share” to the tune of “Oh, Susannah (verse only) /play the CD.
    ▪ Have children follow along on the chart as they sing.
    ▪ Have individuals take turns locating er, ir, and ur words on the chart.
    ▪ Frame each of the following words on Phonics Songs and Rhymes Chart 8.
      o hers, shirt, disturb, germ, fern, furry, dirt, firm

• Review r-Controlled er, ir, ur words.
  o On a 3-column chart on the SMARTboard, head the columns: er, ir, and ur.
    ▪ Students will place each spelling word in the correct column and read the word.
  o Spelling Practice Book - p. 30

• Build Background
  o Discuss Pond Ecosystems:
    ▪ Ask children what they know about pond ecosystems.
      o What are some of the plants that live in or around a pond?
      o What are some of the animals that live in or around a pond?
      o How do plants help some of the animals that live in or around a pond?
  o Background Building
    ▪ Audio
      o Children will listen to the CD and share the new information they learned about ecosystems.
  o Discuss Pond Ecosystems:
    ▪ What did you learn about ecosystems?
      o Living things share space.
      o Turtles and beavers live in the same ecosystem.
      o Living things contribute to their ecosystem.
      o Plants and animals inhabit the same ecosystem.
  o Connect to Selection
    ▪ Connect background information to Turtle’s Race with Beaver.
      o Plants and animals that live close to one another can help each other in different ways. However, they must share their space.
      o Beaver is a character in the story we are about to read. We’ll find out what Beaver learns about sharing.
  o Time for Science (share with students before reading if time allows)
    ▪ Beavers spend a lot of their time swimming. They can close their noses and ears underwater. They also have see-through eyelids to protect their eyes while they swim. Their waterproof hair helps them stay warm. Beavers build a lodge that has underwater entrances. This protects them from other animals. The main room of the lodge is above water. This is where the beavers sleep. They eat mostly bark, wood, and leaves. They store extra food underwater by the lodge.
    ▪ Freshwater turtles swim a lot. They rest on rocks, land, or floating logs. Some turtles like fast-moving water, and others like quiet ponds. Turtles eat bugs, plants, and fish.

• Prereading
  o Discuss Folk Tales
- Reread the definition of folk talk on p.221 of the Student Edition.
- Explain that a folk tale is a story that was made up a long time ago and spoken aloud for many generations before it was finally written down.
  - This is a Native American tale.
  - Folk tales usually have a good character and a bad character.
  - Turtle and Beaver are made up characters whose story teaches a lesson.

  - Set Purpose
    - Read the question on p.223.
      - Why are Turtle and Beaver racing, and who will win?
      - Who do you think will win the race?
        - Thumbs up for Turtle…
        - Thumbs up for Beaver…

**Body & Transitions**
- Read Turtle’s Race with Beaver.
- **Strategies/Skills in Context (During Reading)**
  - Extend Skills
    - Explain Figurative Language: Sometimes an author uses words to tell the reader something different from what the words really say.
      - On p. 228, the author says, “The moon came and went,” meaning that time passed and the season changed from winter to spring.
  - Assess
    - Have children explain what the author means on p. 232 when he says the race will take place “at first light.”

  - Strategy Self-Check
    - Have children ask themselves these questions to check their reading.
      - Do I know what the story is mostly about?
      - Do I know what Turtle wants? Do I know what Beaver wants?
      - Do I know how they are going to solve their problem?

  - Sequence
    - When did the Animals go to the pond? What happened next?
      - The animals go to the pond very early in the morning. After they get there, they decide which animal to cheer for.
      - Look for clue words that tell the order of events (Before, as, etc.).

  - Review: Realism and Fantasy
    - Is the story realistic, or is it a fantasy? How do you know?
      - The story is a fantasy because animals don’t really talk and the events are not things that could really happen.
        - I know that the story is a fantasy because in real life animals cannot talk. In real life, animals do not behave like people. These animals make faces, talk about their problems, and plan a race.
        - In real life, a turtle probably couldn’t figure out that a beaver’s dam was ruining her pond. Also, in real life animals probably wouldn’t cheer and sing for two racing animals)

- **Guiding Comprehension (Teaching During Reading)**
  - Monitor Progress
    - Decoding
      - If children come to a word they don’t know, remind them to blend, decide if the word makes sense, then look in a dictionary if they need more help
    - High Frequency Words
If children have a problem reading a new high-frequency word, use the High-Frequency Routine from the textbook to reteach the problematic word.

- **Summarize**
  - If children have difficulty telling what happens in this part of the story, model how to use the text and pictures to summarize events.

- **Sequence**
  - If children are unable to identify sequence, model how to use the text to determine order of events.

- **Review Realism and Fantasy**
  - If children are unable to identify whether the story is realism or fantasy, model how to use the text and pictures to identify fantastic events.

**Questioning will focus on the following:**

- Author’s Purpose - Critical
- Cause and Effect - Inferential
- Character - Inferential
- Classify - Critical
- Compare and Contrast - Inferential
- Draw Conclusions - Critical
- Make Inferences - Inferential
- Make Judgments - Critical
- Sequence - Literal
- Setting - Inferential
- Summarize - Inferential

**Closure**

- **Interactive Writing**
  - Use the story *Turtle’s Race with Beaver* to encourage concepts of sharing.
  - **Independent Writing**
    - Read the Paragraph: Why It is Good to Share
      - It is good to share because you can help someone. It is also good to share because you might have something someone else needs. When you share something, you get to be with other people too. You might even make a new friend!
      - Children will write their own paragraph about why sharing is good. (see attachment)
      - As students finish, they will illustrate their writing.
      - *See Differentiated Instruction*

- **Wrap It Up!**
  - Summarize: Help children summarize the events in *Turtle’s Race with Beaver*.
    - Turtle and Beaver race to decide who can stay in their pond. Turtle wins. Beaver moves to another pond and learns to share.
  - Let’s Talk About It: Volunteers will share their independent writing and illustrations.
Assessment

Diagnostic
- Determine prior knowledge of r-controlled words.
- Determine prior knowledge of ecosystems.

Formative
- Determine how students benefited from ecosystem concept map activity:
  … from r-controlled words activity:
  - What worked? What didn’t work?
  - How well did each chart aid student understanding?
  - What do students still need to know?
- Student understanding and ability will be assessed throughout the reading by examining strategies/skills in context and guiding comprehension during reading through monitoring and questioning.
  - Are students responding correctly to questions asked during the story?

Summative:
- Student writing will serve as an assessment as to whether or not students understood the meaning of the story.
- Students should be able to share their story and explain their reasoning.
- Student writing will also be assessed (punctuation, grammar, etc.).

Materials
- Books/Textbooks
- Writing Paper
- Pencils

Extended Activities
If Lesson Finishes Early
- If any part of the lesson is completed sooner than expected, continue on to the next part.
If Student Finishes Early
- If a student completes an assigned activity before the remaining students, he or she will re-read the story silently or with a partner to practice frequency.
Post-Teaching Reflections

- Was the lesson successful?

The lesson was very successful. It was much different than my last lesson because I had to plan a lesson according to the lesson manual. The manual provides far more activities than there is time to complete, so my cooperating teacher told me to choose what I wanted and do what I could do. I completed a diverse group of activities based on the manual and I feel like the lesson was very successful. I feel like students enjoyed the lesson and the activities.

- How could it be improved?

I feel like I could improve on several things, but a few things more than others. After listening to the recording of my lesson, I think I could have spoken a little better. When I was talking about sharing, I asked students if they should share things or “hog things all to themselves.” I also kept referring to the turtle as he or him, until I finally realized it, and once again, without thinking, I said, “I keep forgetting that the turtle is a girl.” I realize that, while I was teaching, I was speaking as if I were just talking to someone about something in regular conversation. That’s how I would have said things in regular conversation, so without thinking about it that’s how I said it then.

I know after listening to myself that I could have said it a different way and maybe used better grammar and more professionalism. Still, I want the students to be comfortable with me, so I don’t want to cross too far over that line. I’m so comfortable around them that I speak as I would in my everyday conversation, and I sometimes forget to be the teacher. That can be both good and bad: being comfortable and personable with students is important, but I don’t want to lose focus of my purpose.

- What worked? What didn’t work?

My pacing did improve compared to my last lesson. I did forget to complete the spelling worksheet with students at the beginning of the lesson. I didn’t remember until we were completing the closing activity that I was supposed to have student do that worksheet. I kind of rushed, or urged, students to work more quickly, then I just told them to set it aside, finish it in their spare time, and I would collect them on Thursday when I came back. Even though I had forgotten to do the worksheet at the beginning, I had enough time to complete it at the end, and it actually proved to be a nice review to remind students what we were learning about r-Controlled words and see what they remembered.
Reflection Paper

PLANNING: This lesson was more difficult to plan than the first lesson I implemented because I had specific guidelines to follow and specific content that I had to cover during a one-hour Reading/Language Arts block. My cooperating teacher copied the lesson manual guidelines and told me to use what I wanted or put something else together. I worked through the twenty pages of guidelines designated for that day and chose what I thought would be most important to lay out my procedures. I feel like I covered the most important parts of the lesson. Having specific procedures laid out and materials prepared helped me to teach the lesson efficiently, but what helped me most was rehearsing the lesson along before I went in to teach it.

I planned the r-Controlled chart activity to help students learn about r-controlled words. I was disappointed to find out that students already knew r-controlled words. Because students already knew what r-controlled words were, and how to distinguish between the sounds, this part of the lesson progressed quickly, allowing me more time for the rest of the lesson. The writing activity also turned out to be less successful than I had planned. Student responses were very good, but, while I’m sure most students really considered the prompt and truly meant what they wrote, I don’t think they had enough time to respond to the prompt adequately.

The writing activity would be more effective if I had better explained what I expected and students had more time to think about what they wanted to write. In the future, I would allow more time for this activity because I feel like it’s important and it’s an effective way to make connections between the story and the students’ personal life and feelings, which is one of the main CSO’s I used. In addition to making connections between the story and real life, I implemented four other CSO’s. I included a science CSO because we addressed how things change gradually, repetitively, and randomly within the environment with our discussion about ecosystems. The remaining CSO’s were reading specific and involved using context clues to determine word meanings, using meaning clues to aid comprehension and make predictions about content, and responding to literal and interpretive comprehension questions.

IMPLEMENTATION: I completed a diverse group of activities based on the teacher’s manual and I feel like the lesson was very successful. I feel like students enjoyed the lesson and the activities. My pacing did improve compared to my first lesson. I felt as if the lesson flowed correctly, and I had time to complete my activities. I did forget to complete the spelling worksheet with students at the beginning of the lesson. I didn’t remember until we were completing the closing activity that I was supposed to have student do that worksheet. I kind of rushed, or urged, students to work more quickly, then I just told them to set it aside, finish it in their spare time, and I would collect them on Thursday when I came back. Even though I had forgotten to do the worksheet at the beginning, I had enough time to complete it at the end, and it actually proved to be a nice review to remind students what we were learning about r-Controlled words and see what they remembered.

As I stated before, the writing exercise was an integral part of the lesson and students did not have enough time to complete the activity. The assignment as it was intended was somewhat advanced for these students, but given the amount of time they were allowed, their background knowledge, and their writing ability, I feel like most students were successful. In the future, I would want students this age to have more explanation and an extended amount of time to complete the writing, as well as time to proofread and correct, then share with their classmates to demonstrate their understanding.
This teaching experience was a great one. I read the story aloud, but had students read along with me to practice their fluency as well as read aloud skills. Students are seated in groups of four or five, so as I read I called on each group and moved around the room to stand with the group that was reading. This allowed students to hear me read with them, to help them with any words they were stuck on, but it also kept students focused and attentive because I was standing nearby. I also moved around during the writing activity and the worksheet, which had the same affect on students, and it allowed me to see what students were doing and make sure everyone was on task. I did have to remain at the front during the word activity because of using the SMARTboard, but students were focused and attentive so there were very few problems.

CLARITY OF PRESENTATION: After listening to the recording of my lesson, I think I could have spoken a little better. When I was talking about sharing, I asked students if they should share things or “hog things all to themselves.” I also kept referring to the turtle as he or him, until I finally realized it, and once again, without thinking, I said, “I keep forgetting that the turtle is a girl.” I realize that, while I was teaching, I was speaking as if I were just talking to someone about something in regular conversation. That’s how I would have said things in regular conversation, so without thinking about it that’s how I said it then.

I feel that I kept a steady pace when speaking and I maintained a moderate volume but refrained from being monotone. When I listened to the recording, it seemed almost like I was yelling, but I think the recording was just loud. While I was teaching, I know I spoke louder than I do in regular conversation, but I spoke at a volume that kept students attention and maintained control of the class. I know after listening to myself that I could have said it a different way and maybe used better grammar and more professionalism. Still, I want the students to be comfortable with me, so I don’t want to cross too far over that line. I’m so comfortable around them that I speak as I would in my everyday conversation, and I sometimes forget to be the teacher. That can be both good and bad: being comfortable and personable with students is important, but I don’t want to lose focus of my purpose.

ATTENTION TO INDIVIDUAL DIFFERENCES: The $r$-controlled word activity was designed to reach students with different learning styles. Using the SMARTboard allowed visual learners to see the word and focus on the $r$-controlled sound. Speaking the words aloud, first by myself, then with students, allowed oral learners to process the information. The song included a combination of both styles, but also helped those auditory learners recognize the sounds. I made sure to create a PowerPoint that showed the words large enough to accommodate the visually impaired student in the classroom. There are not other disabilities in the classroom. I also made provisions for early finishers, but did not have the opportunity to implement them.

FOCUS ON RELATIONSHIPS AND STUDENT RESPONSES: I feel like students were very responsive during the lesson, answering questions and paying attention. Students listened, for the most part, when I gave instructions. One student did have to be told five times to put her book in her desk. This student proved to be a trial throughout the entire lesson. She was excited that I was teacher and she said she liked the lesson, but she has behavioral issues, and I’ve not yet learned how to handle those situations. During both lessons, my cooperating teacher has quietly come to her desk, knelt down, and talked with her. What she said, I don’t know, but this seems to help her behavior.

Students remained attentive and I managed to keep students focused throughout the entire lesson. I used the name cup, which hold a sort of person shaped stick with a name on it for each student, to draw names and call on students so each one had a turn. When I was asking questions, however, I noticed that I tended to call on those students whose names I could remember. I only remember about half of the students names, so I should have used the name cup during the discussion as well, to make sure I called on students equally. This lesson did not involve collaborative work, however, students were quick to help one another when the need arose. One student asked how to spell a word, and another student told me that they had spelling dictionaries to help them. When the visually impaired student struggle with her work,
her classmate who sits across from her is quick to jump in to help her, and I was impressed that she was so quick and willing to help. There is a strong sense of camaraderie among students. They work well together and they genuinely seem to like one another. This makes teaching and working with them all the more enjoyable.

**PLANNING AND IMPLEMENTING HIGHER ORDER THINKING SKILLS:** I had planned the *r*-controlled word activity to teach students what *r*-controlled words were, use the sight words to clarify reading and distinguish between the *r*-controlled sounds, present more sight words to reinforce the concept, and use the worksheet as an assessment. I thought the activity would cause students to use their higher thinking skills to distinguish between words and organize them into categories. Because students already knew what *r*-controlled words were, and how to distinguish between the sounds, this part of the lesson progressed quickly, allowing me more time for the rest of the lesson, but this activity passed without requiring students to think critically.

The writing activity was intended to require students to use higher order thinking skills to develop their own ideas in response to a given prompt. This too turned out to be less successful than I had planned. Student responses were very good, but, while I’m sure most students really considered the prompt and truly meant what they wrote, I don’t think the activity required students to use higher order and divergent thinking skills like I thought it would.

Now that I’ve implemented the lesson, I understand that I need to find better ways to encourage higher order and divergent thinking. The writing activity would be more effective if I had better explained what I expected and students had more time to think about what they wanted to write. In the future, I would allow more time for this activity because I feel like it’s important. In order to alter the time and still maintain the proper time frame, I would remove the song and shorten the *r*-controlled word activities. Students already understand *r*-controlled words, so I would just take five minutes or so to review the concepts. Then I’d move right along to the reading, allowing more time for the writing exercise at the end.

**ASSESSMENT:** I used the *r*-controlled word activity at the beginning to determine students’ prior knowledge of *r*-controlled words and sounds. The sight words allowed me to assess students diagnostically. The chart was intended to be a formative assessment to assess student learning after I had taught *ir*, *er*, and *ur*, and the spelling worksheet was to be a summative assessment. I had planned for students to have little or no prior knowledge of *r*-controlled words, but my diagnostic assessment revealed that students already understood the concept, so I used the other “assessment” activities as reinforcers for the *r*-controlled word concepts. Some students did struggle with the spelling worksheet. If I was the regular teacher, I would have taken more time to go over the worksheet later that day or the next day to ensure that students understood, but since I only taught that day, Mrs. Wilson did that.

I also used general discussion to assess student’s prior knowledge about ecosystems. Then, after determining what students knew and what they did not, I used a picture to further explain what an ecosystem was. Reading aloud with the students helped me to see how well students read and determine general fluency levels throughout the classroom. Summative assessments included the spelling worksheet and the writing activity. These were the main assessments for student learning during this lesson. The spelling worksheet determined how well students understood the word concepts for this lesson. The writing activity determined whether students understood the meaning of the story or not and measured how well they connected it to their own lives.

**AREAS NEEDING IMPROVEMENT:** While I feel quite confident in the success of this lesson, there is always room for improvement. As I stated before, my speaking and use of words needs to be improved. Listening back to the recording of myself teaching helped me to realize that I might be a bit too relaxed, at least in my speaking, when I’m in front of students. My ability to pace and time the lesson adequately still needs improvement, as do my assessments.
The two areas in which I want to focus most on improving are pacing and assessment. My pacing improved in the lesson, as compared to the first lesson, but I still feel like my planning and pacing have room for improvement. I always plan more than I really have time to complete. I feel that my use of assessments needs to be improved. I need to implement a more concrete form of assessments for the material that I teach, in order to gain a better understanding of what students have learned. For my next lesson, I hope to develop a plan to improve my teaching in general, but I especially want to focus on these two weaknesses.