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|---|--------------------------|-------------------------------------|-----------------|---------------------|
| <b>Student Teacher/Intern:</b> Mary Opara   |                          | <b>Date:</b> 11/3/2022              |                 |                     |
| <b>Check one:</b> o 1 <sup>st</sup> Placement o 2 <sup>nd</sup> Placement   |                          | <b>Formal Observation # 1-4:</b>    |                 |                     |
| <b>Unit Title:</b> Kates's Test   |                          | <b>Age/Grade Level:</b> 3rd Grade   |                 |                     |
| <b>Lesson Title:</b> Inferences   |                          | <b>Order in Learning Segment:</b> 1 |                 |                     |
| <b>Total # of Students:</b> 19  | <b># IEP Students:</b> 4 | <b># ELL Students:</b> 0            |                 |                     |
| <b>PREPARATION</b>  |                          |                                     |                 |                     |
| <b>Context of the Lesson:</b>   |                          |                                     |                 |                     |
| Teaching students to draw conclusions from a text through the reading and analysis of the actions of characters and schedule of events in the text  |                          |                                     |                 |                     |
| <b>Standards to Address:</b>  |                          |                                     |                 |                     |
| CCSS.ELA-LITERACY.RI.3.2  |                          |                                     |                 |                     |
| Determine the main idea of a text; recount the key details and explain how they support the main idea.  |                          |                                     |                 |                     |
| CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.  |                          |                                     |                 |                     |
| CCSS.ELA-LITERACY.RL.3.2  |                          |                                     |                 |                     |
| Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text                             |                          |                                     |                 |                     |
| CCSS.ELA-Literacy.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |                          |                                     |                 |                     |
| <b>Academic Language and Language Demands:</b>  |                          |                                     |                 |                     |
| Language Function: Students are able to tell apart the elements of the text especially identifying the main character(s) and key information in the text like date, location, duration etc.                               |                          |                                     |                 |                     |
| Academic Vocabulary: Paragraph, theme   |                          |                                     |                 |                     |
| Discourse: Analyzing and Interpreting informational texts and primary sources   |                          |                                     |                 |                     |
| Syntax: Sentences, Independent and dependent clauses, Transition phrases  |                          |                                     |                 |                     |
| <b>Assessment Plan:</b>   |                          |                                     |                 |                     |
| <b>Objectives</b>   | <b>Type of</b>           | <b>Description of</b>               | <b>Depth of</b> | <b>Adaptations/</b> |

|  | <b>Assessment</b> | <b>Assessment Task/Type</b>   | <b>Knowledge / Bloom's Taxonomy</b> | <b>Accommodations to Assessment for ELLs/SWDs</b>  |
|--|-------------------|---|-------------------------------------|--|
| <b>1.</b><br>CCSS.ELA-Literacy.CCRA.R.10<br>Read and comprehend complex literary and informational texts independently and proficiently. | Formative         | Students should be able to identify about three different things from the text apart from the main idea | Understand                          | Use of simplified terminologies<br><br>More time allocation<br><br>Groupings into smaller groups |
| <b>2.</b><br>CCSS.ELA-Literacy.CCRA.R.10<br>Read and comprehend complex literary and informational texts independently and proficiently. | Summative         | Using evidence from the text, student provide conclusions on the main idea                              | Analyze                             | Reduce the reading load, break the vocabulary for ease, read along with other students           |

**Materials/Resources/Media Technology Needed:**

Study Text

Scout recording sheet or paper numbered for each task card

**INSTRUCTION AND ASSESSMENT**

| <b>Time</b> | <b>INTRODUCTION</b>  | <b>Accommodations</b>  |
|-------------|--|--|
| 5/50        | <b>Anticipatory Set</b><br><br>- Gather students together in a closed circle and tell a very short personal story and asks students to identify what the story was about and what are the things they can learn from the story | Use of simplified terminologies<br><br>More time allocation<br><br>Groupings into smaller groups |
| <b>Time</b> | <b>LESSON DEVELOPMENT</b>  | <b>Accommodatio</b>  |

|                |  |   |
|----------------|--|---|
|                | <b>Step-by-Step Input</b>  | <b>ns</b><br><br>Pair students with reading disabilities with other students<br><br>Vocabularies should be broken down<br><br>More time allocation<br><br>Groupings into smaller groups |
|                | 1. Do Now: Students listen as teacher reads the text aloud to aid in the pronunciation of unfamiliar words in the text   |   |
|                | 2. Teacher teaches the students on how to draw inferences from text especially identifying pointers to inferences  |   |
|                | 3. Teacher allows students to read the text on their own   |   |
|                | 4. Students will now read the piece and work together to determine its main idea. They may choose to write several options and determine which is most likely the main idea.   |   |
|                | 5. Considering the ‘Kate’s Test’ story, the teacher administers a recording or writing sheet to student to put down inferences they culled from the text about the characters and their reactions to events in the story             |   |
|                |  |   |
|                |  |   |
| <b>Time</b>    | <b>GUIDED PRACTICE</b>   | <b>Accommodations</b>   |
| 15/50          | <b>Activities (“We do”)</b><br><br>Review student’s recording sheet together in the class and point out the inferences developed. In this process the teacher helps to moderate if the inferences are accurate according to the text | Simplified written directions<br><br>Small group setting  |
| <b>Time</b>    | <b>INDEPENDENT PRACTICE</b>  | <b>Accommodations</b>   |
| 25/50          | <b>Assignments (“You do”)</b><br><br>From the student’s differing responses, student should identify basis for their inferences in the text including their idea on the inference beyond the provision of the text.                  | <b>Teacher develops a specified rubric</b>  |
| <b>Time</b>    | <b>CLOSURE</b>   |   |
| 5/50           | Teacher summarizes the lesson by presenting more insight on misconceived aspects of the lesson   |   |
| <b>Minutes</b> | <b>FURTHER INDEPENDENT PRACTICE AT HOME</b>  |   |
|                | Student should practice drawing out inference that are not   |   |

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|  | obvious |  |
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