

Lesson Reflection and Plan

I. Reflection.

A. What does my student know?

Anne Ladson is full alphabetic sequential. She was able to read five pseudowords correctly. She is reading on a preprimer level, which is correct because she is in first grade. Anne Ladson is working on staying focused during the entire lesson.

B. What does my student need to learn?

Missing correspondence	Miscue evidence
a_e=/A/	Sha/Shane
ai=/A/	Blan/Blain
ay=/A/	Gra/Gray
ee=/E/	/T/ /Tweed
ea=/E/	Nal/Neal
i_e=/I/	Char/Chire
ight=/I/	/W//Wright
oa=/O/	Jan/Joan
ow=/O/	Sna/Snow
u_e=/U/	Jun/June
ew=/U/	Dow/Drew
oo=/oo/	Book SC/Brook; Brown/Broon
oi=/oy/	/s/ /Spoils
oy=/oy/	Flaw/Floyd
ou=/ow/	Shout/Scout
au=/aw/	/p//a/ /Paul
aw=/aw/	Shall/Shaw
ur=/er/	Buns/Burns
ir=/er/	/k/ /Kirk

Other goals: Be able to focus during instruction. Work on blending sounds instead of just saying the phonemes of graphemes one by one.

C. What did I try that worked well this week?

This week, I assessed Anne Ladson using a running record. This helped me see what she needed more help on and what she understood. Additionally, we played concentration using a google slides that I made. This was a lot of fun and a good way to play the review game over Zoom.

D. What worked less well, and how could I make it work better?

I want to try to find a review game online for next week. I could also try to find an assessment activity that her mom can print out and she can do while we are on Zoom. For example, a worksheet where you cut the words out and match them with their corresponding pictures.

II. Plan. In this section, you'll provide a specific plan for your next lesson and (in part E) a general plan for the lesson that follows.

A. Give the title of a familiar story your student will reread and how you will assess reading.

Anne Ladson will reread *A Green Feast*, while I perform a running record for assessing her reading.

B. Detail your letterbox lesson plan.

ea=/E/

2- Sea, Ape

3- Beach, Cake, Seat

4- Teacher, Snail, Speak, Mean

5- Stream

pseudoword- weap

CHECKLIST FOR LBL PLANNING

- ☐ Between 3 and 12 words
- ☐ All words have regular spellings
- ☐ All words have only one syllable
- ☐ No consecutive rhymes
- ☐ Review words with earlier short vowels mixed into sequence
- ☐ Words with digraphs
- ☐ Words with consonant clusters
- ☐ At least one 4-phoneme word
- ☐ At least one pseudoword on the printout of lesson words for assessment (not for spelling)

Give phoneme counts, and put words in phoneme-count order. Make a printout of the lesson words in large font for the student to read.

C. Give the title of and introduction for the new story your student will read aloud.

Anne Ladson will read *The Mean Geese*.

Book talk: In this book, Lad goes to the stream to get some water. However, there are geese at the stream! They are mean geese! What will they do to Lad? You'll have to read to find out.

D. How will you help your student write a message?

I will have Anne Ladson write about fall.

E. Long-range plans.

Next time we will go over i_e=/I/. I want to try to find a better way to motivate Anne Ladson. Maybe she can win talking time at the end or a couple minutes playing an app on her iPad.