

Title: “Building Vocabulary”

Who: Jonathan (1st Grade Tutee)

Why: To assist Jonathan in acquiring new vocabulary words and making sure he understands and comprehends how the words fit into the story and can be used outside of the story.

Materials: Books: *There’s a Monster in the Tree* and *Little Frog’s Big Story*. Instructor created “Memory Game” and flash cards, see attached.

Bibliography: *There’s a Monster in the Tree* and *Little Frog’s Big Story*

Initiation: Prior to reading both of these books while tutoring Jonathan, I spoke to his teacher about some of the aspects of reading he should work on specifically while with me. She mentioned that while he can sound out and read the words written in the book, he does not always know what they mean. She suggested not only working on vocabulary, but questioning him while reading to see whether or not he is comprehending the words in the story and can vocalize them back to me.

At these requests, I decided to make a memory game to help with the vocabulary in each of these stories, as well as flash cards to work on the comprehension and critical thinking that goes along with some of the words in the story that do not have a visual image to match in the game.

Interaction: Jonathan and I will interact throughout the reading of the two books. We will sit side by side in our own chairs at a desk. I will follow along by underlining each of the words while he read. Both books will be read over a period of two tutoring sessions. On the third session, Jonathan will recap both stories orally while getting visual reminders by flipping through the pages. When a particular vocabulary word we will go over is mentioned in his recollection, I will ask him to identify in the sentences where that word was written and to read it.

Afterwards, we will go through the flash cards of words that do not have visual images to match up. I will ask Jonathan to read the word and then to try to use it in a sentence. For some words, I will ask him questions or give him directions relating to that word. For example, for the word “little” I might ask, “what is the opposite of this word, little?” or “point to something in this room that is little.”

The remaining words that have a picture to match to them will be spread out over the desk and flipped over to play that matching game, Memory. Each word in the game will have a corresponding picture that matches it. Jonathan and I will bond throughout the game by trying to find all of the matches between the word and the picture.

Closure: I will bring this lesson to a close by asking Jonathan what he enjoyed most about each of the books. I will also ask him what word he enjoyed talking about most while going through flash cards. Also, I will ask what picture he liked the most while playing the memory game. I will question him on the stories we read and ask him which one he liked better and why.

Evaluation/Assessment: I will assess Jonathan’s participation based on how motivated he is to read and participate in the questions I ask of him while recalling the stories. I will evaluate his reading by observing which words he can read immediately and how he sounds out words he does not know, taking note of the words he struggles with. While asking questions about the book while reading and while recapping, I will assess whether or not he is enjoying the book or if it is boring him. In order to assess his comprehension of the vocabulary, I will pay attention to his responses when asking questions related to the words while using the flash cards and by seeing whether or not he can match the words to their images in the memory games. I will also take special note of any connections or ideas about the story he comes up with while reading. There are always bound to be a way or two their little minds will surprise us educators.

References: *There’s a Monster in the Tree* and *Little Frog’s Big Story*,

Teacher: Jacqueline Bernhardt