

Student Teacher/Intern: Rebecca Tilakdharry		Date: 3/4/2021
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:
Unit Title: Close Reading		Age/Grade Level: 5 th grade
Lesson Title: Annotations and text evidence		Order in Learning Segment: 2
Total # of Students: 12	# IEP Students: 0	# ELL Students: 0

PREPARATION

Context of the Lesson:

- The class contains 12 students
- By the end of this lesson, students will understand the importance of reading and using relevant text evidence to support a claim.
- This lesson will model how to annotate non-fiction text features such as text (facts) and points of view.
- The class has accurate knowledge of annotations and the RACECE structure

Standards to Address:

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Academic Language and Language Demands:

- Annotate, non-fiction, point of view, text evidence, claim

Assessment Plan:

Objective: SWBAT use annotate a nonfiction text (POV/TEACH).	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/ SWDs
1. <u>CCSS.ELA-LITERACY.RL.5.1</u>	Summative	Class will annotate a non-fiction text (truth, pov)	Remember (recall, describe)	
2. SWBAT use accurate text evidence to support claims	Formative	Answer RACECE questions using text evidence	Describe	
3. Students will answer multiple choice questions using the process of elimination (CCSS:) <u>CCSS.ELA-LITERACY.RF.5.4.A</u> Read grade-level text with purpose and understanding.	Formative	Answer multiple choice questions based on the text	Recall, remember	

Materials/Resources/Media Technology Needed:

- Fairytale 1 and 2 texts, text structure list, highlighters, pens/pencils

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
	Anticipatory Set Review GBTJ chart, explain that today's text is non-fiction	<ul style="list-style-type: none"> •

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Time	LESSON DEVELOPMENT	Accommodatio ns
	Step-by-Step Input, Checks for Understanding, and Modeling	
	1. Teacher explains purpose of the article	
	2. Teacher reads text while modeling NF annotations	
	3. Teacher asks: "Should this line be annotated as an author's POV or T?"	
	4. Teacher checks chat for accuracy and understanding	
	5. Teacher explains answer	
	4. Teacher shows examples of annotations	
	5. Teacher break down question prompt and explains how text evidence supports claims	
	6. Teacher demonstrates process of elimination for multiple choice questions	
	9.	
	10.	
Time	GUIDED PRACTICE	Accommodatio ns
12 mins	Activities ("We do")	•
	• Teacher demonstrates annotation (teach) and what makes it a "teach"	
	• Teacher demonstrates annotation apov and what makes it a pov.	
	• Teacher demonstrates the process of elimination for the multiple choice questions.	
	• Teacher explains RACECE question and explains where the supporting evidence is found in the article	
Time	INDEPENDENT PRACTICE	Accommodatio ns
	Assignments ("You do")	•
	• Students will annotate and highlight author's POV and T (facts)	
	• Students will answer short reponses in full RACECE/answer multiple choice questions as the exit ticket.	
Time	CLOSURE	
33 minutes	• Exit ticket	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodatio ns

LESSON PLAN THINKING/REFLECTION PROMPTS

PREPARATION				
<p>Context of the Lesson: <i>How does this lesson fit into the unit and knowledge/skill progression?</i></p> <ul style="list-style-type: none"> • 				
<p>Standards to Address: <i>Cite the Common Core State Standards using the number(s) and exact text.</i></p> <ul style="list-style-type: none"> • - • 				
<p>Academic Language and Language Demands: <i>What academic language and/or language demands (i.e., symbols, discourse, functional, contextual, procedural, etc.) will need to be part of the lesson focus?</i></p> <ul style="list-style-type: none"> • • 				
<p>Assessment Plan: <i>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?</i></p>				
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:)				
<p>Materials/Resources/Media Technology Needed:</p> <ul style="list-style-type: none"> • • • 				
INSTRUCTION AND ASSESSMENT				
Minutes	INTRODUCTION			Accommodations <i>Individualized attention-getting strategies to promote interest</i>
	<p>Anticipatory Set - <i>How do you... capture students' interest? activate prior knowledge? Introduce topic and learning objectives? make it relevant to students?</i></p> <ul style="list-style-type: none"> • • 			
Minutes	LESSON DEVELOPMENT			Accommodations <i>Multiple means</i>
	<p>Step-by-Step Input - Essential instruction to meet the</p>			

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	<p>objectives; <i>What strategies do you use to teach the lesson? How do you teach the necessary academic language and language demands?</i></p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>of input representation</p> <ul style="list-style-type: none"> •
	<p>Checking for Understanding - <i>How do you monitor student learning? List questions and strategies for checking understanding of inputs.</i></p> <ul style="list-style-type: none"> • • • 	
	<p>Model ("I do") - <i>How do you model use of the knowledge, strategy, or skill? How do you model the related academic language and language demands?</i></p> <ul style="list-style-type: none"> • • 	
Minutes	GUIDED PRACTICE	Accommodations
	<p>Activities ("We do") - <i>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?</i></p> <ul style="list-style-type: none"> • • 	<p>Differentiation of activities and formative assessments</p> <ul style="list-style-type: none"> •
Minutes	INDEPENDENT PRACTICE	Accommodations
	<p>Assignments ("You do") - <i>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?</i></p> <ul style="list-style-type: none"> • • 	<p>Differentiation of summative assessments</p> <ul style="list-style-type: none"> •
Minutes	CLOSURE	
	<p>Summary and Connection - <i>How do you end the lesson to reinforce learning objectives? How do you connect this lesson to the next lesson?</i></p> <ul style="list-style-type: none"> • • 	

Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	<p>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?</p> <ul style="list-style-type: none"> • • 	<p>Differentiation of homework tasks or support materials for students or family to accompany tasks</p> <ul style="list-style-type: none"> •