

Fellow Webinar 2017: The Annotated Lesson Plan

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Learning Outcomes

Fellows will:

- Feel confident to guide trainees in writing Associate-level student lesson plans that reflect Academy standards, inclusive of annotating student errors that detail specific error corrections.
- Take away a better understanding of frequently-encountered errors in Associate applications.





Frequently-Encountered Errors

Selecting a Student



- Insufficient time working with students.
 - Although the number of hours may vary depending on the student, approximately 30 - 40 lessons is a typical range to achieve a sufficient amount of time. For someone who works with a student twice a week, that would be about 3 ½ - 5 months (#18 on the Profile Rubric).
 - The other advantage to having that many lessons is the applicant can demonstrate appropriate pacing (#25 on the Annotated Lesson Rubric).
 - The student chosen for the application is one with whom the candidate is familiar. (This takes time.)

Error Correction

1. Applicants need to include, *and explicitly identify*, the errors from lessons prior to the Pre-lesson that are being addressed in the Pre-lesson (#s 4 on Pre and Post Lesson Plans Rubric).
2. Annotations should detail authentic error handling (i.e., actual errors that occurred in the lesson). Error handling should not be hypothetical (#8 on the Pre and Post Lesson Plan Rubric, #'s 15 & 21 on the Annotated Rubric).

The Lesson Plans

1. Applicants submit three consecutive lesson plans; **only** the the middle lesson is annotated.



1. Student work must be included with all three lesson plans.
2. Photos or photocopies of student work need to be clear in order for the committee to evaluate the student work.

Anonymity

1. Please use a pseudonym or just initials for the student name. Redact the student name if it is written on the student work.

1. Do not include your Fellow's name anywhere on or in the lesson plan sequence.



How Annotated is Annotated?

Annotated means explicitly what was said in the lesson, inclusive of, but not limited to, the procedure that the practitioner follows for each of the Associations.

- What did the practitioner say?
- How did the student respond?

Sample Annotated Lesson

Lesson Objective: To practice phonogram **ar** and **or** in one and two-syllable words

Association 1: (Reading)

The teacher held up each phonogram card and J gave the letter name, sound(s), and key word(s) for each phonogram.

Phonograms:

a (apple), i (igloo), o (octopus), u (umbrella), e (Eddie)

a-e (cake), i-e (five), o-e (home), u-e (cube, rule), e-e (Pete)

y (my, candy)

sh, ch, th (thumb, this), wh, ck, tch, ing/ang/ong/ink/ank/onk

J made only one error – he said “y yellow /y/” for the salmon colored Y card. The teacher asked J what color the card was, and J replied, “orange.” The teacher asked, “Do we find consonants or vowels on the orange cards?” J said, “Oh, it’s the vowel y” With that prompt, J was able to say, “y my /ī/.”

*The teacher then reviewed the concept of r-controlled vowels and reviewed that the r makes the vowel sound different than we would expect. The teacher held up the two r-controlled phonograms learned to date and J was able to say the letter names, sounds, and key words correctly for **ar (car)** and **or (horn)**.*

Word and sentence reading (see worksheet attached):

The teacher asked J to read the one-syllable words in the reading list. J used an anchor hand and pointer finger to point to each. He was first asked to highlight the r-controlled phonogram in each word with a highlighter; after he correctly highlighted the r-controlled phonogram, he was asked to code the 2-syllable words by underlining the vowels, writing a V above them, looking in the middle and writing Cs above the consonants, and then dividing between the two middle consonants. Then the teacher asked J to read the two-syllable words aloud.

park sharp start card harvest artist market scarlet
sport fork torn north forbid hornet platform arcade

J coded the two-syllable words correctly. He read the one-syllable words with no errors. For market, he said "marked." The teacher prompted him to cover the first syllable and just read the second syllable: k-e-t. He said "ket," then he was able to read market correctly.

J then was asked to read the five sentences aloud and respond yes or no. The teacher told him he should mark up the vc/cv words as needed. J marked up scarlet, discard, and correct in order to decode them syllable-by-syllable. He then pointed to each word in the sentence as he read it aloud. He was successful in reading all words in the sentences correctly and read the sentences with prosody. He was asked to respond yes or no to the sentences as a way to engage him with the decodable text. (see worksheet for sentences).

Name _____



park sharp start card

sport fork torn north

^vharvest ^vartist ^vhornet ^vplatform

^vmarket ^vscarlet ^vatracdy ^vforbid

Yes or No?

Is scarlet the same as ^vgashet? no

Did the hornet sting your classmate? no

Will you forget your sports bag? no

Did mom discard the fish bones in the trash? yes

Did you correct the math problems? yes

4) Review flashcards:

J was presented with the following words on flashcards for spiraled review. He read all of the words correctly, with the exception of reddish, which he read as radish. The teacher asked him to code the word, and he wrote a v about the vowels, then marked the the consonants between with a c. After he drew the syllable division line, he read the first syllable, "red" and immediately stated, "Oh, reddish! Like the color. Not the vegetable."

fry, dry, Pete, hole, grade, spoke, smile, fresh, drum, fist, champ, crunch, reddish, textile, concave

5) A Sled Dog Morning (Flyleaf Publishing Books to Remember) pages 1-8

J read 8 pages of this decodable book, pointing to the words with his finger. His errors were: mukluk/mulluk, pups/puppies. The teacher had him mark up mukluk and divide between the medial consonants. They then discussed what muklucs were and their connection to the story in Alaska. When J said puppies for pups, the teacher pointed to the word and J was able to self-correct.

Association 2: (What Says?)

/or/, /ar/, /ā /= a-e, /ē/= e-e, y, /ō/= o-e, /ī/ = i-e, y, /e/, /u/, /o/, /sh/, /ch/=ch, tch

For this drill, the teacher says, "Say /or/." J replies, "/or/." The teacher asks, "What says /or/?" J says, "or", while forming the letters on the bumpy board with the first two fingers of his writing hand. We repeat this process for all of the phonemes. He made no errors.

Association 3: (Simultaneous Oral Spelling - dictation)

/or/, /ar/, /ū/=u-e, /ī/ (i-e, y), /ch/=ch, tch

chart, north, thorn, marsh, garnish, partake, forbid, forgave (segment sounds with plastic chips as needed)

Did mom discard the fork in the trash?

Did you hand the brush to the artist?

J folded his paper lengthwise and set up his dictation paper by writing his name and date, and numbering the paper 1-15. He writes on handwriting paper with dotted middle lines to aid with spatial planning.

For the sound portion, J repeated the presented sound, then named aloud the letter(s) that spell that sound. He then wrote the letter(s) while naming them. J was accurate in naming and writing the graphemes for the following sounds:

/or/, /ar/, /ū/=u-e, /ī/ (i-e, y), /ch/=ch, tch

For the words, J repeated the word, segmented it into sounds using plastic chips, named the letters aloud, and wrote the words while naming the letters. For example, the teacher dictated, "north." J said, "north." He then pulled down one chip for /n/ and said, "/n/," two chips stacked on top of each other for /or/, and said, "/or/" and then two chips for /th/, while simultaneously saying, "/th/." He pulled down two chips for /or/ and /th/ and stacked them on top of each other to remind himself that these phonograms consist of two letters. He then touched each chip and stated the phonogram(s) that correlated with the sound. J was accurate in spelling these four words:

north, torn, marsh, chart

For the two-syllable words, J repeated the word, used two index cards to segment the words into syllables, then placed chips on the cards to represent the sounds in each syllable, spelled each syllable aloud, and wrote the word while naming the letters. J needed scaffolding to model how to segment garnish into syllables. The teacher put down one card and said "gar," then put down the second card and pointed to J. He said, "nish." He was successful in spelling the following two-syllable words accurately:

garnish, partake, forbid, forgave

J repeated each sentence and wrote them independently. Since he did not punctuate his questions correctly in our last session, both of his sentences in this dictation are questions. Today he remembered his question marks without prompting, and his spelling was accurate.

Did mom discard the fork in the trash?

Did you hand the brush to the artist?

J then took a correcting marker and read back his whole page (sounds, words, sentences) while checking off each item. When J first started tutorials, the teacher had to regularly remind J to use his pointer finger when he was reading the items back. In an effort to encourage him to point, he was given the colored marker. Since he has to check each item, he generally points to it with the marker. He read back his sounds, words, and sentences correctly.

Association 1: Game - Tic Tac Toe with ar/or words

J and teacher took turns reading a word and placing their marker to earn 4 words in a row. J correctly read the 8 words he chose. He needed to divide orbit with his pencil.

Comments: *In the next lesson, J will be ready to go on to er – her - /er/ with spiraled review.*

J [redacted] 10-17-17

1. or ✓ 6. chart ✓
 2. ar ✓ 7. north ✓
 3. u-e ✓ 8. thorn ✓
 4. i-e, y ✓ 9. marsh ✓
 5. ch, tch ✓ 10. garnish ✓
 11. partake ✓
 12. forbid ✓
 13. forgave ✓

14. Did mom discard the fork
 in the trash? ✓

15. Did you hand the brush to
 the artist? ✓

cork	forming	cord	storm
sharp	March	stork	born
porch	pork	orbit	farming
horn	sport	torch	spark