**Activity 7.18 – Let Me Start It**

*Apply Your Knowledge*

Workbook



How *Let Me Start It* works:

* The goal is to improve the lesson using guidance from the checklists
* I’ll begin the process of improving the lesson
* You will finish the process
* I’ll return to discuss my thinking with you

Context:

* Ms. J teaching a 2nd grade small-group lesson on high-frequency word reading
* Students receive small-group reading instruction 5 times a week for 30 min.
* The teacher is currently implementing a program with fidelity, but students are not meeting aim lines on progress monitoring measures (see the lesson page from the program on the next page)
* The School Data Team is meeting next week to decide how to adapt this intervention along the *explicit instruction principle use* dimension of the taxonomy of adaptations – with a specific focus on the *Supporting Practices*

***High Frequency Words: Lesson 16***

Objective: SWBAT read *group* and *example* within 1 second

New Words: *group, example*

**Today we will learn two new words: *group* and *example*.**

**The first word is *group*.**

**What’s the word?**

**Spell *group.***

**Write *group* on your white board.**

**What’s the word you wrote?**

**The next word is *example.***

**What’s the word?**

**Spell *example*.**

**Write *example* on your white board.**

**What’s the word?**

Practice Activity

(Add *group* and *example* to the word card pile. Shuffle the cards and present them to students one at a time. Students should read the word quickly.)

(Move to the next part of the lesson when students can correctly read the word within one second.)

*The methods used to elicit a response do maintain or check accuracy of processing. The teacher often asks students to repeat the word. Then, the teacher asks each student to practice reading words. During this time, she checks for accuracy of processing.*

**Checklists for the Supporting Practices**

Image result for green check markThe methods used to **elicit a response** should:

* Maintain or check accuracy of processing
* Match the learning outcome

*The methods used to elicit a response during the “new words” part of the lesson do not match the learning outcome. The learning outcome is that SWBAT read group and example within one second. Spelling those words, though also important, does not directly match nor support the learning outcome of reading the words. Rather than having students spell the word, the teacher should consider adapting the program to allow students time practicing remembering or identifying the word.*

* Match student abilities
* Match the desired response format
* Maximize student involvement

When **providing feedback**, it should be:

* Immediate: delivered as soon as possible after response
* Specific: tied directly to students’ actions

To **maintain a brisk pace**, you should:

* Move on when students are ready
* Use the other supporting practices

Based on the context provided, decide whether or not this program meets the criteria for each element of the **Checklists for the Supporting Practices**.

* If the program lesson does meet the criteria, explain why.
* If the program does not meet the criteria, explain how you might adapt the program/improve the lesson to meet the checklist criteria.