

Property of B. Kaye
Texas Woman's University

NAME: Jennifer

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DATE: _____

FAMILIAR READING	NEW TEXT	STRATEGIC ACTIVITIES ON TEXT		LETTER WORK, BREAKING, WORD WORK AND ANALYSIS
		Observed	Prompted	
<p>Jennifer + ms. Kaye (2)</p> <p>✓ ← use f. 1-1</p> <p>Stop p-5 → did it match?</p> <p>no ←</p> <p>✓ + → TTA, match</p> <p>ms. Kaye → praise - ck. wd. y know</p> <p>Jennifer →</p> <p>yes ← match?</p> <p>The Pencil (2)</p> <p>not matched + R2 but not fixed</p> <p>loc. my ✓</p> <p>✓ ← show me 'is'</p> <p>now TTA</p> <p>mon w/ 13-11</p> <p>Pink (1)</p> <p>noticed is!</p> <p>butter - fly R SC Reinf.</p> <p>butterfly is ← ck. known</p> <p>ba lloon R SC</p> <p>balloon is</p> <p>after - T: what's this? c: is</p>	<p>Packing my Bag (2)</p> <p>The boy is packing his bag for school. He tells what he puts into his bag. He even puts a spider into his bag for his teacher!</p> <p>⑤ I put my sandwich into my bag. 3x wwy exp. to see...</p> <p>④ my ✓</p> <p>⑤ put (T. link to Palmer) ✓</p>	<p>Careful 1-1 → match?</p> <p>yes ← praise mon. 1-1</p> <p>in to into my III</p> <p>Reinf. lang. 2x NOT WORKING!</p> <p>loc. my</p> <p>Now TTA</p> <p>④ + ⑤</p> <p>R2 to SC 'my' on next pg.</p>	<p>Reinf. lang. 2x NOT WORKING!</p> <p>loc. my</p> <p>Now TTA</p> <p>④ + ⑤</p>	<p>S trace 4x</p> <p>chalk 5x</p> <p>water 2x</p> <p>wh. bd. 4x</p> <p>locate S among:</p> <p>a P j l x o D s</p> <p>easy - s v r r v</p> <p>break letter-by-letter:</p> <p>Mom</p> <p>* wants to use 2 hands - mixed up</p> <p>Famil - is (ML) Rdg (wrt.)</p> <p>after new bk - over</p> <p>break my</p>

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WRITING

MESSAGE COMPOSED

CONSTRUCTING WORDS, GAINING FLUENCY

CUT-UP STORY, SPACE, CONCEPTS, SEQUENCE, AND PHRASING

COMMENTS ON ANY PART OF THE LESSON

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task - clap syll.

- 1 - ✓✓
- 2 - ✓✓
- 3 - ✓✓✓

① saw / @ / monkey / at the zoo.

T artic. saw

c: s

va - flu x4

T artic. monkey

c: N/R

Ti monkey starts like mom (link)

C wrote m

a_T - learn at

flu 3x book 2x bd.

TP for period

Writes L-R w/ space

TP - where will you put it for ret. sweep

w/ model: ✓ ✓ ✓

no model: ✓ ✓ ✓

Reading

- drop f. on familiar rdg. tomorrow
- give lots of opportunities to see known + expand R. Voc.
- she's cross checking!

Writing

- start slow artic. tomorrow
- need to build w/ vocab
- keep linking to known beginnings

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		Observed	Prompted	
<p>The Ghost ① eyes only v. flu. → praise</p> <p>Where Can You Put Eleph. ③ Choppy → demo phrasing p. 2 "read like" talking better ←</p> <p>✓ A → are y rt? supermarket yes → How d y kn? N/R ← demo ① + ⑤ supermarket</p> <p>The Merry Go Round ③ Look R2 → praise - Come (monit) ① + ⑤ but T link cake R2 + ← would 'come' confirmed ① + ⑤?</p>	<p>Stop ④ The milkman parked his truck on a hill + it rolled down. All the people nearby said "STOP" but the truck went on until it crashed. ⑤ but the truck went on (hard at time) wwy expect... but ✓ went ✓</p>	<p>milkman → D y kn wd. Starts w/ this letter? mom ← → TTA + see man? ← what ① + ⑤ → Told, close!</p> <p>lady "no" girl → gd. chkg! what wld ① + ⑤? SC ←</p>	<p>m trace 5x chalk 6x water 3x</p> <p>sort from: jop is n m- quick s- quick</p> <p>Alph. bk. forgot names! CI</p> <p>Famil. Tf. supermarket</p> <p>Take apt. word can } letter- like } by- # letters ✓ letter</p>	

WRITING	CONSTRUCTING WORDS, GAINING FLUENCY	CUT-UP STORY, SPACE, CONCEPTS, SEQUENCE, AND PHRASING	COMMENTS ON ANY PART OF THE LESSON
<p>Contrived - She wanted to use question to use question mark today. MESSAGE COMPOSED</p> <p>Do you have a dog? No I don't o </p> <p>TP to reread story + find next word! C reread: </p>	<p># 21</p> <p>T: to → do ml. d do - flu x 4 yuo flu x 5 you have 1 2 3 T have x 2</p> <p>C tried - deg dog ON - quickly NO - monitored</p>	<p>gd. spaces throughout</p> <p>v v v v v ? v v v ?</p> <p>put together easily w/o model</p>	<p>Reading</p> <ul style="list-style-type: none"> cross checking is coming more easily - she's monitoring + searching for ① info at times Be careful of tricky language structures! <p>Writing</p> <ul style="list-style-type: none"> need to be sure w/ vocab. is well known - keep providing opport. to overlearn beware of sequencing issues - Letter by letter scanning will help Turn responsibility for R2 to her

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