

## EDU 336

### Environment Plan

Students will prepare three developmentally appropriate environment plans that could help the classroom teacher enhance the concepts being targeted.

Plans will be based on the previous observation assignments as well as suggestions and discussions with the classroom teacher.

A revised SOLAR planning format will be used for planning

### Environment Plan Title: Fluency Phones

#### Materials Needed:

- $\frac{3}{4}$ " elbow joints (2 per phone) (**Home Depot: \$0.53 per joint**)
- $\frac{3}{4}$ " pvc pipe (cut into 3  $\frac{1}{2}$  in. sections) (**Home Depot: \$2.46 for 10 ft.**)
- Optional: Add colorful duct tape to middle to make it look better.
- Saw
- Cardboard box
- Paint
- Blue paper
- Print out of instructions

#### Age Group: Second Grade

#### Standards:

- 2.RL.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band\* proficiently, with scaffolding as needed at the high end of the range.
- 2.RF.4a, b, &c: Read with sufficient accuracy and fluency to support comprehension
  - a. Read on-level text with purpose and understanding
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Objectives:

- Students will utilize the fluency phones to improve their reading fluency and comprehension.

#### Learning Area:

### -Set up:

- Out of a cardboard box, I will create an old-fashioned phone station.
  - It will look realistic, like the picture below.
  - There will be two/four\*\* hooks (instead of one)
  - The hooks will hold the fluency phones on them
  - The phone station will either sit on a shelf or tacked to the wall/ bulletin board
- The phones will be made out of the pvc pipes, the elbow joints, and maybe duct tape
  - The 10-foot-long pvc pipe will be cut into 3 ½ inch sections with a \*\*\*
  - The elbow joints will be placed on both ends of the pvc pipe sections
  - It will now look like a phone, like the picture below
  - Colorful duct tape may be added to the pvc pipe for attraction

### -Introduction/Opener:

- When the material is presented, I will ask if the students have ever seen a phone booth
- We will have a short discussion about what phone booths are used for
  - “Before cell phones, people put money in them to call people and places”
  - “Some phone booths still exist in bigger cities where many people do not own cell phones.”
  - “These are beneficial for emergencies (no charger, phone dead, no one around to ask to borrow phone).”
- We will discuss purpose of fluency phones
  - “I created these fluency phones so you can read your books during small group reading time and hear what you are saying.”
  - “Do you ever read a sentence in a book and have to read it over and over because you don’t know what it’s saying?”
    - “This will help you hear what the passage is telling you”
  - “Sometimes, you read so fast that you read the wrong word in your head. This will help you hear that mistake, so you can go back and fix it.”
    - “For example, I may be reading a story really fast. In my head, I read “Tom was really happy and his mom would not be home for another hour to make supper. This upset Tom and he didn’t know what to do.”
    - “In my head, I might not have noticed that mistake at all. But when I read it out loud, I could hear it and think ‘Wait, that doesn’t make any sense. If it said Tom was happy, why would he be upset?’
    - “I can read the passage again out loud in my phone and hear “Tom was really hungry and his mom wouldn’t be home for another hour to make supper.”
    - “Then I can think ‘Oh! That makes sense now! Tom was hungry, not happy. Whoops, I made a mistake reading that word.’

- “Another reason I created these is to help you read faster and understand what you are reading. When you read in your head, you are learning how to comprehend everything in your head and make your own picture of the story, which is awesome. Keep reading in your head as much as possible. But, sometimes reading out loud to yourself helps you understand a lot better. You are learning what the book is saying in three different ways: by seeing it, by saying it, and by hearing it. Your brain can learn faster when it is using more ways to learn things.”
- How to use the phones
  - I will pass the phones around
  - “These are our fluency phones. During small group reading, you may grab one and sit by yourself with your book. You will put one end to your ear and the other to your mouth, like a phone.”
  - “When we use our fluency phones, we can hear ourselves very easily, so we do not need to talk very loud. We will read our books quietly, loud enough that only we can hear ourselves. We will not be loud because we do not want to interrupt each other’s learning.”
  - “When we are done with the phones, we put them back in the phone booth so one of our classmates can use them.”
  - “You do not have to use the phones. They are a choice. You may use them if you would like.”
  - “Last, these are a fun privilege. If we are using them to shout and talk loudly, we should not be using them. Remember, Mrs. Weninger can take them away if she thinks you are not following the rules with the phones.
  - “Does this mean I always want you to read out loud?” (no) “No. I want you to practice reading in your head too because that helps you learn how to think and problem solve inside your head. I just want you to know that this is an option to use to help you with your reading.”
- “They will be set back here in their phone booth, so use them when needed.”

-Differentiated Instruction & adaptations

- Students of all reading abilities can use these phones.
- They work for all ages, from infant through high school
- They can help young students learn phonics and increase fluency and comprehension of older students.
- If the student does not want to hold them, they can lean their head to the side and hold them with their shoulders.
- If needed, a partner can help hold the phone for the student

-Reflective questions:

- How do these make reading more fun?

- How are they helping your reading?
- Can they be used for anything else other than reading?
- What do you like about these phones?
- What do you dislike about these phones?
- Could these phones be better or made in a different way?

-Vocabulary:

- Reading Fluency: How fast we can read words
- Reading Comprehension: What we understand from what we read
- Telephone Booth: a small building where a phone is placed for people to use when needed (first created in 1881: popularity fell in late 1990s)

Assessment:

-Formative: The teacher can hear students read to themselves. He/she can hear when a student reads a wrong word out loud and goes back to fix it. He/she can hear how fluent the students are to begin with and how fluent they read by the end of the year.

-Summative: An actual summative assessment is given by the teacher and school during testing. This tests fluency and comprehension of text.

Reflection:

- These turned out so well! The students were so excited about them.
- There was fighting over them, as I expected, so I told them to use them for five pages and then pass them along to the next student. After this, there was no fighting at all.
- I decided to do some “on the fly” teaching by thinking of my own questions on the spot. I asked students if they have ever seen a pay phone before and the majority of the students never heard of it.
- Some students raised their hands, so I called on all of them so they could tell the class where they have seen payphones in their lifetime (answers: airport, Walmart, target)
- Then I explained the purpose of the payphone before we talked about the phones
- I explained to the students how important it is to read in our heads for the purpose of building thought.
- Then, I gave the example of when most of the reading groups read the word ‘hopped’ as ‘hoped’ in the story earlier in the week. I talked about how they read it out loud and knew that it sounded wrong and did not make sense. I then explained that reading out loud helps us pick up on words we read over in our heads too fast.
- We shortly discussed how reading out loud helps us read faster and understand what we are reading as well.
- Last, I set them in the reading corner and told them they may use them during reading groups, when they are silently reading.

Things to change:

- Explain the limit (5 pages and pass the phone to the next person), before telling them they may use them to prevent issues before they happen
- Classroom management (one person talking at a time)
- Pass them around (maybe)



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