

Lesson Planning Matrix

Integrated Activities	Module 1	Module 2	Module 3	Module 4	Module 5
Reading Encounters	Magazines — Enjoyment	Newspapers — Enjoyment and Keeping current	Materials found at home and work— Real life reading	Student Story: Student-Dictated or Student-Written Text— Bridging the gap between the text and the reader	Timeless/Ageless Literature for children and adults— Enjoyment Poem Predictable text
Reading Material	* National Enquirer Large Print Guideposts Voices Choose an article that involves someone in a work situation	Sale Flyer Article Job Ad Ann Landers * Horoscope	Telephone Book TV Guide Recipe Bible Safety Instructions Bulletin Board Announcement * Directions at the Laundromat	About a visit or trip, about something one of the kids did, about dreams or plans, about neighbors getting along, about a favorite tv show, etc. Rather than stories, students can dictate sentences for magazine pictures the student has selected	Comic Books Children’s Storybook (general or math focus) * <u>In a Dark Dark Wood</u> * <u>The Doorbell Rang</u> (Both are examples of patterned and predictable language texts.)
Material	National Enquirer	Horoscope	Directions	Student Story	Woods/Doorbell
Engagement with the text: Pre-reading	Looking at the picture and asking questions about it, questions that might be answered in the reading	Making predictions when told it will say something about money, friends, and love life (based on what is usually said in horoscopes)	Predicting questions that will be answered in the directions	Connecting what will be written/dictated to prior reading and writing/dictation done; Examples of stories by other students (Voices)	Sequencing before reading
Whole Learning Reading Activity	Listen to someone read in person; Look at the text and tell what you notice: words that begin with the same letter, words that are repeated, words that end the same, etc. Listen to the selection again, paying attention to what was “noticed”	Listen to the taped version and read along	Echo read with a tutor	Read along with an able reader - duet reading	Shared reading of very predictable text with fade-out by the teacher
Key Activity	Reading sentence captions; Matching headlines to the stories listened to; Writing better headlines	Completing sentence frame activities, e.g., My horoscope says I should ____. My horoscope says I should ____. My horoscope says I should ____. Use the sentence frames for more reading practice	Rewriting the directions into complete sentences; Rewriting to make clearer; Reading to “do” the aspects of the directions could be simulated; Writing a set of directions for someone to follow	Writing and reading of the story; re- reading for fluency; re-reading for adding details	Completing a copycat story for In a Dark Dark Wood, using the same general plot * something different seen in the box * for a setting other than the woods
Material	National Enquirer	Horoscope	Directions	Student Story	Woods/Doorbell

Word Study	Making Words (See Book A of the Literacy Resource Series) For the key word: train a at (bat, fat) rat ran (man, ban) rain train (grain, brain)	Tracing, Air-Writing; Copying the words onto flash cards; Making a class Word Wall	Be the Word (students arranging themselves in order, according to the sentence word held)	Basic Sight Word Learning Strategy 1) letter manipulation; (cutting the letters of a word apart and reconstructing the word) 2) letter stamps	Word Sorts/ Word Families using <u>dark</u> (adding to the students stack of word cards from other lessons) car stop arm sale dad Darling kick Darnell dinner heart open beans
Writing Focus	Writing a list of the words made during the Making Words activity.	Word Study activities are writing-focused (Copying the words onto flash cards)	Writing the sentence in the Be the Word activity and making key word substitutions (so as to have several sentences with the same basic structure) Other writing activities noted under Key Activity	Learners can copy the tutor's dictation in their own handwriting or use the computer for typing	The already mentioned Copycat story as the Key Activity ; Construction of a blank journal with journal writing of (1) a key thought about the material read or (2) a key thought about the learning process of the activity; with either the encouragement to underline or write-the-first-letter-and-draw-a-line for unknown words
Material	National Enquirer	Horoscope	Directions	Student Story	Woods/Doorbell
Math Strategy	Draw a Picture: Story Problems	Use Manipulatives	Estimate	Memory Tricks	See a Pattern
Math Activity	Make sure the story used has something to do with numbers, an article for which a math story problem could be composed and drawn	Bag of blue chips and a bag of red chips How many horoscope comments were positive, how many were negative, how many more positive ones were there than negative ones More than One	Known quantity of weight compared to a bag of unknown weight 100 gram bean bag and ? bean bag: hold and estimate the weight (lot heavier; little bit heavier, same, little lighter, much lighter) Tie to amount of detergent	Just like sight words need to be memorized because they're difficult to sound out, some number facts need to be memorized — but there are "tricks" to help you remember them Practice basic addition facts on the Internet: http://mypage.direct.ca/i/ironside/addfacts.html	Look at the pattern in "The Doorbell Rang" and make the same pattern beginning with a different number
Cooperative Learning Activity or Cooperative Nature of the Previously Mentioned Key Activity	The question generation activity is a group activity; one idea sparks another Other more able readers can read this article on their own with an all-class discussion at the end of class	Each person in the group has a different horoscope; combine ideas from them for the math activity	Students or groups of students exchange directions and do what the other person or group has directed and evaluate one another's directions	Individual student stories are collected into an anthology; authors can autograph their contributions in others' copies More able students take this learner's dictation as they practice their own spelling skills	Students could work in pairs to complete the activity; pairs could compare their sequencing efforts
Material	National Enquirer	Horoscope	Directions	Student Story	Woods/Doorbell

<p>Technology Integration (as a student activity or teacher resource)</p>	<p>Word-focused computer programs, e.g., <u>Word Attack 3</u>; <u>Triple-Play Plus</u></p>	<p>Teacher use of the Internet to locate background information horoscopes to share with students; students can be shown how to search for this info - however, they'll need a reader for assistance</p> <p>Use of a calendar program to chart horoscopes for an individual; can also keep track of other important things to do</p>	<p>Teachers sharing their lesson and student response on the ABE ListServ to share something that went well, to get feedback from other teachers about their lesson, to get lesson ideas from other teachers about using reading-for-life materials</p>	<p>Students can use a word-processing program to make their own personal copy of their story with the revisions for adding more detail.</p> <p>Read the Word Processing article by Jane Laidley</p> <p>http://www.otan.dni.us/webfarm/alt/wp&w.html#wp&wp1</p> <p>Use of clip art programs</p>	<p>Read "Storybook Readers" computer stories (Discis programs; Reading Magic Library; Broderbund Storybooks); adult focus - read with own children; evaluate which would be enjoyable for their children; adding an adult perspective)</p> <p>Web address of Reader's Theaters - plays to "perform" without memorizing</p>
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<p>Employability Skills Focus</p>	<p>Discuss <u>characteristics of a good employee</u> from the perspective of the employee, the employer, and an objective source</p> <p>For students having a difficult time with perspective, try reading "The True Story of the Three Little Pigs" - full of adult humor</p> <p>Circle words on an <u>employment form</u> that you CAN read</p> <p>Select 5 words from the form to add to work on; make word cards for them</p>	<p>Discuss horoscopes in terms of luck vs. hard work; discuss barriers to the good predictions in the horoscope coming true and how to minimize these barriers; relate to <u>barriers that might keep you from being a good employee</u> and how these might be overcome</p>	<p>Cooperatively <u>getting along</u> with others on a project as an important skills in the workplace: make the direct tie when having students work first in pairs and then give feedback as two pairs together</p> <p>Look at <u>job ads</u> in the paper and write them out in complete sentences; evaluate the skills you possess and don't possess to meet the qualifications (like evaluating the clarity of the directions)</p> <p>Related to directions is the use of recipes; a recipe database exists at http://www.kn.pacbell.com/wired/bluewebn/fr_Vocational.html</p>	<p>Set <u>goals</u>, e.g., for rate of reading with repeated reading of the story and for accuracy on the 3rd or 4th reading; make the tie to setting personal goals and work goals</p> <p>Look at money goal: how much is earned when keeping the same job for 6 months as opposed to having 4 jobs in 6 months with days/weeks off between jobs (Also provides math practice!)</p> <p>Use "Project Self" lesson plan on developing a positive attitude each day, on becoming assertive, on presenting a positive image for job interview http://achron.educ.kent.edu/Midwest/Resc/Kansas/psplans.html</p>	<p><u>Job shadow</u>: what is the pattern of the employee's day?</p> <p>What do you remember about the experience that was already familiar to you?</p> <p>What did you learn that was new?</p> <p>Patterned sentences could be written about the experience to compare two different job shadowing experiences</p> <p>Could also teach the job skill of comparing and making choices</p>
<p>Material</p>	<p>National Enquirer</p>	<p>Horoscope</p>	<p>Directions</p>	<p>Student Story</p>	<p>Woods/Doorbell</p>

Independent Learning	Students look at the article that was read to them a final time and circle all of the words that they know	Students copy new words to learn onto their individual word walls (manila folders)	Sentence Strips (putting the cut-up phrases of the sentence into order; putting the cut-up individual words of the sentence into order — activity could be self-checking)	Stories can be reviewed and reread to open each session. If pictures are taped to a sheet of paper with the sentence recorded below, the student can practice reading. The picture can be cut from the text and the students can match. Both activities can be self-checking.	Students can come up with their own criteria for grouping two or three of the words from their stack of word cards together.
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