

Steps for Teaching Procedure:

1. Describing and demonstrating the desired behavior
2. Rehearsal—practicing the behaviors
3. Feedback

Title: <i>Read to Someone</i>		Content Area/s: R/LA	
Grade Level: 2	Time Frame: 20 mins	Date: 2/23/2011	
SOLs: 2.7 The student will read fiction and nonfiction, using a variety of strategies independently. c) Read stories, poems, and passages with fluency and expression.			
Lesson Objectives: Students will read aloud with a partner for at least 5 minutes, following the procedures on the chart (see below for emphasized content being retaught).		Resources (Texts & Technology): Book Boxes, Anchor Chart on Read to Someone (previously made)	
Content: <ul style="list-style-type: none"> <li>• Sit EEKK—elbow to elbow, knee to knee</li> <li>• Use 6-inch voices</li> <li>• Read the same book (alternating pages) OR Read different books, taking turns <ul style="list-style-type: none"> <li>○ How to choose which you are doing...look at books in each other's boxes to see if they are right fit for both. If not, read 2 books.</li> </ul> </li> <li>• Listen to what partner is reading</li> <li>• If your partner gets stuck, let them try for about 5 seconds and then help with the word.</li> </ul>			
Instructional Procedures: Include the estimated time for each activity. ( <u>Number steps</u> ) beginning with Initial Activity and ending with <i>Closing Activity</i> .) <ol style="list-style-type: none"> <li>1. Initial Activity (2 minutes)—Call class to rug with book boxes row by row. Explain that we are going to review Read to Someone since we have had some students join us since we first started it and we could all use a reminder of how to do it.</li> <li>2. Main Activity (6 minutes)—Ask students to raise hands and tell one thing we should do when reading to someone (prompt as needed for how do we sit, what do we do while partner is reading, etc). Call up a student to help me show class what we do (I will do it wrong by reading loudly). Have student correct me, then do it properly. Call up another student; try again (I will not pay attention while they are reading). Have student correct me, do it properly. Model getting stuck on a word, have student help me.</li> <li>3. Closing Activity (7 minutes)—Students will practice Read to Someone by finding a partner and choosing a spot in the room. They will spend 6 minutes following these rules, esp. EEKK, Listen, and 6 inch voices. After 6 minutes, students will return to their seats and the teacher will ask how it went, what can be improved and what was done well &amp; provide additional feedback as needed.</li> </ol>			

<p>Assessment/s:</p> <p>Formative: Student supplied procedures, student corrections, student behavior when modeling with student.</p> <p>Summative: Teacher's observations of students reading during practice period, class suggestions for improvements they can work on.</p>	<p>Differentiation Strategies/Activities:</p> <p>Students can choose own partners and partner teams choose books. Even number of students, so each will have a partner.</p>
<p>Reflection/Recommendations for Future Use:</p> <p>I. What went well?</p> <p>A. Overall, the lesson went well. The students were able to tell me what we do as part of Read to Someone, which meant that the students who weren't with us the first time this procedure was taught were able to learn from their peers rather than from the teacher. The students who modeled the procedure for me did a great job, actually modeling both points I wanted to demonstrate (volume and letting partner try to figure out a word before jumping in to help), which meant I only needed 1 pair to model.</p> <p>II. What could be improved? How?</p> <p>A. I should not have had the students bring their book boxes to the reading corner, because it was a source of distraction for some students. Instead, I should have had them go get their boxes when it was time for them to practice the procedure. My CT would have preferred a different choice of students to do the modeling, but the two that I picked did a great job. One of them was a new student, and it gave him a chance to shine because the procedure was fairly basic and he was able to master it immediately. If I had more time for the activity, I would have liked to give the students more time to actually Read to Someone. I also wish I had reminded them to spread out around the room rather than just instructing them to "pick a spot," but that actually meant I had a good piece of constructive feedback to give the whole class.</p> <p>III. Did your text's authors present steps for teaching a procedure that helped you plan and teach? Were any steps more difficult? Would you add/delete/modify any of the steps?</p> <p>A. The 3-step approach (describe &amp; demonstrate, rehearsal, feedback) helped me plan this lesson. The rehearsal step in particular was crucial because it allowed me to show the students both how to do it and how <i>not</i> to do it. I was initially unsure that I would be able to give much specific feedback as a whole group because of the nature of the activity, but it turned out well.</p>	