Student Teacher/Intern: Cecilia Humphrey	Date: 3/24/19
Check one: ☐ 1ˢᵗ Placement ☐ 2ⁿᵈ Placement	Formal Observation # 1-4:
Unit Title: Space Adventure	Age/Grade Level: 3rd Grade
Lesson Title: Close Reading	Order in Learning Segment: 1
Total # of Students:	# IEP Students: 1	# ELL Students: 1

PREPARATION

Context of the Lesson:
● This is the first lesson introducing Text Features. In this lesson we will be specifically looking at Titles, Headings and Graphics within an informational text.

Standards to Address:
● 3R5: **In informational texts, identify and use text features to build comprehension. (RI)**

Academic Language and Language Demands
●

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. Students will be able to use the text features Title, Headings and Graphics to make predictions about the information in a Informational Text.	Formative	Accurately filling out T-Chart	Hypothesize (Synthesis)	● Vocabulary words and definitions in their native language as well as English.
2. Students will be able to use text features to write a summary of an Informational Passage.	Summative (not in this lesson)	Summary paragraph	Summarize (Comprehension)	● Cloze paragraph.
3.				●

Materials/Resources/Media Technology Needed:
● Smart board projector.

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
10 minutes (?)	**Anticipatory Set** ● DO: Gather students on the rug for a group work lesson. ● *Say: Hello my friends! Today we're going to be learning about my favorite thing in the world! It's called a WobbleDobble!* o Anticipate silly laughter from the class. ● *Ask: Put a finger on your nose if you know what a WobbleDobble is!* o Anticipate no fingers on nose. ● *Say: Well I'm so excited for you to learn about it! I have a short passage about a WobbleDobble that I want us to read together!* o Use the smart board to project the passage (see below lesson plan for the passage). ● DO: BEFORE READING (while passage is projected on the Smart Board)	●

	o *Ask: My friends! Before we even read this, based on what you see here, does anyone have any predictions for what the passage is about?* ▪ Answers: a toy, a robot dog etc... ▪ DO: Using a T-Chart,, label one side Before Reading Predictions, the other side After Reading. Underneath, there's a box titled "How did I make Predictions?" (see attachment at the bottom of lesson). Fill out the diagram as needed. o Ask: How did you make those predictions? ▪ Answers: pictures, headings, title etc... o Say: Those are very smart ways to make predictions! Let's find out what a WobbleDobble is! ● DO: Read the passage. ● *After reading Say: My friends! So many of your predictions were right! I'm going to tell you why. You were using Text Features to help you understand the passage. Sometimes, it's overwhelming to read about a topic you don't know, but Text Features can make it easier!* ● *Say: Let's go back to our desks now and take out your ELA notebooks.*	
Time	**LESSON DEVELOPMENT**	**Accommodations**
	Step-by-Step Input, Checks for Understanding, and Modeling	● ESL: Vocabulary words and definitions all in their native language (Text Features: Title, Headings and Graphics).
	1. Say: My friends, today we are learning about Text Features. There are three text features we are going to focus on today: Title, Headings and Graphics.	
	2. Say: In your notebooks, I want you to write down: Title. ● Ask: My friends, what information did the Title of our Article give you? ○ Answer: What the **whole** article was going to be about. ■ Note: it is important here to distinguish between the headings which provide information about <u>sections</u>, while the title provides information about the article as a <u>whole</u>. ○ *Say: Let's write that down! The Title gives us information about what the whole article is going to be about.*	
	3. Ask: *Hmm, so I have a question. I'm looking at the article and I see mini titles (point to them). We call those Headers. How are they different from the main Title?* ● Answer: They tell you what each **smaller section** is going to be about. ● *Say: Let's write that down! The Headers give us information about what small sections within the article will be about!*	
	4. Say: Okay my friends, there is one other Text Feature we're going to learn about today. Graphics! Can anyone tell me what information the graphics give you? ● Answers: they show you examples, give extra details, give visuals to show what the article is talking about. ● *Say: Those are great answers. Let's write: Graphics give you visual examples of what the article is about.*	

	5. Say: I think we learned a lot of good information on these three text features. Next, we're going to look at another article and make some predictions together using our new knowledge of text features!	
	7. DO: Hand out the article "Wild, Wild Weather" and the Text Feature Worksheet.	
	8. Say: Before we get started, I want you to turn to your table group and make predictions together using our T-Chart.	
Time	GUIDED PRACTICE	Accommodations

	Activities ("We do")
	 ● <u>Monitor</u>: Students will be discussing with their table groups what they think the article will be about based on the Title, Headings and Graphics. They will be filling out the Prediction section of the T-Charts.
	  o Walk around and listen to their discussions, when you feel like they're all done, bring their attention back to the front of the room.
	 ● *Say: Okay friends, let's share some of our predictions.*
	  o The teacher will pick one student (be strategic with the selection) from each group to present one prediction and ask them why they made that prediction.
	 ● *Based on their answers* : further the discussion to reinforce the taught concepts, or move on to their solo reading time.
	 ● *Say: Excellent answers everyone. I love how thoughtful they were. Now we're going to silently read the article Wild, Wild Weather. Remember all your predictions and remember to use the text features to help you understand.*
		● ESL: The article is in the primary language of the ESL students.
		 ● General: Students are placed in Heterogeneous groups based on social and cognitive abilities.
		 ● General: A 10 minute timer will be projected on the smart board to keep students on task.

Time	INDEPENDENT PRACTICE	Accommodations
	Assignments ("You do") ● <u>Monitor</u>: Walk around while students are reading the text and filling out their T-Charts. Use these worksheets as the Formative Assessment that they are using the Text Features as a way to aid in their comprehension.	● Predetermined Heterogeneous groups
Time	CLOSURE	●
	● Say: Okay my friends, the eight minutes is up. Let's come back together and discuss what the article was about. o Do: Pick on about four-five students to say their summary of the article and ask them to tell you what text feature helped them understand that. ● Say: Tomorrow we'll be learning three other text features.	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	●	●

Text Features Worksheet

Before Reading Predictions	After Reading

Text Structures I Used to make my Predictions

Robot Toys: The WobbleDobble

The WobbleDobble is perfect for families with allergies because it's just as fun as a real dog, but without the fur. No sneezing here! It is very fun to play with. It walks on four legs and can bark when you press the Circle button! When the WobbleDobble runs out of batteries, don't get sad! All you have to do is replace them, and it's back to playing with you!

Light Blue
WobbleDobble

How it Works

The WobbleDobble is a robotic dog that runs on Double A (AA) Batteries. To set it up, simply unscrew the battery section located on WobbleDobble's stomach, insert three (3) AA Batteries and press the Power button on the remote. You'll know it's working when WobbleDobble barks at you and the eyes glow!

Remote Settings

The WobbleDobble comes with a special remote. To name your WobbleDobble, hold down the A button for three seconds. Then, say the name you want your WobbleDobble to respond to. If you name it Spot, everytime you say Spot, WobbleDobble will run up to you! The C button turns WobbleDobble off. To control where WobbleDobble walks, simply use the arrow buttons on the remote.

WobbleDobble
Remote. This controls
the movements of
WobbleDobble

Name:_____   Date:_____

Nonfiction Text Features: Wild, Wild Weather

Text features help a reader navigate the text. They give more information about the text.
Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents, side bar

Directions: Read the passage and answer the questions that follow.

"It's raining! It's pouring! The old man is snoring!" Have you ever heard that song? It is a famous tune about the weather. Weather is something that affects all of us daily. Extreme weather is something that affects most people only a few times in their lives.

Extreme weather includes flooding rains, tornadoes, blizzards, and hurricanes. People study weather so they can inform us. These are the people who give us the information we need so that we can remain safe in the case of extreme weather.

Usually a tornado is in the form of a funnel-shape. Sometimes it looks like a rope.

Tornadoes

A tornado is a storm that can cause destruction in its path. Winds can reach up to 300 mph! Tornadoes form from thunderstorms. They are most common in an area of the United States called Tornado Alley. This area is where many tornadoes form because of the way the air moves.

Cool, dry air from the north and warm, moist air from the south meet. This causes thunderstorms, which can become severe. When the atmosphere is not stable, the winds can increase and produce a tornado.

Tornado Alley

Tornado Funnel
Cumulonimbus cloud
Spiral updraft
Funnel cloud
Debris cloud
Spiral inflow

Waterspouts

A waterspout is a weak tornado. It forms over water. It can happen on the ocean. It can happen on smaller bodies of water, such as lakes.

Waterspouts are most common in the Gulf of Mexico. They have occurred in the tropics as well. Waterspouts can pick up things, such as animals or tree limbs, and drop them in other places. If a waterspout moves onto land, it becomes a tornado and can cause damage.

Wild weather comes in many forms. Tornadoes and waterspouts are directly related and look alike. Both weather events require attention because they can be dangerous to humans and animals. Wild weather is fascinating, and it is completely unpredictable sometimes!