Lesson #:\_\_\_\_\_\_**\_20\_\_**\_\_\_\_\_\_\_\_\_\_ Date:\_\_**\_4/19/17\_\_**\_\_\_\_\_\_\_\_\_\_\_

Student(s): \_\_\_**Sylvie, Dylan**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_**Vergato\_**\_\_\_\_\_\_\_\_\_\_

| **Skill** | **NEW Lesson Concept/Objective:** | **Comments/Error Patterns/DATA** | | |
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| **Kinesthetic**  **Handwriting** | **b,d,p** |  |  |  |
| First, they practiced sky writing, for large motor movement. You had them repeat “bat into ball” and “c into d” to help reinforce the distinction between those easily confused letters. Good that they said them aloud while forming them, which incorporated visual, auditory, and kinesthetic simultaneously. | | | | |
| **Visual** | **Phonograms Cards:**  **a,e,i,o,u,(short vowel sound) b,d,p,w,an,am,ch,th,sh** |  |  |  |
| You used the Fundations cards, I think (though now that I’m about 15 public school observations later, I’m pretty sure). You alternated between students. You mixed up the vowels/consonants, which I would totally be doing at this point for a greater challenge; ooh, then you switched so they each did the whole deck! NIce. I haven’t seen anyone else do that.  Letters to sounds without keywords - NOTE (5/8/17) I’m not sure now if you were already doing this or if we suggested it. It is definitely the goal to get them to look at the grapheme and provide the sound automatically without the keywords, but of course we go as fast as we can and as slow as we must.  Nice reinforcement of the th for Dylan when he struggled with it. Good error repair. | | | | |
| **Visual/Kinesthetic**  **TCC-A** | **INTRODUCTION NEW SKILL/CONCEPT**  **Focus sound/concept:\_\_wh, whistle /hw/\_contrast with w, wind /w/\_\_\_\_\_\_\_\_**  **previous - ch, sh, th - t letters and one sound** |  |  |  |
| You showed them the wh picture card - wh-whistle-/w/  You asked them to put their hands in front of their faces and say both the w and the wh. They were so excited to feel the difference; those sounds are hard to tell apart - “It has more blows!!!”  You are so excited and engaging that even I find the w fascinating!  They used a folder for TCCC. That’s a great strategy. I taught it to one of the Darien teachers this week. She was thrilled.  Oh - Sylvie’s pencil grip - fist grip. I can’t see D’s. Given all the time in the world, I would correct that, but I know that realistically you have to pick your battles. They are so automatic and methodical with the TCCC! Nice job! They caught that you forgot to do it, which is awesome! That’s how I know you do it all the time! | | | | |
| **Auditory**  **Phonemic Awareness of**  **NEW Phoneme** | **Change the /\_\_\_/ to / \_\_\_\_/**  **\_\_\_\_\_\_ to \_\_\_\_\_\_\_ to\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
|  |  |  |  |  |
| **Auditory/Visual**  **WORD BUILDING with NEW grapheme** | **Change the /\_\_/ to / \_\_\_/**  **\_\_ship\_\_\_\_to \_\_\_\_whip\_\_\_\_ to\_\_\_\_which\_\_\_\_\_ to \_\_\_whim\_\_\_\_\_ to \_\_when\_\_\_\_to\_\_\_\_then \_\_\_\_\_ to \_\_thin\_\_\_\_\_\_ to\_\_\_shin\_\_\_\_\_\_ to \_\_shop\_\_\_\_ to \_\_whop\_\_\_\_\_\_** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| They built with Fundation tiles and magnet board  You reminded them to tap each word first.  This was a great word building activity. It would be even stronger if they echoed the words before they built them - that adds in even more auditory input as well as kinesthetic (from the speech articulators) | | | | |
| **Visual**  **Reading NEW**  **words in isolation** | **Review ( 10)**  **dash√, ranch√, rich√, chimp√, shin√, thud√, path√, hush√, with√, mesh√**  **NEW (10-20)**  **whip√√, whim√√, when√, whisk√, whop√, whiz√√, which√, when, wham√√** | \_\_\_\_/\_\_\_\_  \_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ |
| They used finger spelling/ tapping as needed to sound out unfamiliar words. You reassured them there are “no ‘tricks’ in there today - no w. Next time, you will do w vs wh.  “How much more things do we have” One nice way to address this is to give them a laminated agenda of the lesson, maybe even just picture cues, and let them check off each item as they cover it. A lot of these students struggle with concepts of time, and the lesson can feel endless because they can’t anchor themselves in time. Letting them check off each item in the lesson gives them a little ownership and also helps keep them moving. | | | | |
| **Visual**  **Reading NEW**  **words in context** | **PHRASES/SENTENCES (5-10)**  **The man hid his whip on the ship.**  **Grab that whisk and brush.**  **Did Chet wham that bat?**  **Jan is a whiz kid at math.**  **When did Tom get to munch the fish?** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| You gave them the sentences on sentence strips. They practiced independently first.  Nice job having them reread entire sentence for fluency after correcting errors.  You do a nice job with error correction - you cue them and help them to use what they know to decode unfamiliar words. | | | | |
| **Auditory**  **Dictated Sounds**  **Include NEW**  **SOS Procedure** | **1. wh√ 2. b√ 3. th√ 4. i√ 5. sh√**  **6. am√ 7. ch√ 8. d√ 9. an√ 10. e√** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| The echoed each sound before writing and said each letter aloud. Good job with that part.  “What’s the sound?” “Say it as you write it.”  Now be sure to have them read it back after they write it. You did a couple of times; they are not quite consistent, but they are well on their way! | | | | |
| **Auditory**  **Focus on NEW**  **SPELLING Words & Sentences**  **SOS Procedure** | **1. when√ 2. whisk√ 3. whim√ 4. whelp√ “Is there an a after e?” (D) 5. wham√**    **6. whop√ 7. whiz√ 8. whip√ 9. they√ 10. then√**  **(had S correct her p)**  **SENTENCES:**  **1. Ted did wham his chin on the bench.**  **2. When did they grab that big fish?.**  **3. The whip is in the trash.** | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ |
| Nice job with the SOS dictation!  This is picky, but try starting with the shortest sentence first and then build to the longest. That helps them start off successfully and then build stamina.  You emphasized the puff of air on the wh words - nice reminder for them, and they really took to that strategy.  Great to emphasize that they need to look at you while you are dictating - they need the visual cues from your mouth. | | | | |
| **Visual** | **STORY:**  **A Whiz Kid** |  |  |  |
| You pointed out Whit - Whit is his name. In this story, Whit has a problem. Think about what is the most important part of the story.  You read with each student independently. Nice job using tapping to help D when he needed to decode wh words. | | | | |
| **Visual or/& Kinesthetic** | **Comprehension:**  **What was the problem? How was it solved?** |  |  |  |
| They are still very much word-by-word decoders. The sentence reading will help with that. One thing you might try for fluency is using sentences directly from your story so they’ll have multiple opportunities to read different parts of the text. | | | | |
| **Visual** | **Fluency:** |  |  |  |
| **Strengths:**   * Your enthusiasm is infectious! I wanted to stay there all day and soak in everything you had to teach me. The students were so excited about the lesson. * Your lesson was so well planned that each part set up and flowed into the next. * Bravo to all of you for your great SOS during the word dictation! They are so automatic. Great use of TCCA as well. * You emphasized handwriting fundamentals throughout (“remember c into d?”) * Great direct and explanation of the target grapheme (wh) * I love S’s spacer - have never seen that before for handwriting, and lots of kids have difficulty organizing the space on the page. * I loved that their binders have their pictures on them; those little touches really help them buy in. * Great OG lesson from beginning to end - smallest unit of language to largest, review to new, plenty of practice to develop automaticity.   **Suggestions:**   * The word building is a great activity. Just make sure they echo the word before they build it (and then read it back afterward, but I think you were already doing that). That will ensure that they heard the right word and will provide enhanced auditory input (they hear it more strongly when they say it themselves) and added kinesthetic input from the speech organs. * Be sure they read words/sentences back after writing them (SOS spelling) * In future, unless OT’s are addressing it, I would try to get out early in front of inefficient pencil grips, especially at that young age. * Think about giving students a checklist with the parts of the lesson so they can check them off as they go. * Try to arrange your words/phrases/sentences from shortest to longest (for reading and spelling) to all them to start off successfully and build stamina as they go.   **Wonderful lesson! It was fun to meet your little people and witness how exciting you are making reading for them!** | | | | |

**Lesson Scores for Progress Monitoring:**

Percentage Reading:

Percentage Spelling:

**Next Lesson: (check one based on student’s performance)**

Review Current Concept (below 90% for reading/80% for spelling) 

Introduce New Skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_