

Student Teacher/Intern:		Date: 4/20/2020
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:
Unit Title: The Changing Earth		Age/Grade Level: 4th
Lesson Title: Text Detectives: Searching for Evidence		Order in Learning Segment: 3
Total # of Students: 25	# IEP Students: 5	# ELL Students: 0

PREPARATION

Context of the Lesson:

- Prior to this lesson, students would have had an introduction to this unit by going over a variety of literal questions about different areas of study about the earth, such as different continents, environments and ecosystems, directions and geography. They have also reviewed all the vocabulary for this chapter in the first lesson. In the second lesson, students would have been introduced to the concepts and to collect evidence in the textbook by having them do a textbook walk where they match pictures of changes on the earth to claims. In this lesson, students will now engage with the text on a more complex level where they learn to search for written evidence in a text in order to support a hypothesis. The teacher will go over how to find evidence in the text by drawing attention to strategies to use before reading such as looking at text features like pictures, titles and headings, and key words/vocabulary words. As well as what to do during reading such as highlighting/underlining, taking notes, asking questions. These will be presented to a class in a graphic organizer representation. Students will then engage in a 2 part activity where they read an excerpt and find evidence to support the existence of Pangea. Following the completion of this part, students will then construct Pangea using the evidence they found and the symbols on the continents. This will all be done on student iPads. NOTE: the students will have been previously introduced to this note-taking app as it will be a consistent tool used in the classroom, therefore, they are aware of how to use it. I provide the students with ASD visual representation of the skills and when to use them using a graphic organizer. I provide choice for these students, small group work or one-on-one, and allow Daniel to move at his own pace. I provide my cerebral palsy students with preferential seating in the room where there is plenty of space. I also placed all the assignments on the iPads so they have a variety of ways they could complete the assignment. I begin the puzzle assignment for these students because of their struggle with spatial learning. I support the socialization of both students by calling on them to answer questions and intentionally placing them in groups with other students.

Standards to Address:

- CCSS.ELA-LITERACY.RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Academic Language and Language Demands:

- Language functions: analyze, explain, infer.

Vocabulary

The main focus of this lesson is to teach students how to find evidence in a text to support a hypothesis by using text features and a variety of reading strategies such as highlighting, taking notes, and asking questions before and during reading to help point us to the evidence.

- Tier 1 words: concluded, support
- Tier 2 words: observation, evidence, hypothesis, coal, climate, proof
- Tier 3 words: Pangea, continental drift, geologists, fossil

Discourse

Students will be encouraged to use these words when engaging in partner and group discussion throughout the lesson development. Students will be expected to use these vocabulary words when identifying and citing evidence from the text in their independent assignments.

Syntax

Students will be expected to include all the necessary information and vocabulary words when citing evidence that supports a hypothesis. In order to minimize error, students will be allowed to copy the evidence from the book without having to summarize as students would need to learn a whole lesson on how to summarize while including all the important evidence.

Assessment Plan: I plan to evaluate the student's understanding of the strategies needed to find evidence in the text by assessing the markups (highlight, underline, notes) on their excerpt page. I will then use the markups on their excerpt to see how that helped them place the evidence into the chart to support the hypothesis. I will be assessing the evidence chart for accuracy and correctness, making sure they chose statements from the excerpt that support/prove the hypothesis. Lastly, I will evaluate how the students are able to apply the material they learned in the assembling of Pangea. Students will need to use the evidence they found in the text and the corresponding symbols on the continents to aid them in putting Pangea together correctly. This activity will also be assessed on accuracy and correctness. Lastly, I will assess students' understanding of the strategies and content presented by engaging them in a post-it note exit ticket asking them to write one thing they learned about finding evidence and something they learned about the continental drift hypothesis. I will assess the post-it notes for accuracy in relation what they learned.

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's	Adaptations/ Accommodations to Assessment for ELLs/SWDs

			Taxonomy	
<p>1. SWBAT explain the continental drift hypothesis, including the existence of Pangaea, using evidence from the text. (CCSS: RI.4.3, 4.1)</p>	Formative	Will assess the evidence chart for accuracy in evidence chosen to support the hypothesis. Will assess post it note	understand and/analyze	All students but specifically Jennifer, Joey, Daniel, Mike and Chris will have options on notability on how to explain whether it be orally, written, or typed. If full sentences are challenging, I will accept bullet points of important information from Mike and Chris. (only if needed)
<p>2. SWBAT find evidence in the text using text features and other note-taking strategies such as highlighting, underlining, etc. (CCSS: RI.4.3, 4.1)</p>	Formative	Will assess the excerpt to determine if students were using the techniques for finding evidence Will assess post-it note	understand and	Jennifer, Joey, and Daniel will have a graphic organizer of the strategies for reference. Mike and Chris will be able to perform these strategies on the Ipad so it is easier for them. Jennifer and Joey will be provided with steps to help her find evidence
<p>3. SWBAT properly construct Pangea using the symbol guide and evidence found in the text. (CCSS: RI.4.3, 4.1)</p>	Formative	Will assess the final product of the map to see if students were able to correctly assemble pangea	apply/create	Mike and Chris will have some puzzle pieces already placed for them. Puzzle will be completed on Ipad to target the needs of Chris,

Jennifer, Joey,
and Mike.

Materials/Resources/Media Technology Needed:

- Ipads
- Smart boards
- Graphic organizers
- Handouts in paper (just in case for option or choice but these assignments will be placed on notability for the students to complete)
- Scissors (if needed)
- pens /pencils (if needed)

INSTRUCTION AND ASSESSMENT

Time: 5 mins	INTRODUCTION	Accommodations
	<p>Anticipatory Set</p> <ul style="list-style-type: none"> ● Say to students, “yesterday, we talked about some of the observations that scientists found that gave us evidence of changes to the Earth.” ● Have students get into groups with the people around them and ask them to come up with some of the ways the earth has changed. Give students 3 minutes to discuss. ● Elicit answers from the students and then say, “ in yesterday’s lesson we matched the evidence to a hypothesis using pictures, but today we are going to become text detectives and we are going to learn how to search for written evidence in a text to support the hypothesis that all the continents were once joined together into one big continent called Pangea. This is called the continental drift hypothesis” Place a picture of Pangea on the screen for reference. ● Then say, “but how can we search for evidence in a text?” ● Have students talk in their groups for one minute to brainstorm ideas. 	<ul style="list-style-type: none"> ● Jennifer will have the choice to discuss one-on-one with another student or in a smaller group than 5. Ask Jennifer for her preference before class starts. ● Keep an eye on Daniel to make sure he isn’t dominating conversation. ● Joey should be placed in a smaller group because of his social anxiety. ● Place Mike in a spot in the classroom that is accessible to move freely into groups.
Time: 5 mins	LESSON DEVELOPMENT	Accommodations
	<p>Step-by-Step Input, Checks for Understanding, and Modeling (“I do”)</p> <p>1. Bring attention back to the class and tell students to keep in mind some of the ideas they had. Begin by modeling your thinking. Say, “when I am looking for evidence that supports a hypothesis, I want my evidence to prove my hypothesis to be true. I want my evidence to confirm the hypothesis.”</p>	<ul style="list-style-type: none"> ● The representation of the strategies in a graphic organizer are meant to target Jennifer, Daniel and Joey’s needs for visual representation of information.

	2. Tell students that in order to find the evidence we must look for things that can help point us to the evidence before we read and we can use certain strategies while we read to help us find the evidence in the text. Provide students with a graphic organizer visual to present the two different types of strategies they should do before and while they read.	● When eliciting answers call on a variety of students including Chris and Mike to include them in the discussion.
	3. Tell students there are a few key aspects of the text called text features that they can use to point them to the evidence before we begin reading	● Give Daniel the graphic organizer handout and allow him to begin working on the independent assignments if he wants.
	3. Put the graphic organizer up on the board for the whole class to see. We can... Look for headings and titles Look for keywords or vocabulary words Look for images that can point you to evidence in the text.	
	4. Project an excerpt from the text on the smartboard and point out all of these text features.	
	5. Tell students that once we start reading we have to continue to look for evidence that supports the hypothesis. Ask students, “what do you think we can do while we read that can help us find the evidence we need?” elicit answers.	
	6. Put the graphic organizer on the board with tips for the class of strategies we can use while we read: We can... Ask ourselves questions like “what part of this sentence supports the hypothesis?” Take notes Underline important ideas Highlight	
Time: 10 mins	GUIDED PRACTICE	Accommodations
	Activities (“We do”) ● Have Joey and Jennifer pass out the iPads to everyone in the class. The excerpt for guided practice will be on the Notability app on the iPad so the students can follow along. ● Provide students with an example of searching for evidence in a text by going over what this would like with the class. Project the text onto the smartboard and tell students the hypothesis, <i>Many of the earth's surfaces have changed over time.</i> Ask students, “What should I be looking for before I read?” Elicit	● Jennifer can always partner up with a close friend or someone she enjoys so that she is comfortable. ● Joey will most likely need to be encouraged to follow along and participate in partner discussion. Seat him next to

	<p>answers.</p> <ul style="list-style-type: none"> ● Modeling your thinking: “I am going to look for pictures. Do you see any pictures that would be helpful? Then I am going to highlight my title. Ask the students, “Based on this title do you think the answer will be in this paragraph? What makes you think so? Tell your partner.” ● I am going to look at my key words and the sentences they are in. Can someone read the first sentence? “During the 1700s and 1800s, many people skilled in scientific observation became convinced that Earth’s surface features do indeed change.” That’s our hypothesis right? So we know we are in the right paragraph. Let’s keep reading and see if we can find evidence of how the earth has changed. ● Ask students, “what should I be doing while I read?” elicit answers. Keep reading and highlighting evidence you find while the students follow along and do the same. Then ask the students, “Do you think all the evidence we highlighted supports the hypothesis that the earth’s surface has changed over time? Why do you think? Tell your partner. “ <ul style="list-style-type: none"> ○ Answers should include that it provides proof or examples of ways the earth has changed. ● Reiterate to students that it is important to find evidence that can support our hypothesis because it proves that it is true. ● Tell the students that it’s now their turn to be text detectives. Put them in groups of three and tell students they can work together to complete the assignment but everyone will turn in their own work. Read the directions, “The following chart contains a statement about Alfred Wegener’s continental drift hypothesis. Using information from the excerpt, write five pieces of evidence that support Wegener’s hypothesis.” Tell students that you want to see them highlight, ask questions, underline, circle the evidence and text features. After they finish with that, they will then use the evidence they found to cut out the continents and construct Pangea on their maps. Hold up the assignments for reference so they can see. 	<p>someone he enjoys.</p> <ul style="list-style-type: none"> ● Frequently check that Jennifer is following along with how to search for evidence. Provide her with a sheet that has the steps and teacher comments on it to help guide her. Joey will have access to this sheet as well if needed. ● Chris will have access to this example sheet as well so he can follow along without having to worry about the pace. ● Provide Jennifer, Joey and Daniel a chronological order graphic organizer of how to use the strategies with labeled steps.
<p>Time: 30 mins</p>	<p>INDEPENDENT PRACTICE</p>	<p>Accommodations</p> <ul style="list-style-type: none"> ● Provide Daniel with

Assignments (“You do”)

- Give students 15 minutes to complete the first part of the assignment. As students are working, teachers will walk around and observe students. She will give specific attention to Jennifer to make sure she understands what the assignment is asking of her and check for understanding.
- Give students 15 minutes to complete the second part of the assignment. Walk around and make sure students have moved on from part one and are working on constructing Pangea. Chris will need special attention during this part of the activity. Double check with Jennifer to make sure she understands direction for part 2.
- Students will be assessed on part 1 (the excerpt and chart) at the end of this lesson. If they didn’t finish assembling Pangea they can complete it in their freetime in class tomorrow and will be assessed on that assignment when they finish as well.

evidence task cards as an extension activity if he finishes his assignments early.

- All the assignments will be placed on notability on their ipads. This is meant to target the needs of Chris because he has an easier time with typing rather than writing.
- Mike and Chris will be provided with the Pangea Puzzle already started for them with two or three pieces already placed since they struggle with the spatial aspect of this assignment.
- There is text to speech, writing, and typing options on notability to give Joey and Jennifer choices on how to complete the evidence assignment.
- If full sentences are too challenging for Mike and Chris, I will accept bullet points of information. (only if they need it).
- Joey and Jennifer (along with any other students) can choose to complete the puzzle from

		Paper and not on the iPad.
Time: 5 mins	CLOSURE	Chris will have a scribe available to help him to write his note as he dictates his answers.
	<ul style="list-style-type: none"> ● Bring students attention back to the front of the classroom and remind them of some strategies they can use to find evidence in a text: highlight, ask a question, underline, look for keywords, look for pictures, look for titles and headings, take notes. ● Hand out post-it notes and tell students to write down two things they learned today: one about finding evidence in a text and one about the evidence for Pangea. ● Have students stick the post-it note to the “what I learned today... board” 	Mike, Daniel and Jennifer will have the option to write or answer orally
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	<ul style="list-style-type: none"> ● Have students read pages 8-10 and answer the following question using evidence from the text. <ul style="list-style-type: none"> ○ What did Wegner discover that suggested that the continents had drifted? 	<ul style="list-style-type: none"> ● Mike and Chris will be allowed to take their I pads home and complete the homework on notability.

References:

Core Knowledge (2014). Unit 6: Geology: The Changing Earth. Published by Creative Commons Licensing. Retrieved April 8, 2020, from <http://creativecommons.org/licenses/by-nc-sa/3.0/>

Link to Drive with all worksheets, accomodations, activities, extras.

https://docs.google.com/document/d/16nEJDdEkdMEaRJv91gquq_I_Fm7ldFN2zefFJCeKUQ/edit?usp=sharing