

Student Teacher/Intern: Ana Ponce		Date: 11/30/2020
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:
Unit Title: -- Sequential texts		Age/Grade Level: K
Lesson Title: Retell the tale		Order in Learning Segment: -1-
Total # of Students: 20	# IEP Students: 1	# ELL Students: 2

PREPARATION

Context of the Lesson:

This lesson will allow students to familiarize themselves with the various print concepts such as how to identify the title, author, front and back cover of the text. Additionally, students will begin working on their reading comprehension skills by listening to the story and then retelling it on their own words, by drawing the events in the correct sequence or a combination of both. By doing this, they will demonstrate their understanding of the text as well as their ability to effectively participate in a read-aloud activity.

NYS Next Generation Standards to Address:

- **KRF1e:** Identify the front cover, back cover, and title page of a book.
- **KRF4:** Will engage with emergent level texts and read-alouds to demonstrate comprehension.
- **KW3:** Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.

Academic Language and Language Demands:

- **Function:**
Listen, comprehend, identify, describe, retell/illustrate
- **Vocabulary**
Farm, Farm animals, mud, paddled.
- **Discourse:**
Visual timeline of the events that occurred in the story along with its setting and character description.

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 identify the front cover, back cover, and title page of a book.	Formative	At the beginning of the read-aloud when the book is being introduced to the student, the teacher will ask them to point to the front/back covers, title and author of the book	Remember	Preferential seating within the reading circle/rug so they can focus more easily. Additionally, the visual aids provided by the text (pictures) will allow them to have a better understanding of its content.
2. Students will be able to engage with emergent level texts and read-alouds to demonstrate comprehension.	Formative	Student behavior and level of engagement as well as participation in the read-aloud activity will be assessed. At the end of the read-aloud; the teacher will begin a discussion about the text where students will be assessed on participation and accuracy of their answers.	Analyzing	Students with an IEP or ELLs will not be affected by participation during this activity. However, they will be asked some comprehension questions privately by the teacher or TA in order to ensure understanding.

3. Students will be able to use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.	Summative	After the discussion, students will be asked to retell the story by drawing about it or by retelling it to the teacher or a combination of both.	Analyze/ Apply	Extra time to work on their assignment.
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Materials/Resources/Media Technology Needed:

- Book: Mrs. Wishy Washy by Joy Cowley
- Timeline graph on the smartboard
- White paper
- Crayons

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
5 Min	<p>Anticipatory Set</p> <ul style="list-style-type: none"> ● The teacher will introduce the book to the students by telling them that they were going to work on a fun activity. ● The teacher activates schema by asking students if they remember what the front/back cover of the book were and how they know. ● As students respond, she will then tell them that she has a challenge for them which is to find the title and author of the book. The teacher will then show the text to them and ask them to take a guess and explain their thinking. ● Depending on the students' answers, she will then tell them "good job" or continue to give them clues in order to guide them toward the right answer. 	<p>ELLs and IEP students will have preferential seating in order for them to be able to look at the pictures, hear the teacher and make connections between the visual and auditory information they are receiving.</p>
Time	LESSON DEVELOPMENT	Accommodations
10 Min	<p>Step-by-Step Input, Checks for Understanding, and Modeling ("I do")</p> <ol style="list-style-type: none"> 1. The teacher will begin reading the book in the right order (from first page and on, from left to right and from top to bottom of the page). She will model this knowledge to students. 2. The teacher will ask questions to students as she reads in order to ensure comprehension. 3. Additionally, she will read with emotion as well as express her opinion and comments about what is happening in the book as she is reading 	<p>Preferential seating and visual cues</p>

	learned that all books have an order in which things happen". Students will then be allowed to raise their hands and answer based on their own experience.	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	Draw a picture with the characters and events of your favorite book. If you don't have a favorite book; ask a grownup to read you and discuss a book with you and complete the task.	n/a

Student Teacher/Intern: Ana Ponce	Date: 11/30/2020
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement	Formal Observation # 1-4:
Unit Title: -- Sequential texts	Age/Grade Level: K
Lesson Title: Close Reading- Timeline	Order in Learning Segment: -2-
Total # of Students: 20	# IEP Students: 1
	# ELL Students: 2

PREPARATION

Context of the Lesson:
This lesson will allow students to understand the concept of timeline (sequence) in a book. Students will make connections between one event and the other in order to ultimately understand that they are interconnected to form and make sense of the full story.

- NYS Next Generation Standards to Address:**
- **KR2:** Retell stories or share key details from a text. (RI&RL)
 - **KW3:** Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
 - **KSL5:** Create and/or utilize existing visual displays to support descriptions.

Academic Language and Language Demands:

- **Function:**
Listen, comprehend, identify, describe, retell/illustrate
- **Vocabulary**
Peddler, caps, sale, business, monkeys
- **Discourse:**
Visual timeline of the events that occurred in the story along with its setting and character description.

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's	Adaptations/ Accommodations to Assessments for ELLs/SWDs
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			Taxonomy	
1. Students will be able to Retell stories or share key details from a text	Formative	Students will engage in a discussion about the book after the read aloud.	Remember/analyze	Preferential seating within the reading circle/rug so they can focus more easily. Additionally, the visual aids provided by the text (pictures) will allow them to have a better understanding of its content.
2. Students will be able to Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence	Summative	Students will work independently to complete a worksheet in which they will be expected to cut and paste events of the story in sequential order.	Evaluate	Extra time to work on their assignment. One-on-one support.
3. Students will be able to Create and/or utilize existing visual displays to support descriptions.	Formative	Students will share their finalized work to the class and retell the story according to the timeline they created	Analyze/Apply	Extra time to work on their assignment. Ability to present their work privately to the teacher if necessary.

Materials/Resources/Media Technology Needed:

- Book: Caps for Sale by Esphyr Slobodkina
- Worksheet with timeline
- Scissors
- Glue stick
- Crayons

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
5 Min	Anticipatory Set	ELLs and IEP students will have preferential seating in order for them to

	<ul style="list-style-type: none"> Teacher activate schema by asking students if they remember what they did in the prior lesson and what they learned from it. The teacher will then proceed to tell them that they will be working on something very similar but this time they will pay more attention to the order in which events happen. At this point, the book will be introduced by title and author and the read-aloud will begin. 	be able to look at the pictures, hear the teacher and make connections between the visual and auditory information they are receiving.
Time	LESSON DEVELOPMENT	Accommodations
10 Min	Step-by-Step Input, Checks for Understanding, and Modeling ("I do")	Preferential seating and visual cues
	1. The teacher will read the book to the students.	
	2. As she reads, she will ask reading comprehension questions to students to ensure they are paying attention to the reading	
	3. The teacher will constantly remind students to pay attention to the order of the events (what happens first, second, third...)	
	4. When the teacher finishes the story, she will engage students in a short discussion about the book and the events that caught their attention the most.	
	5. The teacher would ask questions such as "why do you think he lost his caps?" "what was the peddler trying to do in the story?" "what was the problem?" "what did the peddler do to solve his problem?"	
	6. Students will raise their hands and participate in the discussion as well as answer the questions presented by the teacher.	
Time	GUIDED PRACTICE	Accommodations
10 Min	Activities ("We do")	ELLs and IEP students will not only have preferential seating but also have the opportunity to share their answers and questions privately to the teacher IF they don't feel comfortable sharing in front of the class.
	<ul style="list-style-type: none"> The teacher will then say, "Now, let's focus on the story a little more specifically". "I am looking to see if we all can remember the order in which the events happened in the story" The teacher will open up a document on the smartboard and say, "Who remembers what is the first thing that happened in the story (how did the story begin)?" If students have difficulty remembering the beginning of the story, the teacher will reopen the book to the first couple pages to refresh their minds. 	

	<ul style="list-style-type: none"> As they answer, he will then ask them what happened after that and how they know (explain the relationship between the prior and new event). The teacher will continue this activity for about 2-3 events and then give students their worksheets to work independently. 	
Time	INDEPENDENT PRACTICE	Accommodations
15 mins	Assignments ("You do") <ul style="list-style-type: none"> As students are given their worksheets, the teacher will explain to them that they have to cut and paste the pictures (which represent the events in the story) in order to paste them in the timeline in the right sequence. The teacher will explain to the students that this activity is not only for them to cut and paste but to think about how one event relates to the next. She will explain to them that they will be expected to provide an explanation of their work when they finish. 	Extra time. The teacher will also ensure they understood the directions for the task by asking them to explain what they are doing before beginning.
Time	CLOSURE	
10 mins	Students will gather back together in the rug and explain their timelines as the teacher calls on them. If they run out of time; they will be asked to record themselves at home and explain their work to the teacher. The video would be submitted via email or on an application such as seesaw or google classroom. *The teacher will then engage students in a short discussion where they explain what they learned and why it is important.	Preferential seating. Opportunity to answer these questions privately if they feel uncomfortable answering in front of their peers.
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	n/a	n/a

Student Teacher/Intern: Ana Ponce		Date: 11/30/2020		
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:		
Unit Title: -- Sequential Texts		Age/Grade Level: K		
Lesson Title: Writing in sequential order		Order in Learning Segment: -3-		
Total # of Students: 20	# IEP Students: 1	# ELL Students: 2		
PREPARATION				
Context of the Lesson: This lesson will allow students to practice the concept of timeline (sequence) by writing a story in sequential order. Students will make connections between one event and the other in order to make sense of their story. The teacher will model the task to them and explain the importance of clearly organizing the events in the order in which they occurred.				
NYS Next Generation Standards to Address: <ul style="list-style-type: none"> ● KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence. ● KSL5: Create and/or utilize existing visual displays to support descriptions. ● KSL4: Describe familiar people, places, things, and events with detail. 				
Academic Language and Language Demands: <ul style="list-style-type: none"> ● Function: Organize, comprehend, identify, describe, tell/illustrate, create. ● Vocabulary Sequence, events. ● Discourse: Visual timeline of an event of the student's choice. 				
Assessment Plan:				
Objectives	Type of Assessment †	Description of Assessment Task/Type	Depth of Knowledge / Bloom's	Adaptations/ Accommodations to Assessment for ELLs/SWDs

			Taxonomy	
1. Students will be able to Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.	Summative	Students will be expected to write a story in which they will tell the class about something interesting they did (trip, weekend, etc) in sequential order.	Create	Extra time to complete the task. The teacher will check for understanding.
2. Students will be able to Describe familiar people, places, things, and events with detail.	Formative	Students will share their work with the class and tell the story.	Apply	Ability to present their work privately to the teacher if necessary.
3. Students will be able to Create and/or utilize existing visual displays to support descriptions.	Formative	The teacher will be looking at the drawings, written descriptions and oral explanations of the task given to students. The teacher will be looking for the use of transition words.	Apply	n/a

Materials/Resources/Media Technology Needed:

- Blank pieces of paper
- Crayons
- pencil

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
5 Min	<p>Anticipatory Set</p> <ul style="list-style-type: none"> ● The teacher will begin by activating schema. She will ask students if they remember what they learned in the previous class. They will have a discussion about it. During this time, the teacher will bring the focus to the timeline and the sequence of the story they read and analyzed. 	ELLs and IEP students will have preferential seating in order for them to be able to look at the pictures, hear the teacher and make connections between the visual and auditory information they are receiving.
Time	LESSON DEVELOPMENT	Accommodations

10 Min	Step-by-Step Input, Checks for Understanding, and Modeling ("I do")	Preferential seating and visual cues
	1. The teacher will explain to the students that they are also able to create their own story and organize it in sequential order.	
	2. She will then give them an example by saying. "I would like to share my exciting weekend with you". "FIRST, My family and I wanted to do something fun so we decided to go apple picking"	
	3. The teacher will draw a picture of the family speaking about something fun they could do. "Then, we got ready and got into the car to get to the apple picking farm". She will draw that in a different paper and write down what is happening in one or two sentences.	
	4. "During the time we were there; we ate so many apples and got a lot extra to bring home". "After, we went home and baked an apple pie". "Finally, the family enjoyed the apple pie together"	
	5. The teacher will circle the transition words she used and explain why it is important to use them in either our writing or oral explanations.	
Time	GUIDED PRACTICE	Accommodations
10 Min	Activities ("We do") <ul style="list-style-type: none"> After modeling the task to the students. The teacher will begin a discussion and ask the students what they will do for the task and what topics they are thinking about. If students are not sure about their story; the teacher will give them ideas such as going to the beach, halloween, birthday party, weekend fun, going to the zoo, etc. Finally, the teacher will ask students one more time what they have to do in order to make sure they are clear about the task. 	ELLs and IEP students will not only have preferential seating but also have the opportunity to share their answers and questions privately to the teacher IF they don't feel comfortable sharing in front of the class.
Time	INDEPENDENT PRACTICE	Accommodations Extra time. The teacher will also ensure they understood the directions for the task by asking them

13 mins	Assignments ("You do") <ul style="list-style-type: none"> ● Students will go back to their tables and work on the task. ● Each student will be given 4 pages to draw on. ● They will be encouraged to label their drawings and provide a one to two sentence explanation of what is happening in the drawing. ● The teacher and TA will go around and support students as needed. 	to explain what they are doing before beginning. ELLs and IEPs will be given one-on-one support while completing the task.
Time	CLOSURE	
13 mins	Students will gather at the rug area with their finished tasks. And they will share their drawings and read the sentence they wrote. These drawings and oral explanation must be in sequential order just as a story would.	Preferential seating. Opportunity to share their work privately if they feel uncomfortable sharing in front of their peers.
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	n/a	n/a