Candidate's Name:Gitty Feldman
Grade Level:4
Title of the lesson:Improving fluency by focusing on decoding
Length of the lesson:40 min

Central focus: Decoding-Word recognition
The focus of this lesson is to teach the student strategies to decode words she cannot read. This will in effect help her with fluency and comprehension

Knowledge of students to inform teaching:
Phonemic awareness, phonological awareness, letters and alphabets, decode common and simple words
Student is struggling with fluency because of decoding issue

Common Core State Standards
CCSS RF 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multisyllable words.
d. Read grade-appropriate irregularly spelled words.
CCSS RF 3.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding

Support literacy development through language

- Language function- retell, summarize, sequencing,
- Key learning task- students will be able to retell in the correct order
- Language demands- students will retell (orally) and write a summary in an orderly fashion.

Learning objectives

1. Student will apply new found strategies and decode multisyllabic words when necessary.
2. Student will read with sufficient accuracy, fluency and understanding

Formal and informal assessment

Formal assessment: At the end of lesson I would complete a running record and check for accuracy rate, fluency and lastly comprehension.

Informal Assessment: a. during reading I will ask questions to ensure comprehension.
B. we will summarize the decoding strategies on the board.
C. each student will share with the class which strategy helped her.

Instructional procedure:
Begin with word-attack strategies that will help students decode, pronounce, and understand unfamiliar words. They help students attack words piece by piece or from a different angle. Tell student that the there are 7 good reader strategies and we will be learning 2 today. Each strategy corresponds to an animal and is very kid friendly- this gets the students hooked and eager to learn. With each strategy that we learn students receive their own little beanie animal.

1. Chunky Monkey- look for word chunks- look for smaller words that you can read inside larger words. Students get beanie monkey.
2. Stretchy Snake- s-t-r-e-t-c-h it out! Stretch out the sounds in the word and then put it together to say the actual word! Students get beanie snake.



Hang up these two stencils (from the picture) on the wall so that students can always refer back to the strategy.
Read Aloud: On smart board have two sentences with a hard word in each. Turn on Microsoft reader, this gets students excited. Reread the sentences and model good reading and go back and explain how to use chunky monkey and stretchy snake.
Shared Reading: Introduce students to book we will be doing together. Explain that you wish to see them use these good reader strategies to help them with difficult words.While students use highlighter to highlight words they can not read on their own, read the first few pages together. Ask questions to ensure comprehension. Ask girls to share which words they highlighted and work through with class as a whole, which strategies can help decode.
During the Guided Reading phase- students read with teacher and assistant walking around. If student has difficult time reading she claps her hand, teacher comes to help her out- and

discusses which strategy she can use.
Students read the end of the book independently. Ask the girls how the independent reading went. Did they use any strategies? Ask students to share. Students who used that same strategy should lift that animal beanie.
Activity: 1. Students reread the book and time themselves to practice fluency.
2. Do a class competition by setting timer and see which student will finish first.
3. Ask students to spell a word they wouldn't really know. Tell them to use these strategies like stretchy snake and see if it helps them.
Review the book by asking students to retell some of the events- this is a good way to informally assess their comprehension.
Students should write a summary on a hand out that shows first event first etc.
After teaching all 7 strategies, i will do a formal assessment- running record.

Instructional resources and materials used to engage students in learning.

Beanie animals to introduce strategies
Little timers for students to practice fluency
Microsoft Reader
Smart board

Reflection

Instruction supports learning for the whole class since it caters to multi style and multi level learners. The instruction includes visual/ audio and hands on aids. Also, for the struggling student there is an assistant walking around for the gifted student the competition gives her a chance to shine.
I would consider focusing more on comprehension.