

Lesson 1

Pre-planning information: During this lesson, my focus learner and I will be using a table in the library where it is quiet and my focus learner can concentrate. This table is in the back of the library away from the main tables, printers, and bookshelves; therefore, it is not near high traffic areas. If other people are in the room during the lesson and she gets distracted, I will encourage my focus learner to continue with the task she is on and to focus. The pre-assessment baseline data for my first learning target, in regards to comprehension, resulted in her receiving 4 out of 8 questions correct when answering questions from a text she read to herself on her reading level. When I read another passage on her level aloud to her, she got 6 out of 8 questions correct. Reading aloud showed improvement in her comprehension; however, when I asked her to explain to me or write what she read, she gave a bare, brief description. For her second learning target, in regards to asking questions and seeking help, a data chart was used through observation during additional academic subjects. For a week, I observed 6 subjects a day. 0 questions were asked and she didn't seek help (when her work was collected, she was clearly confused and needed help). To support her throughout the lesson, the text-to-speech software, *Read & Write Gold*, will be integrated and visual and bodily-kinesthetic strategies will be used.

Content information: In science class, my focus learner will be moving onto chapter 12, where she will be learning about the water cycle over two weeks. The rationale for teaching the water cycle is to pre-teach the topic so she can participate in the class lessons for the future. Therefore, I will use the science content to teach and reinforce my two learning targets and it will still align with the curriculum. When I gave my focus learner questions about the water cycle, to check if she had background information on the topic already, she answered 0 questions out of 6 correct; therefore, the water cycle is a new topic which is on her grade level, and by the end of the four lessons, she will achieve the learning targets and be prepared to participate in the whole class science lessons. Today's topic, evaporation, is on her grade level, however, the text will be adapted to her current reading/comprehension level, therefore, the text, *Earth's Water Cycle* by Amy Bauman will be used.

Learning Targets: 1. After using questioning, surveying, using *Read & Write Gold* to read, reciting after each section, and reviewing the answers, my focus learner will successfully comprehend the text and commendably complete her SQ3R page with follow-up activities.
2. My focus learner will use appropriate social communication when she is confused during the reading comprehension sessions and she will recognize that she needs help and will confidently and independently seek out and request help when needed.

IEP Goals: Reading Comprehension Goal 1. When given a narrative text and/or specific informational text from my focus learner's content specific area, my focus learner will answer questions about the text that tests for understanding (e.g., asked to retell a story, indicate key ideas, identify specific details) with 80% success on 2 consecutive occasions.
Social/Emotional/Behavior Goal 2. My focus learner will independently seek out and request help when needed with 90% success over 1 week.

Standards:

New York State Common Core for English Language Arts and Literacy

- CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

New York State Intermediate Science Core Curriculum – Standard 4:

- 2.1j Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.

Objectives:

1. With prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing 5 out of the 5 steps.
2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 75% of them correctly with verbal prompting.
3. With minimal prompting, my learner will seek out and request for help by asking questions as needed with 90% accuracy.

Communication Skill: Comprehension: In order for my focus learner to access instruction to demonstrate learning for the primary learning target, the communication function is asking and answering questions. She will need to formulate questions to ask about the text and generate answers to these questions after reading the text by completing the SQ3R model. She will be using is the text-to-speech program, *Read & Write Gold* since she struggles with reading. By using *Read and Write Gold*, she will be able to read and focus on comprehending. In order to lessen the struggle with reading, and to help her focus on comprehension, *Read & Write Gold* assists with the communication and will help her become more independent rather than her relying on me to read it aloud. By reading the text independently, my learner will need to reach out and ask questions if needed because I will not be prompting her along; which will help strengthen her communication skills. *Read & Write Gold* is used during guided practice and during independent practice. If needed, I will model by raising my hand and asking a question to prompt the learner to seek help.

Vocabulary Key Terms: survey, question, read, recite, review, evaporation, evaporation.

Orientation/Engagement/Motivation: In order to improve reading comprehension skills, a new reading strategy known as SQ3R will be introduced to the learner. I will explain that we use SQ3R to help support our learning by helping us process and understand what we read. The learner will then be told that the science topic this week is the water cycle and we will use this new strategy when reading about the water cycle. A water cycle rap will first be played: <http://www.youtube.com/watch?v=i3NeMVBcXXU> and the focus learner will be told that, each day, we will learn about a new stage of the water cycle: evaporation, condensation, precipitation, and accumulation. Through questioning and answering, the learner will be introduced to the scientific concept and the definition of the word *evaporation* will be explained. I will remind the learner to ask questions when she needs help.

Presentation/Explicit Instruction: My focus learner will be introduced to SQ3R. It will be clarified that SQ3R stands for *survey, question, read, recite and review*. The definition for each part of SQ3R will be explained and demonstrated using a text and afterwards, the explanation and definition will be posted on the board for visual support along with a PowerPoint. I will model SQ3R by using the Verbatim Split Page Strategy, which the focus learner uses during all academic subjects and she will recite its purpose just to review. The process of SQ3R will then be modeled by reading and “thinking aloud” through the text, *Earth’s Water Cycle*, chapter 2: *Water, Water, Everywhere*. I will *survey, question, read, recite, and review* and “think aloud.”

Throughout this process, a checklist will be used for self-assessment and to help form any questions if needed. After modeling, I will then repeat the purpose of SQ3R aloud.

Exploration/Expression/Guided Practice/Independent Practice/Feedback/Application:

During guided practice, the focus learner will use SQ3R to continue reading *Earth's Water Cycle*, chapter 2, *States of Matter* column on the left hand side of the page using the program, *Read & Write Gold*. There will be a checklist provided to guide each step. My example from modeling will be posted up along the board to also guide the student. I will scaffold her throughout the SQ3R process and ask questions to check for understanding and to extend her learning. If the focus learner misses a step, I will guide her back on track; however, it is up to her to ask questions. To check for understanding and extend her learning, she will be asked questions about the strategy and the evaporation stage. The focus learner can look back at her answered questions as a reference. Then, a brief experiment will be showed on solids, liquids, and gases. During independent practice, the focus learner will use the program, *Read & Write Gold*, to listen and follow in the book, *Earth's Water Cycle*, on page 9. The focus learner will survey and form questions in the book and then begin listening and following along with the text. As she recites each section, she can look to see if any of her questions were answered and then continue to the next section. Just like in guided practice, a checklist will be used for her to self-assess herself. At the end of a checklist, there is a statement that states, "Any questions, comments, or concerns can be written on the following lines" to encourage her to ask questions to meet her second learning target. I will be there to answer any questions if asked as the lesson unfolds and to correct any misunderstandings; reinforcing that making mistakes is how everyone learns. If she does miss a step, I will scaffold her since this is the first time she is using SQ3R. Finally, the focus learner will explain her process through SQ3R and recite what she has learned in order to check for understanding.

Closure: The focus learner will match the vocabulary words: *survey*, *question*, *read*, *recite*, and *review*, and *evaporation* with its definition. Finally, the focus learner will reflect on her learning as she fills out an Exit Ticket. She can circle the smiley face that best applies to how she feels in regards to seeking help when needed and how she felt about SQ3R.

Assessment: There will be formative and summative assessments in this lesson. Summative assessment will be used as the pre-assessment data is compared to see how the learner comprehended the text without SQ3R and now with using the SQ3R method. I will have a "Formative Assessment Checklist For Independent Practice" to measure the primary learning target and a "Seeking Out & Requesting For Help Chart" to measure the second learning target. The "Seeking for Help Chart" will measure every time the focus learner asks a question, throughout the entire lesson. The question will be recorded with specific information on how she answered the question and how I prompted her to success. The "Formative Assessment Checklist For Independent Practice" will have the lesson's objectives listed, and during the lesson, I will check to see if she met each objective. Further, her written piece of what she knows about SQ3R from the pre-assessment and the closure section of the lesson will be observationally assessed to compare what she knew about SQ3R and what information she was able to recall after learning about SQ3R to see if SQ3R was helpful. Her questions/answers, notes, and Exit Ticket will be formative assessments. There will also be a checklist to assess her process of performance during independent practice. I will check formative, summative, and observational assessments to see if the focus learner met each objective. My focus learner will engage in self-assessment as she uses the checklist during independent practice and during closure as she fills out her Exit Ticket.

Materials: PowerPoint, *Earth's Water Cycle* book, Laptop: *Read and Write Gold*, Checklist, Exit

Ticket, Paper, Pencil, Dish, Ice, Paper towel, Vocabulary index cards, Container, Seeking Out & Requesting For Help Chart, Formative Assessment Checklist.

Lesson script: Activating Prior Knowledge: “Good Morning! Today, we are going to begin our first lesson, but first, I want to know what you feel you struggle with while reading nonfiction texts?” After she answers, she will be informed that, during this week, we will be using a new reading strategy to learn about the water cycle. “Today, we are going to be learning how to use a new reading strategy known as SQ3R. This strategy can be used with any texts, but this week, we will be using it when we read nonfiction texts about the water cycle. This will help us better comprehend what we read and better process the information about the water cycle.” (1 min) Rap will be played (2 min). “That song we listened to was about the water cycle. Each day, we are going to learn about one of the stages in the water cycle. Today’s focus will be on evaporation and SQ3R will help us comprehend and focus on the main details. When was the last time you drank water and where was it from? That water you drank went through the water cycle. After you blow-dry your hair, what happens to the water? When the water disappears, it is called evaporation, which is the first stage of the water cycle. Another time we see water evaporate is when steam rises from a hot tub or when we boil water. When the evaporated water is in the air, we can sometimes feel it. This is called humidity. Depending on the climate of where you live, the humidity also changes. This is why sometimes when its hot it feels sticky out. Today, we will be reading more about evaporation and we will use the SQ3R strategy. Don’t forget to ask questions because that is how you will learn. There is no such thing as a stupid question.” (1 min) Instruction: “Our strategy is called SQ3R. The letters stand for *survey, question, read, recite and review*. ‘Survey’ means that you skim the text before you read; so that is going to be our first step. ‘Question’ means we will think of what we already know about the topic as we look at the titles and pictures and we will think about questions we still need to answer. ‘Read’ means we will listen and follow along to the text being read aloud. During the ‘recite’ step, we will summarize what we read to make sure we understand it. The last step is review, which means we will answer the questions we had at the beginning of the lesson.” (10 min) Then, I will model the process for the learner. Guided Practice: “Here is a checklist to help us remember the five steps as we read.” The learner will read the next section and prompting will be used when necessary to remind the learner how to use the new strategy. (10 min) “What is the next step you will take in the SQ3R process? Look at this glass, what is in it? Is the water a solid, a liquid, or a gas? Where does it come from? What is in the dish? Is the ice cube a solid, a liquid, or a gas? What is it made from? What is this? What would happen if I left the wet paper towel out for a few hours? Why would it dry out?” (3 min) Independent Practice: Student will use the strategy to read the next section independently using the checklist (15 min). Closure: “Now, you will use the index cards to match the definitions of our science terms and SQ3R. Great job matching!” (Any misplaced cards will be explained) “We’re almost done, before we finish up, you need to fill out your Exit Ticket by circling the smiley face that best represents how you feel.” (3 min) I will then fill a container of water and leave it over night on the window ledge so the next day my focus learner can see if the water evaporated.

Lesson 2

Pre-planning information: During this lesson, my focus learner and I will be using a table in the library at the back of the room where it is quiet; therefore it is set away from high traffic areas and my focus learner can concentrate. If other people are in the room during the lesson and my learner gets distracted, I will encourage her to continue with the task she is on to help her focus. There were no high traffic issues or distractions during the first lesson, so we will continue to work at the same table. In our first lesson of this learning segment, my focus learner was introduced to the reading comprehension strategy, SQ3R, and asked and answered questions through the SQ3R method, seeking help if needed as she is working towards achievement of her primary and secondary learning target. Today, my focus learner will continue to use SQ3R to learn about the second stage of the water cycle, condensation, and will continue working toward attaining her primary and secondary learning targets. Just like the first lesson, to support her throughout, the text-to-speech software, *Read & Write Gold*, will be integrated and visual, bodily-kinesthetic strategies and technology will be incorporated. The assessment data from the first lesson resulted in my focus learner asking 2 questions out of the forty-five minute one-to-one period. During independent practice, she needed 3 prompts and with these prompts, she successfully completed the SQ3R method, answering 4 out of the 4 questions she composed correctly. This was the first lesson, so I will take that into consideration that the prompting is okay because it led her to successfully complete the lesson and, throughout the learning segment, I will lessen my prompts and guidance over time, starting with this lesson.

Content information: This lesson builds upon the first lesson completed in this learning segment. My focus learner was informed during the first lesson that SQ3R will help her comprehension and that the water cycle will be taught throughout the week. SQ3R's purpose was introduced along with explaining the acronym and what the letters represent. After teaching what SQ3R is, during guided and independent practice, the learner learned about the first stage, evaporation, as the SQ3R strategy was practiced. She was also encouraged to ask questions at the beginning of the lesson. The rationale for this learning segment is to strengthen and learn a new strategy to aid her comprehension, as stated in her IEP through repetition and practice. Condensation, our second topic, is a new topic, which is on her grade level, however, the text will be adapted to her current reading/comprehension level. Therefore, the text, *Earth's Water Cycle* by Amy Bauman, will be used to teach the second stage. By the end of this lesson, my focus learner will achieve the objectives and be closer to attaining the learning targets.

Learning Targets:

1. After using questioning, surveying, using *Read & Write Gold* to read, reciting after each section, and reviewing the answers, my focus learner will successfully comprehend the text and commendably complete her SQ3R page with follow-up activities.
2. My focus learner will use appropriate social communication when she is confused during the reading comprehension sessions and she will recognize that she needs help and will confidently and independently seek out and request help when needed.

IEP Goals: Reading Comprehension Goal 1. When given a narrative text and/or specific informational text from my focus learner's content specific area, my focus learner will answer questions about the text that tests for understanding (e.g., asked to retell a story, indicate key ideas, identify specific details) with 80% success on 2 consecutive occasions.
Social/Emotional/Behavior Goal 2. My focus learner will independently seek out and request help when needed with 90% success over 1 week.

Standards:*New York State Common Core for English Language Arts and Literacy*

- CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

New York State Intermediate Science Core Curriculum – Standard 4:

- 2.1j Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.

Objectives:

1. Without prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 3 out of the 5 steps independently.
2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 75% of them correctly with minimal prompting.
3. With minimal prompting, my learner will seek out and request for help by asking questions as needed with 90% accuracy.

Communication Skill- Comprehension: Throughout this lesson, my focus learner will demonstrate her comprehension of the text by asking and answering questions using the SQ3R method. My focus learner will compose her own questions through the SQ3R method. She will use the text-to-speech program, *Read & Write Gold* since she struggles with reading and this will aid her comprehension, furthering her to ask and answer questions she composed. By listening and following the text independently, my learner will need to reach out and ask questions if needed because I will not be prompting her along, which will help strengthen her communication skills. *Read & Write Gold* is used during guided practice and during independent practice. She will use her checklist to ask herself, “Did I survey?” “Did I form questions?” “Did I read?” “Did I orally recite each section of the text?” and “Did I review my answers and answer any incomplete questions?” If needed, I will verbally remind the learner to ask a question to prompt her to seek help.

Vocabulary Key Terms: survey, question, read, recite, review, condensation.

Orientation/Engagement/Motivation: In order to activate prior knowledge, I will ask my focus learner to answer, what is evaporation? She will be asked specific questions that were discussed from the first lesson. The focus learner will observe that the water level has lowered, showing her a demonstration of evaporation when the sun hits. Then my focus learner will be asked specific questions about SQ3R. We will review the acronym “SQ3R” and discuss the five parts and their purpose. My focus learner will use the notecard app on the iPad. I will read aloud the definition of each term that comes up on the iPad, and my focus learner will type in the word (I will help with spelling if needed) to check her answer. Any she gets wrong, I will write down and continue until she is finished. I will then review and model the specific words she got wrong. For example, if my focus learner forgot what ‘survey’ is, I will take a text and show her how to survey it by pointing out titles, headlines, bold words, etc. Finally, I will lay out paper index cards with the SQ3R words on each and tell her to keep these words in the back of her mind. I will show a picture of a man drinking a hot beverage as his glasses get steamed up. I will ask her if she knows what the second stage of the water cycle is and give her clues by using real life

examples. Then, I will inform her that it is 'condensation.' A notecard will be laid out that states, 'condensation' and my learner will flip to the back of the card to read the definition. The rest of the SQ3R terms will also be laid out on the table. A diagram will be used to show the process of evaporation and condensation. My focus learner will label each stage using sticky notes. I will then show my focus learner the water in the container that was placed on the ledge on the window overnight. I will remind and encourage the learner to ask questions when she needs help and to please stop me at anytime.

Presentation/Explicit Instruction: I will continue to use the book, *Earth's Water Cycle* by Amy Bauman. I will fold my paper in half, reminding my learner of the purpose of the verbatim split page paper and use the "think aloud" approach to review each step, as I get out my checklist and go over in order what I need to do during each part of SQ3R. I will then begin the process of SQ3R as I read aloud and "think aloud" using the text, *Earth's Water Cycle* on page. 6. I will *survey, question, read, recite, and review*. Throughout this process, I will use the checklist for self-assessment and to help form any questions and reflect on how I am doing. After presenting how to use SQ3R, I will demonstrate a brief experiment as I show what happens to the outside of a cup when water is poured. My focus learner will be told that this is condensation.

Exploration/Expression/Guided Practice/Independent Practice/Feedback/Application: During guided practice, the focus learner will use SQ3R to continue reading *Earth's Water Cycle* by Amy Bauman on page 8 where she will use the text-to-speech program, *Read and Write Gold*. There will be a checklist provided to guide each step and for my learner to self-assess. The paper note cards will still be laid out to guide my learner as a visual. I will scaffold her throughout the SQ3R process and ask questions to check for understanding and to extend her learning. Minimal prompting will be given. For example, when my learner is off track or has a question, I will guide her to the right answer rather than giving it away. If she does miss a step, I will point it out, however, see if she can figure out what to do since this is the second lesson. To check for understanding and extend her learning, she will be asked questions about the strategy and the second stage, condensation, as she reads about it. The focus learner can look back at her questions and answers as a reference. During independent practice, the focus learner will continue using the program, *Read & Write Gold*, to listen and follow along in the book, *Earth's Water Cycle*, on page 8 to finish reading the rest of the text. The focus learner will survey and form questions in the book and then begin listening and following along with the text on the computer screen. As she recites each section, she can look to see if any of her questions were answered, and then continue to the next section. Just as in guided practice, a checklist will be used for her to self-assess herself. At the end of a checklist, there is a statement that states, "Any questions, comments, or concerns can be written on the following lines" to encourage her to ask questions to meet her second learning target. I will be there to answer any questions if asked as the lesson unfolds and to correct any misunderstandings; reinforcing that making mistakes is how everyone learns. Finally, the focus learner will explain her process through SQ3R and reviews what she has learned in order to check for understanding.

Closure: The focus learner will take the vocabulary paper index cards (*survey, question, read, recite, and review, and condensation*) and put the steps in order. The focus learner will engage in a true or false game where she will stand near a line of tape. She will step on the line if the answer to the question is true. This is a kinesthetic and engaging way to review what has been learned and to check for understanding of what SQ3R is and how to use it. These questions will also assess her comprehension of condensation, which will indicate if SQ3R was beneficial in increasing her comprehension of the topic. The focus learner will reflect on her learning as she fills out an Exit Ticket. She can circle the smiley face that best applies to how she feels in regards to seeking help when needed and how she felt about SQ3R. Finally, there will be a brief

review. My focus learner will be asked, "What is the purpose of using SQ3R?" and she will explain why it is essential to her own life.

Assessment: There will be formative assessments and summative assessments in this lesson. Summative assessment will be used to compare my data charts to see what was improved upon by comparing the first and second lesson, as my learner engaged in independent practice. I will use the "Formative Assessment Checklist For Independent Practice" to measure the primary learning target and use the "Seeking Out & Requesting For Help Chart" to measure the second learning target. My learner's questions/answers, notes, and Exit Ticket will be formative assessments. In addition, the various activities will also be formative assessments that indicate how the lesson objectives were met. The ordering of the SQ3R cards, the true/false activity, and the Exit Ticket will all be components of the formative assessment for this lesson. I will check formative and summative assessments to see if the focus learner met each objective. My focus learner will also engage in self-assessment as she uses the checklist during independent practice and during closure as she fills out her Exit Ticket.

Materials: *Earth's Water Cycle* book, Laptop: *Read and Write Gold*, Checklist, Exit Ticket, Ice, Water, Plastic cup, iPad, Vocabulary index cards, Paper, Pencil, Container (From first lesson), Diagram, Sticky notes, Picture, Seeking Out & Requesting For Help Chart, Formative Assessment Checklist.

Lesson script: "Yesterday, we learned about two important topics. We learned about the reading comprehension strategy, SQ3R and the first part of the water cycle, evaporation. What is evaporation?" (Learner answers and I will give a brief description of evaporation). 'What is water vapor? ... Where do we get 80% of our water vapor? ... How do animals and people give off water vapor?' ... Great job! Remember how we left the container of water on the ledge of the window? Take a look at the water now. Is it below the line we filled it to?" ... "What happened to the water? ... It is a part of evaporation!" (1 min) "What can you tell me about SQ3R? ... Good, we're going to review the terms using the iPad app. I will read aloud the definition that comes up and you can type in the word. I can help with spelling if needed. Okay, now just to keep it in the back of our mind here on our paper note cards are the SQ3R terms so we can look back to refer to if needed" (3 min). "Let's look at this picture. What happens when you get out of the shower and it's all steamy? What is that called? As you can see on this picture a man is drinking a hot beverage. What is happening to his glasses because of the heat? ... This is because of condensation and this is the second part of the water cycle, which we will be using SQ3R to learn more about while we read." Instruction/Experiment (10 min). Guided Practice (10 min). Independent (15 min) Closure: "Before we finish up, lets take our index cards and put our SQ3R words in order. (Learner will put index cards in order) Great! Now lets stand up near the line. We are going to play a true or false game. I am going to make a statement and if it is true you may step on the line. Ready? 'The change back to a liquid is called condensation.' (Step on line if true) 'Droplets of water gather dust, salt, and other particles in the air (Step on line if true). 'An average cloud weighs as much as a jumbo jet.' (Step on line if true) 'A bicycle can leave a condensation trail.' (Step on line if true) You can fill out your Exit Ticket now."

Lesson 3

Pre-planning information: During this lesson, my focus learner and I will be in a private, smaller size room due to pre-assessments being administered in the library. During the second lesson, there were some teachers and students talking and other minor distractions. However, we have the great opportunity to use one of the speech rooms so my focus learner can better concentrate. In our second lesson of this learning segment, my focus learner practiced the reading comprehension strategy, SQ3R, asked and answered questions using the SQ3R method, seeking help when needed. My focus learner is working towards achieving her primary and secondary learning targets. Today, my focus learner will continue to use SQ3R to learn about the third stage of the water cycle, precipitation, and will continue to grow and strengthen her independence along with her comprehension. Just like the previous lessons, to support her throughout the lesson, the text-to-speech software, *Read and Write Gold*, which has been helpful will be used. *Read & Write Gold* will be integrated and visual, bodily-kinesthetic strategies and technology will be incorporated into the lesson. The assessment data from the second lesson resulted in my focus learner asking 2 questions out of the forty-five minute one-to-one period. During independent practice, she completed 3 steps independently and needed 2 prompts for 'questioning' and 'reciting.' Once again, she answered 4 out of the 4 questions she composed correctly.

Content information: This lesson builds upon the first and second lessons completed in this learning segment. My focus learner was informed during the first lesson that SQ3R will help her comprehension and that the water cycle will be taught throughout the week. I feel she is gaining a good grasp on the content and, from talking with her, and reading her Exit Ticket, I know, she is finding SQ3R helpful. My focus learner learned about the second stage, condensation, during guided and independent practice as the SQ3R strategy was practiced. Encouragement to ask questions at the beginning of the lesson is always acted upon. The rationale for this learning segment is to strengthen and learn a new strategy to aid her comprehension, as stated in her IEP through repetition and practice. Precipitation, the third stage, is a new topic, which is on her grade level; however, the text will be adapted to her current reading/comprehension level. Therefore, the developmentally appropriate text, *Earth's Water Cycle* by Amy Bauman and an article will be used to teach the third stage. By the end of this lesson, my focus learner will achieve the objectives and be closer to attaining the learning targets.

Learning Targets:

1. After using questioning, surveying, using *Read & Write Gold* to read, reciting after each section, and reviewing the answers, my focus learner will successfully comprehend the text and commendably complete her SQ3R page with follow-up activities.
2. My focus learner will use appropriate social communication when she is confused during the reading comprehension sessions and she will recognize that she needs help and will confidently and independently seek out and request help when needed.

IEP Goals: Reading Comprehension Goal 1. When given a narrative text and/or specific informational text from my focus learner's content specific area, my focus learner will answer questions about the text that tests for understanding (e.g., asked to retell a story, indicate key ideas, identify specific details) with 80% success on 2 consecutive occasions.
Social/Emotional/Behavior Goal 2. My focus learner will independently seek out and request help when needed with 90% success over 1 week.

Standards:

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- CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
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New York State Intermediate Science Core Curriculum – Standard 4:

- 2.1j Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.

Objectives:

1. Without prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 4 out of the 5 steps independently.
2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 100% of them correctly with minimal prompting.
3. With minimal prompting, my learner will seek out and request for help by asking questions as needed with 95% accuracy.

Communication Skill- Comprehension: Throughout this lesson, my focus learner will demonstrate her comprehension of the text by asking and answering questions using the SQ3R method. My focus learner will compose her own questions through the SQ3R method. The learner will use the text-to-speech program, *Read & Write Gold* since she struggles with reading and this will aid her comprehension, furthering her to ask and answer questions she composed. By listening and following the text independently, my learner will need to reach out and ask questions if needed because I will not be prompting her along, which will help strengthen her communication skills. *Read & Write Gold* is used during guided practice and during independent practice. She will use her checklist to ask herself, “Did I survey?” “Did I form questions?” “Did I read?” “Did I orally recite each section of the text?” and “Did I review my answers and answer any incomplete questions?” If needed, I will point to the checklist to provide a gestural prompt for the learner to seek help.

Vocabulary Key Terms: survey, question, read, recite, review, precipitation.

Orientation/Engagement/Motivation: In order to activate prior knowledge, I will ask my focus learner what two stages of the water cycle we have learned about so far and what we know about those two stages. After she answers, I will briefly go over the two parts and introduce that today we are going to be learning about the third stage, precipitation. Then, the focus learner will be asked what is the comprehension strategy we have been using and how can it help her as a learner? She will also be asked why do we use the split page strategy during SQ3R? Finally, the experiments and specific questions that have been learned will be reviewed. My focus learner will play a matching game. All cards will be flipped so the words are not seen and the learner needs to get a matching SQ3R word with its definition. For the questions she is unsure of, we will briefly review so during instruction, she understands the purpose. I will remind and encourage the learner to ask questions when she needs help and to please stop me at anytime if needed.

Presentation/Explicit Instruction/ Exploration/Expression/Guided Practice During instruction, I will discuss with my focus learner that we have been using the text, *Earth’s Water*

Cycle; however, you do not only have to use books in order use SQ3R and that SQ3R can be used with any type of text. Today, we will use an article on precipitation in addition to the textbook. Since this is the third lesson, I will be minimizing my “think aloud” SQ3R approach. Instead of forming questions, reading, and answering the questions, I will skim through the article and “think aloud” each step I need to go through. Then, I will have my focus learner skim through the text, form questions, using split page paper, and then I will read aloud to her each paragraph. After each paragraph I will stop, so the learner can explain to me what she read and she will check to see if she answered any of her questions. During this process, as my learner has been, she will use her checklist. After she completes the guided practice, my focus learner will be engaged in an experiment called “Making Rain.” I will have a glass jar with hot water. I will then take a plate and place it over the jar with three ice cubes. A couple of minutes later, my learner will be able to see “rain” fall into the jar. My learner will be asked why this is happening and I will give her a clue saying it relates to condensation. There will be a brief discussion as we watch the precipitation fall.

Independent Practice/Feedback/Application: During independent practice, the focus learner will use the SQ3R method to continue reading the section about precipitation in *Earth’s Water Cycle*. As practiced, she will use the text-to-speech program, *Read and Write Gold*. There will be a checklist provided to guide each step and for my learner to self-assess. I will not scaffold her throughout the SQ3R process because my objective for her is to apply the SQ3R completing a minimum of 4 out of the 5 steps independently. However, because my goal for my learner is for her to seek out and request for help by asking questions as needed with 95% accuracy, if she realizes she needs help and seeks that help, I will guide her in the right direction. Finally, the focus learner will explain her process through SQ3R and review what she has learned in order to check for understanding.

Closure: The focus learner will be given a paper snowflake to write all the facts and any vocabulary words she has learned during this lesson. She will also be encouraged to write any questions on the snowflake, if needed. I will then use a yarn ball to ask specific questions in regards to evaporation, condensation, precipitation, and the SQ3R method. Using this “catching” approach will keep my learner attentive, and it makes her comprehend what I am asking her quicker in order for her to give me an answer to toss the ball back to me. This is a fun, kinesthetic approach to reviewing what was learned. The focus learner will then reflect on her learning as she fills out an Exit Ticket. She can circle the smiley face that best applies to how she feels in regards to seeking help when needed and how she feels about SQ3R.

Assessment: There will be formative and summative assessments in this lesson. Summative assessment will be used to see what has been improved upon in the second and third lesson and, even looking at the first lesson to see her growth from the very beginning. These lessons will be compared using the “Formative Assessment Checklist For Independent Practice” to measure the primary learning target and the “Seeking Out & Requesting For Help Chart” to measure the second learning target. Her questions/answers and notes from the independent practice will be a form of formative assessment. In addition, the various activities, such as the snowflake, yarn ball review, and the Exit Ticket will also be formative assessments to indicate if the lesson objectives were met. My focus learner will also engage in self-assessment as she uses the checklist during independent practice and during closure as she fills out her Exit Ticket.

Materials: *Earth’s Water Cycle* book, Laptop: *Read and Write Gold*, Yarn Ball, Paper Snowflake, Checklist, Exit Ticket, Ice, Jar, Hot water, Plate, Three ice cubes, Vocabulary index

cards, Paper, Pencil, Seeking Out & Requesting For Help Chart, Formative Assessment Checklist.

Lesson script: “Good Morning! Let’s review what we have learned before we start today’s lesson. What is the second part of the water cycle we learned about in our last lesson? ... Great, condensation. Today we will be learning about the third stage of the water cycle. What is our reading comprehension strategy we always use? ... SQ3R, good! Why do we use SQ3R? ...What do we do to our paper and why?.... So if we think back to evaporation, the sun shines down on the earth’s surface, 80% of it is being _____? ... Right, the ocean. The heat turns it into vapor water and as it goes up into the atmosphere, it evaporates. The higher it goes the cooler the temperature is and then the air can’t hold it any longer and that is what forms the clouds. How heavy is a cloud? It is light and heavy? ... It’s as heavy as a jet! That’s pretty heavy. What about the experiment we used with condensation? ... When we filled the empty glass that had ice with water what happened? ... Condensation formed on the outside... Was it because there was a hole in the cup? ... No, it’s because of the air. (5 min) Now, here are index cards with each vocabulary word for SQ3R and we’re going to play a matching game. I’m going to flip the cards so you can’t see the words or definitions and you need to find the matching pieces. Nice job. Now, we will be learning about the third part of the water cycle, which is precipitation. What is precipitation? ...There are three forms of precipitation: hail, rain, and snow. Here is our new vocabulary index card and the definition of precipitation is: ‘water that falls to the earth from the atmosphere.’ (3 min) ... So we have been using SQ3R with our text, *Earth’s Water Cycle*, however, you do not have to use SQ3R for books and you can use it during your everyday life, outside of school, which is a helpful tool to have. What do you read outside of school? ... Articles, newspapers, and magazines... these are texts that can be used with SQ3R. So today, we will be reading an article on precipitation using SQ3R. (2 min) I’m going to first orally explain the SQ3R method and I’ll read it aloud and you’re going to go through it. Okay? So what is the first thing I should do? ... Skim through the text. So let me get out my _____...checklist! So first I know I am going to survey, so I will look at the pictures, headings, bolded words... While surveying I will form questions ... “Snow flurry”... Well what is a snow flurry? So I’m going to form questions. As I read through each paragraph, I’m going to stop, recite and see if I have any answers to my questions. Then after reading, I will check to see if I answered all of my questions and then out loud I will read my questions in complete sentences to review (3 min). You may begin! ... (10 min) Great job. After learning about precipitation, we’re going to make it rain in this glass jar. In this jar is hot water. Let’s put this plate over it, and three ice cubes on top. If we wait a couple of minutes, what do you think will happen? ... Water will drip from the bottom of the inside of the plate. Why does this happen? ... It’s because of condensation...(5 min) Now we’re going to go back into our text, *Earth’s Water Cycle*, and you are going to use this section on the right hand side to practice SQ3R on your own (15 min) ... Finally, you’re going to fill out this snowflake. You may write any terms or anything you have learned from this lesson and even any questions if you would like... Now, when you catch the ball, I will ask a question and you may throw it back when you say your answer...What does ‘S’ stand for in SQ3R? What are the three R’s in order? What is precipitation? Great! You can fill out your Exit Ticket now.”

Lesson 4

Pre-planning information: During this lesson, since pre-assessments for classes are completed, we will return to the library to finish our final reading comprehension lesson on the water cycle. This will be at the same table, away from the windows, due to my focus learner's sensitivity to light. In our third lesson of this learning segment, my focus learner practiced the reading comprehension strategy, SQ3R, asked and answered questions using the SQ3R method, seeking help if needed. My focus learner is close to achieving her primary and secondary learning targets. Today, my focus learner will continue to use SQ3R to take what she has learned about the three stages, evaporation, condensation, precipitation and SQ3R and apply her knowledge to learn about the final stage of the water cycle, accumulation. She will continue to practice comprehending and seeking help when needed. Just like the previous lessons, to support her throughout the lesson, the text-to-speech software, *Read and Write Gold*, which has been beneficial throughout the lessons that have been completed. *Read & Write Gold* will be integrated and visual, bodily-kinesthetic strategies and technology will be incorporated into the lesson. The assessment data from the third lesson resulted in my focus learner asking 3 questions out of the forty-five minute one-to-one period. During independent practice, she needed 1 prompt. This lesson should be a review of what she has learned, practicing SQ3R, and displaying what she knows, along with gaining information about accumulation.

Content information: This lesson builds upon the first, second, and third lessons completed in this learning segment. My focus learner was informed during the first lesson that SQ3R will help her comprehension and that the water cycle will be taught throughout the week. Throughout the learning segment, my learner has learned how to apply SQ3R to read and learn about science content. She is also aware she can use the SQ3R strategy with any text. The rationale for this learning segment is to strengthen and learn a new strategy to aid her comprehension, as stated in her IEP through repetition and practice. This lesson will demonstrate how far she has come since the first lesson and check that SQ3R has not only benefitted her, but determine if she will continue to use it after this learning segment. Accumulation, our final cycle, is a new stage, which is on her grade level, however, the text will be adapted to her current reading/comprehension level. Therefore, the text, *Earth's Water Cycle* by Amy Bauman will be used to teach the final stage and to wrap up the learning segment. By the end of this lesson, my focus learner will hopefully have achieved the objectives and the learning targets.

Learning Targets:

1. After using questioning, surveying, using *Read & Write Gold* to read, reciting after each section, and reviewing the answers, my focus learner will successfully comprehend the text and commendably complete her SQ3R page with follow-up activities.
2. My focus learner will use appropriate social communication when she is confused during the reading comprehension sessions and she will recognize that she needs help and will confidently and independently seek out and request help when needed.

IEP Goals: Reading Comprehension Goal 1. When given a narrative text and/or specific informational text from my focus learner's content specific area, my focus learner will answer questions about the text that tests for understanding (e.g., asked to retell a story, indicate key ideas, identify specific details) with 80% success on 2 consecutive occasions.

Social/Emotional/Behavior Goal 2. My focus learner will independently seek out and request help when needed with 90% success over 1 week.

Standards:

New York State Common Core for English Language Arts and Literacy

- CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

New York State Intermediate Science Core Curriculum – Standard 4:

- 2.1j Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.

Objectives:

1. Without prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 5 out of the 5 steps independently.
2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 100% of them correctly without prompting.
3. My learner will independently seek out and request for help by asking questions as needed with 100% accuracy.

Communication Skill- Comprehension: Throughout this lesson, my focus learner will demonstrate her comprehension of the text by asking and answering questions independently using the SQ3R method. My focus learner will compose her own questions using the SQ3R method. She will use the text-to-speech program, *Read & Write Gold* since she struggles with reading and this will aid her comprehension, furthering her to ask and answer the questions she composed. By listening and following the text independently, my learner will need to reach out and ask questions if needed because I will not be prompting her along, which will help strengthen her communication skills. *Read & Write Gold* is used during guided practice and during independent practice. She will be given a checklist for support, however, she should already know to ask herself, “Did I survey?” “Did I form questions?” “Did I read?” “Did I orally recite each section of the text?” and “Did I review my answers and answer any incomplete questions?” I will not prompt the student to ask questions so she can independently seek help, however, the checklist will be a natural cue.

Vocabulary Key Terms: survey, question, read, recite, review, accumulation.

Orientation/Engagement/Motivation: In order to activate prior knowledge, I will ask my focus learner what the three stages of the water cycle are that we’ve learned so far and what we know about those three stages. She will also be asked, “What have we been using to learn about the water cycle?” After she answers, I will briefly go over the three parts and introduce that today we are going to be learning about the final stage. Then, the focus learner will be asked, “If you were a teacher, why would you have your student use SQ3R?” I will then show my focus learner the diagram of the water cycle. On each stage, there is a sticky note covering the answer to which stage it is. My focus learner will write on each sticky note the stages she has learned. When she

gets to the final stage, I will inform her that we will be learning about accumulation. I will inform her as I pull out our vocabulary index card that accumulation is: “the runoff from hills and mountains, and the water then accumulates back into lakes, rivers, and oceans.” If the water ends up on land, where there is no close body of water, the water will soak into the earth and become ground water that plants and animals use. I will finally ask my learner what has been her favorite part of the cycle that she has learned so far. After she answers, I will share with her that precipitation is my favorite. Then, I will go on www.weatherchannel.com and show her how she can look up the precipitation in her home area, in order to relate to her own life and engage her in technology.

Presentation/Explicit Instruction/ Exploration/Expression/Guided Practice: Since this is the final lesson, I want to see what my focus learner has learned and how she takes the skills she has learned to teach herself about accumulation. I will first ask my focus learner to explain to me what she needs to do in order to complete SQ3R, checking for understanding of every step. She will be able to refer to her checklist as a guide. After every answer she gives me, I will ask her a follow up question. For example, if my focus learner states, “I first need to skim the text,” I would ask her, “What specifically would you be looking at while you skim?” Once she is finished explaining how to use SQ3R and I make sure everything is accurate, I will give her the book, *Earth’s Water Cycle* to read the first section about accumulation and set up *Read and Write Gold* for guided practice.

Independent Practice/Feedback/Application: During independent practice, the focus learner will use the SQ3R strategy to read the section about accumulation in the text, *Earth’s Water Cycle*. As practiced, she will use the text-to-speech program, *Read and Write Gold*. There will be a checklist provided to guide her for each step and for my learner to self-assess. I will not scaffold her throughout the SQ3R process because my objective for her is to use this strategy independently. My learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 5 out of the 5 steps independently. My learner will independently seek out and request for help by asking questions as needed with 100% accuracy. After my focus learner completes all steps to complete SQ3R, without looking at her answers, I will ask her to explain to me what she read.

Closure: I will bring my focus learner’s attention back to the sticky note diagram. She will fill in where accumulation belongs and then will take the sticky notes off to check her answers from the beginning of the lesson. For any questions that she got wrong, she will put the sticky note in the right spot by looking through her notes. I will guide her if needed. Then, she will use the diagram (visual guide) to explain the four stages of the water cycle. After the diagram, the learner will be given two written assignments that she gets to choose from: 1. Suppose you’re a drop of water in the cloud, write a story about your experience as you continue your travel through the water cycle. 2. Use what you have learned to write a short poem about the water cycle. Use at least three of these words in your poem – evaporation, condensation, precipitation, accumulation, snow, rain, and/or cloud. Our paper index card vocabulary words throughout the lessons will be laid out just in case she needs to refer to a definition or in case she needs help with spelling. After the focus learner chooses and finishes her written assignment, the focus learner will then reflect on her learning as she fills out an Exit Ticket. She can circle the smiley face that best applies to how she feels in regards to seeking help when needed and how she felt about SQ3R. Finally, I will ask my learner what she thought of the lessons, how she feels about using the SQ3R method and if she thinks she would like to continue using this reading comprehension strategy during other academic subjects. This feedback from my focus learner will be beneficial in that, as a future teacher, I can use it to

reflect on how I would teach this learning segment differently, what would I change, and how would I teach it differently.

Assessment: There will be formative and summative assessments in this lesson. Summative assessment will be used to see what was improved upon by looking at the progress made starting from the first lesson to the fourth lesson. To compare, I will use the “Formative Assessment Checklist For Independent Practice” to measure the primary learning target and the “Seeking Out & Requesting For Help Chart” to measure the second learning target. Further, there are various activities that will be formative assessments that indicate how the lesson objectives were met. Filling in and completing the diagram, the written assignment, discussion, and the Exit Ticket will all be components of the formative and observational assessment for this lesson. I will check formative, summative, and observational assessments to see if the focus learner met each objective. My focus learner will also engage in self-assessment as she uses the checklist during independent practice and during closure as she fills out her Exit Ticket.

Materials: *Earth’s Water Cycle* book, Laptop: *Read and Write Gold*, Checklist, Exit Ticket, Vocabulary index cards, Paper, Pencil, www.weatherchannel.com, Diagram, Sticky notes, Water Cycle Diagram, Written assignments, Seeking Out & Requesting For Help Chart, Formative Assessment Checklist.

Lesson script: “Good Morning! Before we move on to our last lesson on the water cycle, let’s review! What are the three stages of the water cycle we have learned and what do we know about those three stages?” ... “What have we been using to learn about the water cycle?”... “Great, so there’s evaporation, condensation, and precipitation”... “Today we are going to be learning about the final stage in the cycle but first, if you were a teacher, why would you have your student use SQ3R?” ... “Here is a diagram of the earth’s water cycle and the various stages we have been learning about. On each cycle, there is a sticky note covering the answer to which cycle it is. Label what you think each part is and at the end of the lesson, we will go back to check your answer.” (5 min) “The stage you just pointed to is the final stage, accumulation. Let’s check our vocabulary index card to see what the definition of accumulation is” ... “Accumulation is the runoff from hills and mountains, and the water then accumulates back into lakes, rivers, and oceans. If the water ends up on land, where there is no close body of water, the water will soak into the earth and become ground water that plants and animals use. We’re now going to learn more about it. Before we begin to read to learn about accumulation, what is your favorite part of the cycle that you have learned so far?”... “Precipitation is my favorite! I’m going to quickly go onto the website, www.weatherchannel.com and show you how to look up what the precipitation is going to be each day.” (5 min) “Let’s pretend that you’re now the teacher and I am the student. Can you explain to me what we need to do in order to learn about accumulation by using the SQ3R strategy? Just explain it orally; you do not have to write anything down yet.” (10 min) “Great! So now, using what you said you are going to use SQ3R to read the selected text about accumulation. You can do this - you have accomplished this in your previous lessons. You may begin!” (20 min) “Nice, so let’s go back to our water cycle diagram and fill in the last stage of the water cycle. Where do you think accumulation goes in the cycle?” ... “Now you may take off the sticky notes and check your answers” ... “Can you explain to me each cycle by using your fingers to point to each stage on the diagram?” “Now, I will give you two options in regards to a written assignment. I will read both aloud...” “Finally, you may fill out your Exit Ticket and then we will have a discussion on what you thought about SQ3R and the lessons” (5 min).

