

Reading Intervention Portfolio

Shania Sonen

200333261

ERDG 310-020
Fatima Pirbhai-Illich, PhD
November 24, 2015

Lesson One

Name: Miss Sonen

Grade: Two

Date: October 20th, 2015

Subject: English Language Arts

<p>Outcomes:</p> <ul style="list-style-type: none">• CR2.3- Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	<p>Indicators:</p> <ul style="list-style-type: none">• A) Listen and demonstrate comprehension by retelling key points (who, what, where, when and why) in grade-appropriate literary and informational texts.• B) Select and use task-relevant before, during, and after strategies to construct meaning when listening.• H) Listen courteously during discussion and while working to share ideas, obtain information, solve problems, and ask and respond to relevant information.• I) Recall several ideas about a topic presented or discussed in class.
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none">• The lesson could easily be adapted by choosing smaller, less complex words for the matching game.• The lesson will also be taking place in the hallway. If there are too many distractions out here, it could be moved to a more private, quiet room.	
<p>Resources and Materials:</p> <ul style="list-style-type: none">• Pizzoli, G. (2013). <i>The Watermelon Seed</i>. New York, New York: Disney Hyperion Books• Print and cut out matching activity	
<p>Book Rationale:</p> <ul style="list-style-type: none">• In choosing this book, I wanted a fun book that included animals for my reader. It included many unique visuals, the words used are also perfect for the reading level that my reader is at. My goal was to find a book that she would engage in, in order to help her improve her reading skills.	

Pre-reading/Introduction: (10 minutes)	Pupil Activity:	Rationale:
<ul style="list-style-type: none"> • Discussion of cover-page: <ul style="list-style-type: none"> ○ What do you see on the cover? ○ What does it look like? ○ How does the cover make you feel? ○ What do you think the story is going to be about? • Discussion of inside cover page (cover title): <ul style="list-style-type: none"> ○ What do you see? ○ What is the crocodile looking at? ○ What do you think the crocodile is going to do in this book? ○ What else do you think is going to happen? • Discussion about the title and author (uncover title): <ul style="list-style-type: none"> ○ What is the title of this book? How do you say it? ○ Where is the title on the page? ○ What is a watermelon seed? ○ What does the word author mean? ○ Who is the author of this book? 	<ul style="list-style-type: none"> • Examine the cover page • Interpret the details • Make predictions • Interpret the pictures • Interpret picture • Respond to questions based on both the visuals and the words • Locate the title • State the title • Define what an author is • Locate the author 	<ul style="list-style-type: none"> • Understand the purpose of the cover of a book • Understand how the inside cover corresponds with what the story is going to be about • Catch students interests and engages them in the story • Practice making predictions • Do their best to sound out the title • Understand the role of an author and title

<p>First Reading: (20 minutes)</p> <ul style="list-style-type: none"> • Page 1 and 2 <ul style="list-style-type: none"> ○ Discuss the meaning of the pictures with student before reading the words ○ What do you see? ○ What is the crocodile holding? ○ Why are there three words that are bold and bigger? • Page 3 <ul style="list-style-type: none"> ○ Discuss the visuals before reading ○ What is the picture of? ○ What kind of sounds does a baby crocodile make? • Page 4 <ul style="list-style-type: none"> ○ Discuss the images before reading through ○ What meals did the crocodile eat watermelon? ○ What do you think is going to happen next? • Page 5, 6, 7, and 8 <ul style="list-style-type: none"> ○ Discuss the meaning of the visuals and then proceed to read ○ Why is almost the whole page black? ○ How is the crocodile feeling? ○ What is going to happen next? 	<ul style="list-style-type: none"> • Interpret picture • Respond to questions based on both the visuals and the words • Interpret pictures • Respond to questions based on both the visuals and the words • Interpret pictures • Respond to questions based on both the visuals and the words • Interpret pictures • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Using the visuals to understand the words • Using the visual cues to understand the text used in the book • Students background knowledge on crocodiles • Using pictures to interpret words and predict what is going to take place next • Allows students to use images to understand the meaning of the words • Practice prediction skills
--	---	---

<ul style="list-style-type: none"> • Page 9, 10, 11, and 12 <ul style="list-style-type: none"> ○ Discuss the pictures before reading ○ How is the crocodile feeling when he swallowed the seed? ○ What is he going to do? ○ How would you feel if you were the crocodile? • Page 13 <ul style="list-style-type: none"> ○ Discuss the meaning of the pictures before reading the words ○ Do you think a watermelon could actually grown in your guts? ○ Do you know what this is? (Point to X-ray) • Page 14 <ul style="list-style-type: none"> ○ Discuss the visuals before reading to pupil ○ What are the green lines all over the page? ○ What are vines? ○ Where do you find vines? ○ Would vines actually grow out of his ears? ○ What is going to happen next? 	<ul style="list-style-type: none"> • Interpret pictures • Respond to questions based on both the visuals and the words <ul style="list-style-type: none"> • Interpret pictures • Respond to questions based on both the visuals and the words <ul style="list-style-type: none"> • Interpret pictures • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Using picture skills to predict • Recall on prior knowledge and reflecting on their own feelings <ul style="list-style-type: none"> • Using visual cues to predict • Engaging students in recalling their prior knowledge and experiences <ul style="list-style-type: none"> • Using visuals to understand the words being used in the story • Predicting as well as recalling prior knowledge
---	--	---

<ul style="list-style-type: none"> • Page 15 and 16 <ul style="list-style-type: none"> ○ Discuss the meaning behind the visuals before reading ○ How is the crocodile feeling? ○ Do you think his stomach will really stretch? ○ Can crocodiles skin change different colors? • Page 17 and 18 <ul style="list-style-type: none"> ○ Discuss images before reading through ○ What is a fruit salad? ○ How is he feeling now? ○ Is someone going to help him? ○ What is going to happen next? • Page 19 and 20 <ul style="list-style-type: none"> ○ Discuss the visuals before reading the words ○ What kind of sounds is stomach making? ○ What does it mean when he says that his stomach feels funny? ○ Do you think a watermelon is going to grow in his stomach? ○ What is going to happen next? 	<ul style="list-style-type: none"> • Interpret pictures • Respond to questions based on both the visuals and the words • Interpret pictures • Respond to questions based on both the visuals and the words • Interpret pictures • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Using picture cues to understand text • Highlighting students prior knowledge • Using images to understand the text • Applying prediction skills • Using picture cues to understand words and to predict
---	--	--

<ul style="list-style-type: none"> • Page 21, 22, 23, and 24 <ul style="list-style-type: none"> ○ Discuss the pictures before reading the text ○ What happened when the crocodile burped? ○ How do you think he feels now that he burped the seed out? ○ What is he going to do next? • Page 25 and 26 <ul style="list-style-type: none"> ○ Discuss the images before reading to student ○ What did he decide to do? ○ Do you think the crocodile is ever going to eat watermelon again? ○ What do you think is going to happen next? • Page 27 and 28 <ul style="list-style-type: none"> ○ Discuss the visuals with pupil and then read the text ○ Did the crocodile eat more watermelon? ○ Do you think he is being smart when he eats more? ○ What do you think is going to happen next? 	<ul style="list-style-type: none"> • Interpret pictures • Respond to questions based on both the visuals and the words • Interpret pictures • Respond to questions based on both the visuals and the words • Interpret picture • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Image cues to understand words • Connecting to feelings • Prediction skills being put into practice • Using picture cues to interpret text • Image and word cues to predict what will happen next • Visuals to understand words • Addressing students prior knowledge • Working on prediction skills
---	---	---

<ul style="list-style-type: none"> • Page 29 <ul style="list-style-type: none"> ○ Show student the picture on this page and discuss the image ○ Where your predictions right? ○ Ask students how they felt while reading the book and if they enjoyed it. <p>Follow-up/Closing Activity: (20 minutes)</p> <ul style="list-style-type: none"> • Explain to student that we will be doing an activity. This activity will help her to understand the key words introduced in the book • Introduce the matching cards • Mix up the order of the cards and place them face up on the table • Instruct the student that she needs to match the word with the corresponding picture • Give the student the appropriate amount of time to complete the task • Once she has succeeded, mix up the cards and place them upside down on the table once again • She must now flip over two cards at a time and find the proper word and picture combination • Allow student time to finish the activity, and provide encouragement and support throughout the lesson 	<ul style="list-style-type: none"> • Interpret picture • Respond to questions based on the visual • Respond and reflect upon what we have read <ul style="list-style-type: none"> • Listen clearly and attentively to instructions • Ask questions if needed <ul style="list-style-type: none"> • Engage in the activity • Apply the knowledge that they learnt from the book • Interpret both pictures and words • Take their time and say each word out loud as they match it to the picture <ul style="list-style-type: none"> • Challenge herself and complete the activity as efficient as possible • Enjoy exploring and playing with new words 	<ul style="list-style-type: none"> • Picture cues to help in the understanding of text • Understanding how texts may make them feel <ul style="list-style-type: none"> • Practice engaging in lesson explanations <ul style="list-style-type: none"> • Use both picture and word cues to discover which words and pictures correspond <ul style="list-style-type: none"> • Use both picture and word cues
---	---	---

Lesson Two

Name: Miss Sonen

Grade: Two

Date: October 22nd, 2015

Subject: English Language Arts

<p>Outcomes:</p> <ul style="list-style-type: none">• CR2.4- Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling events and ideas in sequence with specific details and discussing how, why, and what if questions.	<p>Indicators:</p> <ul style="list-style-type: none">• D) Read and retell (with support from the text) the key events and elements of a story (including setting, character, character traits, problem and solution, and sequence of events).• F) Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.	
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none">• The word bank, as well as the words used, can be adapted in order to be more suitable to certain students reading and writing level.• Rather than having students write sentences to go along with the pictures, the work sheet may have a descriptor sentence and they might draw a picture. There could also be a picture, and they would have to write a sentence that describes the picture.		
<p>Resources and Materials:</p> <ul style="list-style-type: none">• Pizzoli, G. (2013). <i>The Watermelon Seed</i>. New York, New York: Disney Hyperion Books• Print out the fill in the blank as well as the ordering activity• The student will also need crayons		
<p>Choral Reading: (10 minutes)</p> <ul style="list-style-type: none">• Before reading, the teacher will conduct a brief discussion with students about what they remember about the book from the previous lesson• Teacher will read through the text expressively without stopping<ul style="list-style-type: none">○ Read louder than children to model punctuation, phrasing, and stress.	<p>Pupil Activity:</p> <ul style="list-style-type: none">• Pupils are encouraged to read with you, or join in when they know words or phrases	<p>Rationale:</p> <ul style="list-style-type: none">• Recall of words they understand• Putting the story together

<p>Teaching points: (10 minutes)</p> <ul style="list-style-type: none"> • Teacher will re-read the second and third pages of the book encouraging students to read along as well as point out punctuation that they see. This can include: <p>1. Comma “,”:</p> <ul style="list-style-type: none"> ○ Used for separating parts of a sentence ○ Also used when listing items in a sentence ○ Commas indicate a brief pause ○ Read a sentence that has a comma together <p>2. Period “.”:</p> <ul style="list-style-type: none"> ○ Placed at the end of each sentence ○ Indicates a full stop when reading ○ Pick a sentence that ends in a period and read out loud together <p>3. Ellipsis “...”:</p> <ul style="list-style-type: none"> ○ A series of three dots ○ Indicates a slight pause before continuing on to read the statement ○ Read the sentence together as a class 	<ul style="list-style-type: none"> • Student will point out where a comma is used • Student will point out where they see a comma being used in the text • Pupil will identify where an ellipsis is used 	<ul style="list-style-type: none"> • Understand where to pause slightly while reading • Understand when to come to a complete stop when they are reading text • Understand what an ellipsis is, and when they are used in writing
---	---	--

<p>Closing Activity: (15 minutes)</p> <ul style="list-style-type: none"> • Introduce the final activity for <i>The Watermelon Seed</i> • Explain to the student that she must draw, in order, the events that took place in the story • After she has pictures drawn she must write one sentence about what she has drawn • There are six spaces that need to be filled in • Encourage her to be creative, take her time, and to cover the whole story • Provide praise and feedback as she works 	<ul style="list-style-type: none"> • Actively listen to the procedures for the worksheet • Recall what took place in the story • Draw and colour six pictures, and write one sentence that describes the pictures 	<ul style="list-style-type: none"> • This worksheet tests the comprehension of the student • Checks to see if she understood what she was reading • Helps to understand the events that took place
--	--	---

Lesson Three

Name: Miss Sonen

Date: October 27th, 2015

Grade: Two

Subject: English Language Arts

<p>Outcomes:</p> <ul style="list-style-type: none">• CR2.3- Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	<p>Indicators:</p> <ul style="list-style-type: none">• A) Listen and demonstrate comprehension by retelling key points (who, what, where, when and why) in grade-appropriate literary and informational texts.• B) Select and use task-relevant before, during, and after strategies to construct meaning when listening.• H) Listen courteously during discussion and while working to share ideas, obtain information, solve problems, and ask and respond to relevant information.• I) Recall several ideas about a topic presented or discussed in class.
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none">• The book being used is a large, shared book reading story. Because this shared book reading takes place with one student, it may be beneficial to read a smaller version. This will allow the student to handle and manipulate the book easier• When reading the book, it could also be adapted by moving into a more private, inclusive space, instead of working in the hallway with many distractions	
<p>Resources and Materials:</p> <ul style="list-style-type: none">• Burgemeestre, K. (1995). <i>We're off to Thunder Mountain</i>. Greenvale, New York: MONDO Publishing.	
<p>Book Rationale:</p> <ul style="list-style-type: none">• In choosing a second book, I wanted to choose one that would contain the theme of Halloween, but also beneficial to the students learning, and comprehension. This book also incorporates rhyming, as well as brings in the concept of numeracy and counting.	

Pre-reading/Introduction: (10 minutes)	Pupil Activity:	Rationale:
<ul style="list-style-type: none"> • Discussion of cover-page (cover title): <ul style="list-style-type: none"> ○ What do you see on the cover? ○ What are the characters on the cover doing? ○ What do you think the story is going to be about? • Discussion about the title and author (uncover title): <ul style="list-style-type: none"> ○ What is the title of this book? How do you say it? ○ Where is the title on the page? ○ What is Thunder Mountain? ○ What does the word author mean? ○ Who is the author of this book? ○ What is an illustrator? ○ Can you tell me who the illustrator of this story is? 	<ul style="list-style-type: none"> • Examine the cover page • Interpret the details • Make predictions • Locate the title • State the title • Define what an author is • Locate the author • Define what an illustrator is • Locate the illustrator 	<ul style="list-style-type: none"> • Understand the purpose of the cover of a book • Use their prediction skills • Do their best to sound out the title • Understand the role of an author, illustrator, and title
<p>First Reading: (20 minutes)</p> <ul style="list-style-type: none"> • Page 3 <ul style="list-style-type: none"> ○ Discuss the images before reading to the student ○ How does the witch make you feel? ○ Have you ever seen a cat flying before? 	<ul style="list-style-type: none"> • Interpret picture • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Using the visuals to understand the words • Using their background knowledge

<ul style="list-style-type: none"> • Page 4 and 5 <ul style="list-style-type: none"> ○ Discuss the visuals before reading the text with the student ○ What do you think the hairy creatures are? ○ Where do you think Thunder Mountain is? ○ What do you think is going to happen next • Page 6 and 7 <ul style="list-style-type: none"> ○ Discuss the pictures before moving on to read the words ○ What characters do you see in on these pages? ○ How many cats joined the party? ○ How many skeletons joined? ○ What are the characters doing? ○ Do you know what rhyming is? ○ When I was reading, did you hear any words that rhymed? • Page 8 ad 9 <ul style="list-style-type: none"> ○ Discuss the visuals with pupil before reading ○ Who else joined the party on these pages? ○ How many gremlins joined? ○ How many ogres joined? 	<ul style="list-style-type: none"> • Interpret picture • Respond to questions based on both the visuals and the words <ul style="list-style-type: none"> • Interpret picture • Respond to questions based on both the visuals and the words <ul style="list-style-type: none"> • Interpret picture • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Understand the text by interpreting the pictures • Putting prediction skills into practice <ul style="list-style-type: none"> • Understand what the words are saying by looking at the pictures • Working on their ability to point out words that rhyme <ul style="list-style-type: none"> • Using visual cues to understand the words used in the book • Reflecting upon their feelings
--	---	--

<ul style="list-style-type: none"> ○ How do you feel when you look at all the creatures? • Page 10 and 11 <ul style="list-style-type: none"> ○ Discuss the images with students before reading the text ○ What other animals do you see on the page? ○ How many ravens joined the party? • Page 12 and 13 <ul style="list-style-type: none"> ○ Discuss the visuals before reading ○ Can you name some of the creatures? ○ How would you feel if you seen all of these creatures at a party? • Page 14 <ul style="list-style-type: none"> ○ Discuss the pictures before reading through ○ What is a monster train? • Page 15 <ul style="list-style-type: none"> ○ Discuss the visuals on this page, and then read to student ○ Did the monsters make it to Thunder Mountain? ○ What did the Mountain say when they got there? ○ What do you think is going to happen next? 	<ul style="list-style-type: none"> • Interpret picture • Respond to questions based on both the visuals and the words • Interpret picture • Respond to questions based on both the visuals and the words • Interpret picture • Respond to questions based on both the visuals and the words • Interpret picture • Respond to questions based on both the visuals and the words 	<ul style="list-style-type: none"> • Allows students to use images to understand the meaning of the words • Image cues to understand words • Connecting the book to their feelings • Using the visuals to understand the words • Using pictures to interpret words and predict what is going to take place next
--	--	--

Lesson Four

Name: Miss Sonen

Grade: Two

Date: October 29th, 2015

Subject: English Language Arts

<p>Outcomes:</p> <ul style="list-style-type: none">• CR2.4- Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling events and ideas in sequence with specific details and discussing how, why, and what if questions.	<p>Indicators:</p> <ul style="list-style-type: none">• D) Read and retell (with support from the text) the key events and elements of a story (including setting, character, character traits, problem and solution, and sequence of events).• C) Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading.• F) Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none">• An adaption that could be made is only using once or two vowels in the worksheet in order to eliminate confusion. The worksheet could also be made more challenging too.	
<p>Resources and Materials:</p> <ul style="list-style-type: none">• Burgemeestre, K. (1995). <i>We're off to Thunder Mountain</i>. Greenvale, New York: MONDO Publishing.• Worksheet focusing on vowels• Final cut and glue witch activity (scissors, glue, crayons)	

Teaching points: (10 minutes)	Pupil Activity:	Rationale:
<ul style="list-style-type: none"> • Before moving into the teaching points, discuss a brief summary of what was covered in the last lesson • Teacher will re-read the eighth and ninth pages of the book encouraging students to read along as well as point out punctuation that they see. This can include: <ol style="list-style-type: none"> 1. Period “.”: <ul style="list-style-type: none"> ○ Placed at the end of each sentence ○ Indicates a full stop when reading ○ Pick a sentence that ends in a period and read out loud together 2. Quotation Marks “ ”: <ul style="list-style-type: none"> ○ Placed around a phrase to indicate spoken language ○ Have students point to a sentence that uses quotation marks 3. Question Mark “?”: <ul style="list-style-type: none"> ○ Placed at the end of a sentence when a question is being asked ○ Have students point to the place on the page where they see a question mark 	<ul style="list-style-type: none"> • Students will identify a sentence that ends with a period • Children will identify the quotation marks • Children will identify where they see a question mark, as well as give their own example of a question 	<ul style="list-style-type: none"> • Reinforce periods • Reinforce quotation marks • Reinforce question marks • Allow students to use background and personal knowledge to form their own question

<ul style="list-style-type: none"> • Once the vowel is filled in, she must say the vowel out loud to ensure understanding • Ensure that you provide enough time for pupil to work through the sheet • Provide any clarification, and encouragement during the whole activity <p>Closing Activity: (15 minutes)</p> <ul style="list-style-type: none"> • The final activity is just a fun activity to end off this project • Explain that students needs to cut out the individual pieces with the words that correspond to the witch • Once the pieces are cut out, she is to use her glue and glue the pieces on to the right place on the diagram of the witch • Explain that once she is finished, she can color her picture • Keep the activity fun, and provide praise when necessary 	<ul style="list-style-type: none"> • Actively listen to instructions • Cut out individual pieces • Do her best to say the word out loud and place it on the diagram in the correct spot 	<ul style="list-style-type: none"> • To further their understanding about how text corresponds with images
---	--	---

Name:

What grade are you in?

How old are you?

What kind of books do you like to read?

What is your favourite book?

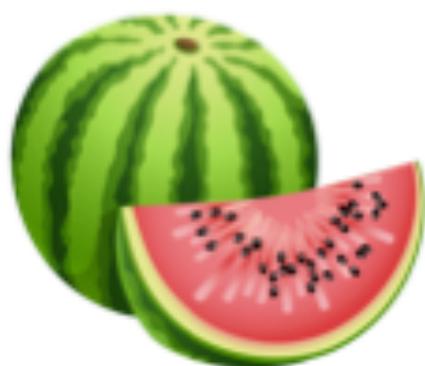
Who do you know that is a good reader?

Do you like reading?

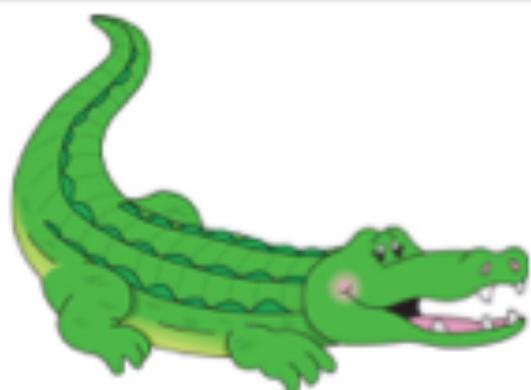
What is your favourite part about reading?

Draw a picture of yourself reading below





Watermelon



Crocodile



Breakfast



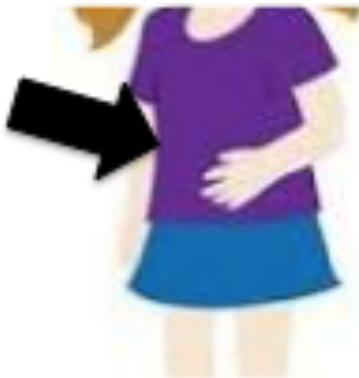
Dessert



Vine



Seed



Stomach



Chomp



Ear



Growing



Swallowed

Name: _____

Draw in order, the events that took place in the story *The Watermelon Seed*, and then write a sentence about your picture.

1. <hr/> <hr/>	2. <hr/> <hr/>
3. <hr/> <hr/>	4. <hr/> <hr/>
5. <hr/> <hr/>	6. <hr/> <hr/>

Name: _____

Fill in the blanks below with the correct word from the word bank.

seed

vines

watermelon

tiny

fruit

pink

breakfast

growing

ears

1. I love _____.
2. I like to eat it for _____.
3. I swallowed a _____.
4. It's _____ in my guts.
5. Soon _____ will come out of my
_____.
6. My skin will turn _____.
7. I don't want to be a _____ salad.
8. Maybe just a teeny, _____ bite.