

Jill Super

Date: _____

<p>Grade: 3rd</p> <p>Materials:</p> <ul style="list-style-type: none"> - Students reading books - Reading Notebook - Pencil/Pen 	<p>Subject: Language Arts: Reading</p> <p>Technology Needed: None</p>																								
<p>Instructional Strategies:</p> <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<p>Guided Practices and Concrete Application:</p> <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<p>Standard(s)</p> <ol style="list-style-type: none"> 1. RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers. 2. RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions. 3. RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 4. SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> - A. Come to a discussion prepared, having read required material. Draw information known about the topic to discuss. - B. Follow rules of the discussion (listening, being respectful, speaking on turn. Etc.) - C. Ask questions to see understanding of the information, stay on topic, and link their thoughts to the reading. - D. Explain own ideas and understanding to add to discussion. 	<p>Differentiation</p> <p>Below Proficiency: Students who are in this area will be supported with the reading and questions. Those who have trouble understanding, the lesson will have a review before hand to ensure that they understand. The task that will be requested of them to do will be written on the board for them to see in order for the students to follow along. The students will also be in a group to read and will be supported by their peers. When answering questions, the teacher will be ready to answer questions that they may have.</p> <p>Above Proficiency: The students who are above proficiency will be able to do this lesson without worry. If they do get finished with extra time, they will be able to other reading work. These students will be able to do the reading with their group and the questions after. These students should also be adding thoughts and explanations during the large group discussions as well.</p> <p>Approaching/Emerging Proficiency: Students who are emerging will be able to do this lesson and work in groups well. They will be at the level in order to complete the task at hand. If the students need more help, then the teacher will be available to them. These students will be able to read the story that is at their level in a timely manner.</p>																								
<p>Objective(s) By the end of the lesson, students will have practiced analyzing a story by reading in groups and discussing as a group.</p> <p>Bloom's Taxonomy Cognitive Level: Remembering: Describing what students have read. Understanding: Discussing as a group and explaining what they thought. Applying: Using their knowledge from the reading to answer questions. Analyzing: Looking at all of the scenes in the story and how they correlate.</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Those who have visual impairments can listen to the story online. It will be available in listening form for all students, but one who does need this can listen to it or have their group members read it out loud as well. • Auditory: Those who do have auditory impairments will be able to read the story. They can still be in a group with their peers, but either use a whiteboard together to talk back and forth or to brainstorm together. • Kinesthetic: Those who are kinesthetic learners could be in their groups, but their group could stand and read. This could help the student move about but still focus. When in large group discussion, these students could stand in the back of the group in order to move as well. They could also pull up a chair in order to swing their legs or bounce them without being a distraction. • Tactile : Those who are tactile learners could have their book in their hand, but they could also be using their notebook while they read in order to follow along and use their hands. These students could also help with writing to keep them focused during the group discussion. 																								

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<p>Classroom Management- (grouping(s), movement/transitions, etc.) The students will be put into groups for a period of time, which will mean that student needs to follow the classroom rules while In groups. They will be in charge of reading together, while making sure each group member reads at least once. There will not be group changing, yelling, or arguing in the groups. The group members need to be respectful of each member and each members reading ability. The transitions will be in a timely manner with the students listening to the materials needed and getting into groups without having any problems. Students will be told what they need exactly and will be given groups, which should transition smoothly. The students will be told when they will be coming back together as a group.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be expected to treat their teacher and peers with respect. The students will be in groups and using the correct procedures of the classroom. They will be listening when the lesson is being taught and be expected to add some discussion either in the large group or the small groups. The strategies for working together such as talking with each other, adding into the discussion, and respecting their peers.</p>
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Have what will be said prepared. - Have groups already created so that students will not be confused with their groups. - Have questions prepared that will be asked to the students.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Have student in their desk. - Ask students to get their Texts for Close Reading book out and their reading notebook. - Students will be at their desk without computers, any other work, and have their materials ready.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - “Yesterday we learned about the story, The Thing in the Cave. We learned yesterday how sometimes we have to reread stories to understand the text more. The story that we read had different parts and scenes that actions took place.” - “Open your books to page 53 in your Text for Close Reading.” - “ I am going to put you into groups. You will read this story one more time with your group members. Make sure that everyone reads at least once.” - “You will be using your reading notebook to write down when the scenes change. You do not need to write down the whole paragraph, just something to help you remember where it is at.” - Then put the students into the groups. - Put a timer for 15 minutes.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - When the students are reading, they should be writing down what scenes they are seeing in the notebooks. - Walking around and making sure that students are on task. - Saying “think about how each part of the story is important for the overall story” - Students who are not working together will be told that they will have to read it themselves if they are not willing to work together. - Once students are done, they will gather in front of the white board. They may sit on the floor with their reading notebooks and a writing utensil. - “Students, can someone give me a scene that you found in the chapter.” - Have the student tell the teacher and write it on the white board on one side of the T-chart. - “Now, why was this scene important to the story?” Have one student answer by raising their hand. - Continue through the scenes until the students cannot think of them or all of the scenes are written down in the T-chart with the importance on the other side. - Remind students that they can also follow along and write the t-chart as well.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - “Before we finish up, we analyzed this realistic fiction story and were able to find the different scenes and how important they were.” - “This T-chart that we have created, you also can use this to help you organize the scenes when you read!” - “Please go back to your desk and put your book and notebook away. We are moving on to our next lesson”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>With a formative assessment for this lesson, making sure that students are on task, writing information down, and adding to the discussion. Students will need to be on task and work with their peers. When</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will be able to show what they have learned by having them hand in their sheet from their notebook. This is a way for me to understand that they not only did the task of writing things down from the discussion, but also understood how they saw the importance of each scene. Using this information will be able to see that the students</p>

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adding to the discussion, I will be able to see if the students understand what we are learning about. Knowing that the students are connecting their reading to the discussion will show me that.

could complete the tasks and understand what the lesson entailed.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

What went well?

- Students did read their story that was assigned.
- Students did listen to the discussion and would add thoughts.
- Students did work pretty well together in their group.

What did the students learn?

- Students learned that reading the story more than once can help us understand it better and find any missed details.
- They learned what scenes were in the story and the importance of each one.
- The students learned that having a discussion is important for group information.
- The students learned to be a respectful learner and work with group members.

Changes?

- Make sure that students are diligent with their learning time to make sure that everything gets covered.
- Work with groups respectfully, which some students did not do well.
- Have students complete a task card in order to ensure that they understand what needs to be done. This can help student do a quick check to make sure their lesson is completed.