

Student Teacher/Intern: Student One		Date:
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:
Unit Title: Literacy/ELA		Age/Grade Level: 6-7/First Grade
Lesson Title: Identify major events		Order in Learning Segment: 1 of 3 45-55 minutes
Total # of Students: 26	# IEP Students: 7	# ELL Students: 3

PREPARATION

Context of the Lesson: Students will be able to identify major events in informational text by using illustration to retell important details.

- Standards to Address:**
Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)
- Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
 - Identify main topic or central idea in a text and retell important details.
 - Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

- Academic Language and Language Demands:**
- **A. Function**
 - Identify, describe, explain,
 - **B. Vocabulary**
 - **Equality, United, Determined (all subject specific)**
 - **C. Discourse**
 - Informational text graphic organizer

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 major events in informational text by using illustration to retell important details. 1R2,1R3	Formative Assessment	Upon introduction of student's "Just Right" informational text, students will look at illustrations to identify major events in text. Teacher will model identifying major events using the Anchor text during (I DO) segment of the lesson.	Remember (define)	Preferential seating will help keep students focused on the teacher and discussion. Up front seating can make it easier for ELL students and SWDs to hear the discussion.
2. Students will be able to utilize the anchor informational text to identify major events by using illustrations	Formative Assessment (above)	During read, teacher will stop and ask students about how the illustrations show major/important events in the story.	Understand (give an example) (identify) Analyze	ELL students would benefit from text being read aloud. Visual cues, such as highlighting and bold print, while writing notes on

				the board, will help IEP students notice important words or phrases.
3. Students will be able to properly input major events of the informational text onto Informational graphic organizer.	Summative Assessment	Informational Graphic Organizer will be provided for each student to work independently at their desks. The teacher will model the first major event relative to the illustration and ask for students assistance for second major event.	Analyze diagram)	Modeling will help IEP students begin the task and stay on task. Close monitoring and partner work will help IEP students remain focus. All students will be provided with immediate feedback during close monitoring by the teacher.

Materials/Resources/Media Technology Needed:

- Interactive Smart Board
- Informational text graphic organizer

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • To capture student interest, the teacher will ask for two students, boy and girl, to meet her in front of the class. She will then ask the class to give her 3 examples on how the two students are the same, and 3 examples on how the students are different. This will activate prior knowledge and introduce the new vocabulary terms: compare and contrast. 	<ul style="list-style-type: none"> • Students with IEPs and struggling students will have preferential seating.
Time	LESSON DEVELOPMENT	Accommodations
	<p>Step-by-Step Input, Checks for Understanding, and Modeling</p> <ol style="list-style-type: none"> 1. Introduce learning objective. 2. The teacher will introduce the informational text that will be read aloud and ask the students to focus on the front cover of the book. The teacher will ask the students to infer what they think the book is about. 3. The teacher will proceed to read the book aloud, pausing often to ask questions and monitor student understanding. During the pauses, the teacher will show the pages that reflect the major events in the book. 4. After the read-aloud, the teacher will explain the importance of major event while reading the informational text . 5. Teacher will stop at the illustrative pages that highlight major events to write in a major detail lifting keys ideas from the illustration to fill out the graphic organizer on the smart board. 6. The teacher will type these examples on the Smart Board and introduce the graphic organizers Informational graphic 	<ul style="list-style-type: none"> • Students with IEPs, ELL students, and struggling students will have preferential seating in the reading circle. They will be in close proximity to the teacher, and the board, to ensure that focus remains. Questions will be asked often during the

	organizer	<p>read aloud to monitor student understanding on the reading. Key terms will be repeated often. All key terms will be typed in bold large font and highlighted. Both graphic organizers will be modeled on the Smart Board for all to see. Peer monitors will aid the students with IEPs and ELL students. Close monitoring by the teacher will occur throughout the lesson.</p>
	7. Teacher will display graphic organizer on smart board, and explain the purpose of the graphic organizer to remember major event and details in informational text .	
	8. The teacher will model how to fill out graphic organizer . After modeling, the teacher will ask if there are any questions and ask the children to go back to their seats.	
	9. The teacher will hand out a informational graphic organizer worksheet for the students to independently fill in both graphic organizers, using the examples already typed on the board.	
	10. The IEP students, students with learning disabilities, ELL students, and struggling students will be paired with a partner to complete the assignment.	
Time	GUIDED PRACTICE	Accommodations
	<p>Activities (“We do”)</p> <ul style="list-style-type: none"> We read the informational text and find ways to highlight major events and lessons in the book. We use the terms major events , throughout the lesson. Formative assessment will be used to monitor student progress and understanding. 	<ul style="list-style-type: none"> Key Terms will remain on the board for the entirety of the lesson. Through think-aloud and question and answer, the teacher will determine if the read-aloud should be repeated.
Time	INDEPENDENT PRACTICE	Accommodations
	<p>Assignments (“You do”)</p> <ul style="list-style-type: none"> Students will independently work to complete one graphic organizers. The teacher will closely monitor student work by having a brief conference with each student as they work. The teacher will look for key terms and an understanding of the lesson. Within the brief conference, the teacher will give immediate feedback, both praise and suggestions. 	<ul style="list-style-type: none"> Extended time will be given to students with IEPs, and if time allows, extended conference

		time for struggling students and students with IEPs.
Time	CLOSURE	
	<ul style="list-style-type: none"> When all work is completed by the students, the teacher will properly input information on one graphic organizers, on the Smart Board. This will be done by using student participation. 	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	<ul style="list-style-type: none"> Each student will be given one graphic organizer sheets, and a drawing of their favorite major event in the informational text. 	<ul style="list-style-type: none"> The teacher will give each student a completed classwork assignment to help model what needs to be done. Students may also draw small pictures connected to their written information, to aid any visual learner.