

Generalization/Maintenance Lesson Plan Template

Grade: 7		Subject: Library/Technology skills	
Materials:		Technology Needed:	
Standard(s) K-5PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. (It will be assumed that the student knows how to read at some level and can interpret information at their reading level.)		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) By the end of this plan the students will be able to identify types of information that interests them By the end of this plan, the student will be able to display excitement about reading in their own way. By the end of this plan, the student will be able to question and identify when they need to find more information on a topic.			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
Entry Level			
	Set-up/Prep: Make sure students have a base understanding of reading and how to interpret information. Also I will need to identify that the student does not make motivation or excitement about reading. To prepare for this lesson, the teacher will need to prepare materials needed to help students identify their strengths and interests.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) One thing that this topic may be brought up and worked on is when a student says they hate reading and do not think that they will ever have to use it after high school or that reading is boring no matter what the subject. My response would be as follows: Reading is more useful than you can think. Over the course of the next couple of days lets try to sway your opinion and find ways for reading to become both interesting and useful throughout all aspects of your life.		
	Explain: (concepts, procedures, vocabulary, etc.) The first thing that will have to be explained is what reading all includes. One of the things that I may do as a teacher is make a chart with pictures and words under the pictures to show how reading is used even when we do not think we are reading. Things that may be on this worksheet could be traffic signs, billboards, recipes, social media, and even magazines. This activity will hopefully get students interested. I would expect that some students may think this activity is stupid and useless, but often times in that response, they will want to tell me why they think its stupid and so even in this situation they will be interested and focusing on how they can prove me wrong.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) At this point, I would probably have my student fill out an interest questionnaire so that I could get an understanding of the direction I will steer the student when helping them realize the importance of reading. For example, I should know if my student loves working with cars because then I will be able to tailor the lesson to cars and how reading books and information can be useful in their life outside of school. We could also talk about the results of the questionnaire so the student could explain their answers and maybe elaborate on the responses even more than a simple questionnaire could provide.		
	Review (wrap up and transition to next activity): To review we would again just have a conversation of all the times they are reading throughout the day even when they do not realize. I do not expect that at this point the student would be excited about reading or think it is important, but I would hope that they will leave the conversation thinking about reading. Just want the wheels turning at this point.		
Acquisition Level			
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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Include 5 different activities

1. At this beginning stage, I would first have the student walk to the library with me. Together we would search through all of the stacks with a goal of finding five books that stick out as interesting. I will tell the student that we should make sure to read the back of the book to get a good idea about the plot in the book. We will also discuss how we can see if a book is at our reading level or not. Every library is different, but from my experience, most libraries have some sort of sorting system. We could also open to a random page in the book and see if the student can understand 90 percent of the words.
2. After we find five books at the library, I would then take the student on to the internet to search for articles that also peak their interest. For example if the student is interested in music, we could find articles and web quests that require the student to read to understand their music. This activity would be useful to show the student how they can actively find reading on their own within their interests
3. When analyzing why a student may not have interest in reading may be because they are not confident in their ability to read. So one thing that could be done is to show the student that they do not need to understand every word or every sentence to enjoy reading. This can be done by taking a chapter of a book paragraph by paragraph highlighting every other word. What this could help the student with is learning how to skim and how to read faster than they may usually be able to do.
4. The next activity that we could do is have a conversation about why we should appreciate reading and why we should want to find information out in this way. I would expect that some students may say that reading is not necessary anymore because of YouTube and other video watching platforms, but to counteract that we could do a Venn Diagram comparing what information we get from reading and what we can get from watching videos. The hope from this activity is that the student will be able to understand the importance of reading even in this modern world.
5. Finally, the last part of the standard focuses on enjoyment of reading and so the last activity will focus on helping a student enjoy reading. One thing we could do is start a reading journal that is not necessarily graded. What would be expected of this student in the journal is to just jot down positives about reading as they do it throughout the school day. The expectation would be that they could find ten positive things throughout the week. The journal could help students shift their bias about reading just by having them focus on the positives instead of the negatives

Proficiency Level

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

Include 3 different activities

1. First, students will need a reason to want to continue to read and I think a little bit of friendly competition may come in handy here. What I would do to increase my students desire to read is to create a board of goals where the students can see themselves making gains visually. Some of these goals may be reading more than 45 minutes during a day outside of school, actively searching for information on a weekend, and finding two new positives about reading. There could be small rewards throughout the timeframe tailored to the student.
2. During this phase, we will have to also focus on getting the student more efficient at reading so that their confidence level can rise. We will do timed reading tests at a variety of different levels. During these tests, the objective would not be to focus on pronouncing words wrong but instead focus on comprehension. I would plan to push my student to read above their reading level during these tests so that we can put reading strategies in for when the student come across information they do not fully understand. Some of these strategies is to focus on using context clues, skimming, and finding the main ideas.
3. To increase independence, I will give the student work time where they have choices of activities to chose from. I may give them three choices with at least one of the choices involving reading in some way. The expectation here would not be that they chose reading every time but instead that at first they do not chose reading but as days and weeks go on, they will eventually have the desire to read more and more for "fun".

Generalization Level

Set-up/Prep:

To prepare for the generalization level, I will need to gather the information that I may have gathered throughout the last couple of stages. For example, I would need to gather the results from the timed reading tests, the students interest surveys, how often the student chose to read during free time, and how fast the student was able to complete the goal chart. Has the student shown improvement throughout all of these steps? What else should be done to help the student realize the importance of reading and how a person can easily get excited about it.

Generalization/Maintenance Lesson Plan Template

	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) To engage the student, I will ask, “How has reading been going throughout these last couple of weeks. Do you have any different opinions now?” After the student responds, I will then move into our next activity which will help the student take what we have worked on and take it into their homework and other aspects of their life.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) To help with generalization, I will have talked to each of the student’s teachers and explain to them the goal we are working to achieve right now. Hopefully, the other teachers will be supportive and will be willing to show connections to the real world with reading.</p> <p>Now with the student, since this standard is focused on student motivation and independence, I need to give that to my student. I will tell my student now that I have faith that they have a desire to read and now know how to find the information they need from an academic and reliable source. I want this to carry through beyond the classroom though and that is why I want the student to take what we have been working in school and use it. What I will do is again use the journal system just so that I have a connection to the work being done outside of the school. The difference here is that I will only see the journal when the student wants to communicate what they have found with me. At the end of each day, on my white board I will leave three intriguing questions for research. The student will not have to take the questions and can ask their own, but I will challenge them to research at least two new topics each day. This research could be as simple as keeping up with football teams or even the news, but they will document some of their research in this journal.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) They will be exploring throughout the whole process and asking new questions to help them find some kind of a joy in reading. I do not expect that every student will love to read novels, but I hope that they will be able to ask questions and search for the answers in text.</p>
Continued Maintenance/Generalization Plan	
<p>Planned procedures, opportunities, lessons integrated throughout the educational experience to ensure student maintains and is able to generalize skill(s):</p> <p>Include 3 different plans</p> <ol style="list-style-type: none"> 1. The first plan that we can help the student generalize the information and foster a desire for reading is to communicate with all teachers. This information will be important not only for specific students but for all so that students do not get discouraged. So, in all classes, we encourage students to explore their interests in multiple ways which should include reading. 2. Another way is to have weekly checkups on the student’s attitude throughout the year. These checkups do not need to be formal and can be as simple as asking, “have you read anything interesting this week outside of school?” The student here would hopefully find areas where they want to learn more after the school day is done. As a teacher, it will be my job to support the things my student is interested in as long as it is appropriate. 3. Lastly, the student could continue to receive help with reading. The student’s confidence and desire to read will only continue to improve if reading becomes easier for the student. Specific plans will be made when a student’s needs are taken into consideration. Overall, though this standard and plan will be contingent on other aspects of the student’s learning and each case may be different with what they students are interested in. 	