

Student Teacher/Intern:		Date: 3-31-18		
Check one: ☐ 1 st Placement ☐ 2 nd Placement		Formal Observation # 1-4:		
Unit Title: Comparing Texts		Age/Grade Level: 5 th grade		
Lesson Title: Civil and Revolutionary Wars		Order in Learning Segment:		
Total # of Students: 20	# IEP Students: 3	# ELL Students: 2		
PREPARATION				
Context of the Lesson: - By the end of this unit students will be able to compare and contrast two texts using different strategies. - In this lesson students will use the Venn Diagram to compare and contrast two war texts. Students will read to two texts, one on the Civil War and the other on the Revolutionary War, and in pairs identify similarities and differences. - There are three IEP students that would benefit from enlarged text and help from a para. The two ELLs would benefit from a bilingual list of key words from each text, working with a higher-level student, and examples of a completed Venn Diagram.				
Standards to Address: (CCSS.ELA-Literacy.RI.5.5) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS.ELA-Literacy.RI.5.3) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.				
Academic Language and Language Demands: Compare and contrast, similar and different.				
Assessment Plan:				
Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS.ELA-Literacy.RI.5.5)	Summative	Students will complete the Venn Diagram in pairs. Teacher will walk around and observe will they fill in the chart, then check each one after the lesson.	Identify and record	ELL will be given bilingual list of key words. All IEP students can look at an example of a Venn Diagram, and use a starter list of things to look for in the two texts.
2. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS.ELA-Literacy.RI.5.3)	Summative	The class will identify one thing the two texts have in common and one where they differ. Student will complete the chart in pairs.	Identify and record	
Materials/Resources/Media Technology Needed: - Copy of the two texts for each pair, Venn Diagram for each student, bilingual list of words, enlarged text, example of Venn Diagram, starter ideas for IEP students. - Source for Civil War text from ReadWorks: https://www.readworks.org/article/The-American-Civil-War/994e5e4b-1983-46a0-9f29-ab72ebe9206a#!articleTab:content/ - Source for Revolutionary War text from ReadWorks: https://www.readworks.org/article/Colonization-and-Revolutionary-War-Introduction-to-the-Revolutionary-War/8e6ce4b0-a08b-45b0-85f5-8339a7957faca#!articleTab:content/				

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

Nyack College School of Education

Rockland Campus - 1 South Blvd., Nyack, NY 10960 | (845) 675-4512

Manhattan Campus - 2 Washington St., New York, NY 10004 | (212) 625-0500, ext. 6128

INSTRUCTION AND ASSESSMENT		
Time	INTRODUCTION	Accommodations
5 min	Anticipatory Set - Review how to compare and contrast texts (strategies used in previous lessons). Introduce a new way to compare/contrast – the Venn diagram. Display an empty diagram and a completed one comparing two simple things (like dogs and cats). - Will use the Venn Diagram to compare and contrast the Civil War and the Revolutionary War.	Can show pictures of previous strategies
Time	LESSON DEVELOPMENT	Accommodations
	Step-by-Step Input, Checks for Understanding, and Modeling	
2 min	1. Teacher will assign partners and then pass out the two texts and the Venn diagram to each pair.	- Teacher will keep the dog and cat Venn Diagram on the screen. - Enlarged text, or bilingual list of words. - ELL's partner (or para) could ask student what they think is important in each paragraph.
2min	2. Remind students to look for important information in the text by underlining or highlighting as they read.	
15 min	3. Read the shorter article (Revolutionary War) aloud together. Ask for a volunteer to read one paragraph. Pause after each paragraph and give them a little time to identify what they think might differ or be similar to the other text. Could ask a few students what the underlined. Finish reading all 8 paragraphs making sure everyone follows along.	
	4.	
Time	GUIDED PRACTICE	Accommodations
5 min	Activities (“We do”) - Review how to compare and contrast by asking the students what kind of details they should be looking for in the two texts now that they’ve read one. Have them share with the partner. Could offer a few examples – dates, location, people/groups involved, reason war started, outcome, etc. - Have one student read the first paragraph of the second article on the Civil War aloud. Give the students a minute to identify and discuss with their partner how this first paragraph compares/contrasts with the other article. Then have them each write it on their own Venn Diagram. Ask a few groups to share what they wrote down. See if the other students agree or found anything else.	Give IEP students a simple list of things to compare/contrast.
Time	INDEPENDENT PRACTICE	Accommodations
20 min	Assignments (“You do”) - Let the students finish reading the second article with their partner filling out the Venn Diagram as they go. - Teacher and para will walk around the check their work.	ELL don’t need to finish reading the entire article. Fill in as much as they read.
Time	CLOSURE	
5 min	If time allows, ask each group to share one thing they wrote down to compare/contrast the two war articles.	
Min	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	none	

LESSON PLAN THINKING/REFLECTION PROMPTS

PREPARATION				
Context of the Lesson: How does this lesson fit into the unit and knowledge/skill progression? 				
Standards to Address: Cite the Common Core State Standards using the number(s) and exact text. -				
Academic Language and Language Demands: What academic language and/or language demands (i.e., symbols, discourse, functional, contextual, procedural, etc.) will need to be part of the lesson focus? 				
Assessment Plan: How will you assess that students have met the standards? What formative and summative assessments will you use to monitor student learning? What criteria will you use to judge progress/mastery?				
Objectives <i>What do you want the students to know or be able to do by the end of the lesson? (Notate the related CCSS standard.)</i>	Type of Assessment <i>Is this formative or summative?</i>	Description of Assessment Task/Type <i>How will students demonstrate progress toward mastery of the objectives?</i>	Depth of Knowledge or Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. (CCSS:)				
2. (CCSS:)				
3. (CCSS:)				
Materials/Resources/Media Technology Needed: 				
INSTRUCTION AND ASSESSMENT				
Minutes	INTRODUCTION			Accommodations
	Anticipatory Set – How do you... capture students' interest? activate prior knowledge? Introduce topic and learning objectives? make it relevant to students? 			Individualized attention-getting strategies to promote interest
Minutes	LESSON DEVELOPMENT			Accommodations
	Step-by-Step Input – Essential instruction to meet the objectives; What strategies do you use to teach the lesson? How do you teach the necessary academic language and language demands? 1. 2. 3.			Multiple means of input representation
	Checking for Understanding – How do you monitor student learning? List questions and strategies for checking understanding of inputs. 			

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

Nyack College School of Education

Rockland Campus - 1 South Blvd., Nyack, NY 10960 | (845) 675-4512

Manhattan Campus - 2 Washington St., New York, NY 10004 | (212) 625-0500, ext. 6128

	• •	
	Model (“I do”) – How do you model use of the knowledge, strategy, or skill? How do you model the related academic language and language demands? • •	
Minutes	GUIDED PRACTICE	Accommodations
	Activities (“We do”) – What research-based activities do you provide students to practice what they have learned? How do you monitor student use of the academic language and language demands? Do they work in groups or individually? How do you scaffold the practice? How do you provide feedback? Will success on guided practice activities lead toward success on the independent practice? • •	Differentiation of activities and formative assessments •
Minutes	INDEPENDENT PRACTICE	Accommodations
	Assignments (“You do”) – What assignment(s) do you use in class to check independent progress/mastery of objectives? How do you monitor student use of the academic language and language demands? How will you provide feedback on these assignments? • •	Differentiation of summative assessments •
Minutes	CLOSURE	
	Summary and Connection – How do you end the lesson to reinforce learning objectives? How do you connect this lesson to the next lesson? • •	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	Homework (“You do”) – Describe the homework assignment and how you introduce it to the class. What are the... purpose and goals of the assignment? format? skill level required? possible opportunities for confusion? • •	Differentiation of homework tasks or support materials for students or family to accompany tasks •