

## INTERVENTION LESSON PLAN

**RESOURCE:**

What resources did you use for this plan (TRS, AFRI,ect.)

School resources

**LESSON NAME/TARGET/PAGE:**

What is your focus: Increase the ability to recognize words and sounds.

**TARGET STANDARD(S):**

4.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context.

**ASSESSMENT(S):**

Pre-assessed using K-TEA/informally assessed orally

**MATERIALS:**

Street sign match-up puzzle (2 pieces- one with symbol, other with words)

**STEP-BY-STEP LESSON PLAN:**

I do: read the word CD is not able to read.

We do: write out word on table and divide it up by syllables or phonemes (depending on complexity of word) and read the word in parts, then combine the parts.

You do: CD reads the word on his own.

## REFLECTION PART I

Name the assessment tool, and explain the analysis results that identified the 'need/goal' and the rationale for your lesson/intervention.

Being able to look at CD's IEP, I know that street signs and symbols is also a part of his goals. This allows for me to word on two goals at once. CD is also a Gestalt learner, meaning he learns through seeing the whole, then breaking it down. This results in CD

Assessment Tool: Seeing that this is a short oral assessment, there is no formal assessment being used, instead I am informally documenting words CD struggles with and working to improve those, and seeing improvements when we do the activity again.

Analysis Results: CD has made gains in recognizes frequently seen words, in particular, words that pertain to safety. In doing this activity multiple times a week, he is able to recognize words immediately that he did not know before. At times, he needs a reminder to look at a word again more closely. There are still some words he needs help breaking down to sound out, but he has made gains.

Intervention: I think this intervention has gone well. CD has made gains in the area of word recognition, and has been increasing he skills in breaking down words and putting them back together. CD needs multiple lessons in order to grasp a skill and truly understand expectations, and I am impressed at the gains he's made since starting, especially knowing some of his past learning experiences.

## REFLECTION PART II

Respond to the prompts below and please be specific and provide examples

**Teacher Success:** What went well in *your planning* and **preparation** OR what will you change? I'm really glad I chose something that CD was familiar with and able to understand and build from that, rather than starting fresh with something he didn't understand. I probably should've broken apart some of the words into their most connecting sounds before teaching him, because some of the words I did not break apart in ways that I should've and ended up re-writing them.

**Student Understanding:** What is the evidence of student understanding or needs more time?

CD has a diagnosis of ASD and is in an intellectual disability classroom throughout most of the day. His learning takes more time than the average students and needs repeated lessons to truly grasp a concept, which I think is due to his leaning towards the Gestalt learning style. What is nice about this learning style is that once he knows something, he has a hard time forgetting it.

**Next steps:** What standards will you continue to target and/or what new standard to target? How will you do this? What are your instructional moves?

I think it's important for CD at this point to continue working on standard 4.F.8. and we can move forward once he has this mastered.

## PICTURES OF INTERVENTION

Insert pictures as evidence of your plan

