

Student Teacher/Intern: Karen Garraway		Date: 12/15/2022
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4: 1
Lesson Title: The First Thanksgiving		Age/Grade Level: 2 nd Grade
Lesson Title: Close Reading		Order in Learning Sequence: 1
Total # of Students: 15	# IEP Students: 2	# ELL Students: 1



PREPARATION

Context of the Lesson:
 Students will work with a partner to read and discuss the main topic of the anchor text, The First Thanksgiving. They will be able to demonstrate understanding by retelling important details about the text, in their own words, and explain the meaning of vocabulary words in the text.
 The class has 2 IEP students, one with ADHD, requiring constant monitoring, the other with a visual impairment who can read bold printed text but needs to be close to the smartboard or other visual prompts. The ELL student is reading below grade level standards, but his verbal communication skills are excellent.

Standards to Address: CCSS. ELA-LITERACY.
 RI.1 - Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
 RI.2 - Identify a main topic or central idea and retell key details in a text; summarize portions of a text.

Academic Language and Language Demands:
Language function: - Identify, retell important information, ask, and answer questions.
Academic Vocabulary: - main idea, key details, retell, summarize, Pilgrims, religion, Mayflower, voyage, wilderness, cramped, hunger, Indians, storms, pirates, hurricanes, strange, Thanksgiving
Discourse: - main idea and supporting details

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
After reading text, students will be able to develop and answer questions to demonstrate an understanding of key ideas and details in the text. (RI.1, 2R1)	Formative	Students will work in pairs to close read. They will demonstrate understanding by asking and answering questions that are text specific.	Ask and answer	Para will work in small group with IEPs. Bold printed copy of text will be given to the visually impaired student. The student with ADHD will read aloud to the group, since it's something he enjoys, and it will keep him focused and on task. Extra time will be allotted for IEPs. Teacher will pre-teach vocabulary words to ELL. He will be given a translated copy of the text along with a picture glossary.
Students will be able to identify the main idea and key details of text. (RI.1, 2R2)	Formative	Students will read, then discuss and identify main idea of text. They will use pencils or highlighters to mark main idea and key details found.	Identify main idea	For the ELL, the teacher will pre-teach key words and phrases, prior to the lesson. IEPs will work with para; audio of text will be provided to VI student who can then give a verbal response to task.

Materials/Resources/Media Technology Needed:
 Smartboard, close reading text handouts, highlighter pens, fill-in worksheets bold printed text for IEP, English/Spanish glossary with pictures for ELL

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
	Anticipatory Set Before students start reading teacher will ask, "What can you infer from the title, "The First Thanksgiving"? Students will be given time to answer. SERVICE ACADEMICS LEADERSHIP TEACHING	<ul style="list-style-type: none"> IEP students will be with a para who will guide and assist them when needed.
	LESSON DEVELOPMENT Step-by-Step Input, Checks for Understanding, and Modeling 1. Teacher will explain that the focus of the lesson is to identify the main idea and key details of the text, determine text structure or text features, and provide text evidence to support the author's point of view.	<ul style="list-style-type: none"> IEP students will prep with the para who'll make sure that the ADHD student is engaged and that the visually impaired student has bold printed text

