**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Jennifer Ortiz **Grade Level:** 2

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| **Unit of Study:** Taking Charge of Reading |
| **Lesson:** Questioning as a strategy to improve comprehension |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.  CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| **Objectives:** |
| Students will use context clues to determine the meaning of unfamiliar words in reading materials.  Students will implement the strategy of questioning through the police report and referring to comprehension buddy  Students will determine the appropriate reading strategy (e.g. rereading) to acquire specific information  Students will ask (through use of police report) and answer at minimum 3 out of 6 questions about their story |
| **Pre-Assessment:**  Running Records- The students reading levels have recently been reevaluated with running records and their reading levels and skill assessments have been documented. The small group being pulled is not only at the same level but also requires practice in the same comprehension skill.  Reading Comprehension Checklist- A checklist of the students expected reading skills including monitor/fix it and questioning which are the two focuses of this lesson has been developed and used to evaluate reading skills during small and independent reading time.  Whole Group Pre-Assessment- During whole group mini-lesson, the students will help label the “wh” questions as they are modeled by Ms. Ortiz  Small Group Pre-Assessment- Through Teacher observations and data collected prior to the lesson by teachers it was determined that the “J” reading group would benefit from a small group re-teach of the monitor/fix up reading lesson taught earlier in the week to help with skill acquisition. |
| **Post-Assessment:**  Individual “Police Report”- During independent reading students will be expected to complete their police report, this will be used to determine who needs further instruction in questioning skills.  Small Group Assessment- Group “J” checklist. Each student will describe/explain how a word was identified or “fixed” at least once during small group re-teach. |
| **Materials:** Whiteboard, dry erase markers, Stuffed Animals: Fix-Up Bear (Small Group) & Questioning Owl (Whole Group), enlarged version of police report with question words highlighted, book *Bootsie Barker Bites* (read the day before), Police Report worksheet |
| **Use of Technology:** |
| N/A |
| **Differentiation:**  Students chosen for the small group on Monitoring/Fixing Up are all on the same or close to the same reading level and struggle with this particular skill  Child with attending difficulties will be seated closest to the teacher (whole and small group)  Students responses on police report can vary from full responses to sketches-worksheet layout provides multiple pathways for students to express their responses |
| **Seating Configuration/Use of Physical Space:** |
| Mini Lesson on Questioning- Whole Group on the rug  Independent Reading- designated reading spots throughout the room; students typically on main rug will be assigned alternate spots  Small group- remain on the rug, semi circle |
| **Teaching roles and collaboration:** |
| Mrs. Lopez- Monitoring/supporting during mini lesson and independent reading assessment with checklist  Ms. Ortiz- Teaching Mini Lesson, Small group lesson, monitoring independent work when finished with small group lesson |
| **Classroom Management:** |
| 5 point voice scale- students are expected to maintain a level one (silent/whisper) voice during mini lesson and independent reading  Positive Praise and “Caught Being Good(s)”- Students will receive positive praise and rewarded with tallies on their individual caught being good charts throughout lesson for on task behavior including: following class rules, maintaining the appropriate voice scale, independently working diligently on police report, taking out materials quickly and beginning work.  Seating/Groupings- Students have assigned seats on the rug to eliminate distraction and disturbance as well as assigned independent reading spots. Small group lesson will have certain students seated strategically closer to teacher to monitor behavior. |
| **Engagement of students/anticipatory set/Motivation:** |
| Each strategy has an accompanying stuffed animal that makes learning the new comprehension approach fun and interesting. This particular lesson calls for a “questioning owl” that will be introduced as the teacher’s police partner. Together they will develop/answer the questions on the police report (“wh” questions) that assist in comprehension. By asking questions together the duo can comprehend anything. |
| **Connection to Previous lesson/Prior Knowledge:** |
| The students have been learning and implementing reading comprehension strategies. This particular lesson will connect the concept of asking “wh” questions that the students are familiar with to questioning before, during and after reading. By asking these questions throughout our reading like police officers we can better understand the books we read.  The small group lesson will be a re-teach of the monitor and fix it up lesson that was taught prior in the week. Students selected for this review group are struggling to implement this particular strategy. |
| **Lesson Presentation:**  Estimated Time: 10 mins |
| The whole group mini lesson will take place on the carpeted area of the room. The students have assigned carpet spots for this time. Students will be introduced to the questioning owl and told that as readers it is their job to act like police officers and as they read ask these “wh” questions before, during and after the story. Like a police officer knowing the answers to these questions will help them better understand the story or in while reading to increase comprehension. The students will be introduced to the police report worksheet (enlarged) and will assist the teacher in figuring out the answers to the “wh” questions as part of the strategy. Class answers will be used to fill in report in complete sentences to model writing the responses of students on the worksheet. Turn and talks will encourage deeper thoughts, socialization and a break from direct teaching and waiting for classmates to respond. Afterwards the students will be introduced to the police report worksheet. The teacher will model answering the questions on the worksheet as the students will be expected to do on their own during independent reading. The students will be sent to their independent reading spots and the small group will remain on the carpet with the teacher for a small group lesson. |
| **Guided Practice/Active Involvement/Small group work/Independent Practice:**  Estimated Time:  Small Group: 5-7 Mins  Independent Reading: 20-25 mins (after small group, I will be walking around monitoring/assisting students with police report) |
| Small Group: Re-Teach of Fix-Up strategy lesson taught the day prior to a selected group who struggled with the strategy based off of the reading comprehension checklist. Students will review the strategy, watch it modeled by the teacher and do a turn and talk to discuss how an example in the story can be figured out and fixed-up. Each student will be expected to describe how one word meaning or “fix up” was determined. Once completed the students will be given their police report and sent off to read independently and complete the group task.  Independent Reading: Students will go off to their independent reading spots to read and fill out their police report while reading. Ms. Lopez will monitor classroom behavior and be sure that students are filling in their reports. When finished with the small group, Ms. Ortiz will make rounds with the students and visit particular students who may be struggling. |
| **Final Summary/Closure:**  Estimated Time: 5-7mins |
| Students will re-group at the carpet for a whole group share of their investigative findings. Approximately three students will share findings and lesson will be wrapped up “Readers are expected to always keep the police report questions in mind while reading because ultimately it helps us better understanding what we read.” |
| **Extension:** |
| Students will be provided with extra police reports if they desire to use them in the future. Filled out police reports will be placed in student’s orange strategies folders. The Questioning Owl will be featured on a bookmark that will be given to each student that will serve as a reminder to implement the strategy while reading. After reviewing data collected on comprehension strategy and student responses on police reports a small group will be pulled later in the week and will be taught more explicitly the questioning strategy. |

  