

## Pre-Observation Form

### Elementary ELA

#### 1. Class Data –

There are 18 students in the class, 8 male and 10 female. It is a culturally diverse population. There are 5 African American, 1 Ethiopian, 2 Hispanic, 2 Egyptian, 1 Asian, and 7 white students, 2 ESL, 7 ELA-AIS, 6 math AIS, and 1 IEP for speech impairment.

#### 2. Common Core Standards Applicable – College and career readiness anchor standards

##### **ELA-Literature-**

###### *Key Ideas and details*

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.

###### *Craft and Structure*

4. Interpret words and phrases as they are used in a text including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

##### **ELA-Speaking and Listening**

###### *Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on their ideas and expressing their own ideas clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats including visually, quantitatively and orally

###### *Presentation of Knowledge and Ideas*

4. Present information findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

##### **ELA-Word Study**

###### *Knowledge of Language*

3. Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style and to comprehend more fully when reading or listening.

###### *Vocabulary Acquisition and Use*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing meaningful word parts and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

#### 3. Lesson Objectives (Students will...) –

Given a strategy lesson on double meanings, called the M&M strategy, students will be able to use context clues and parts of speech clues to recognize double meanings (literal and

figurative) in words and phrases and demonstrate the cognitive flexibility to shift between the meanings to attain accurate comprehension within the content.

4. **Prior and Subsequent Learning Connections-** Within all content areas, students are required to shift their thinking when reading text which contain words with multiple meanings. Depending on their use, student success in understanding the content is dependent on their flexibility to shift their thinking, access their background knowledge and recognize the purpose or goal of their reading along with monitoring their own comprehension between context clues. i.e. the word “figure” in math means a number, it may also be interpreted as a verb, as in "figuring out". In ELA, a “figure” may be used as a noun, as in "The shadowy figure entered the alley." Another example would be the math vocabulary word "prime," in math it means a number that only has two factors, one and itself. In ELA, it can be used as a noun or an adjective, as in: "It was a prime location." meaning the best or optimum location. Students must be able to use a flexible approach and shift their thinking to understand the multiple meanings that are embedded in text as they take on more non-fiction complex text.

#### 5. Lesson Activities

- A. **Introduction-**Yesterday we read a book called *Agatha's Feather Bed*, by Carmen Deedy. Today we are going to take another look at this story and think about some of the meanings behind the words and use the context clues to shift our thinking to gain even more understanding. But, first we are going to learn the M&M strategy so that we can add it to our bank of strategies for learning and use it to gain full understanding of this text.

~Teach the M&M strategy and then do five minute warm up with a few jokes taken directly from the *Promoting Executive Functioning* book while utilizing the provided graphic organizer. Jokes and riddles help students to recognize the ambiguities in language in a fun way.

- B. **Individual-**After reading more of *Agatha's Feather Bed* and citing examples and strategy practice whole group, students will be provided books and worksheets to record their thinking. Working in groups of four or five students will discover a minimum of six multiple meaning words and phrases in provided text. Students will locate words or phrases that may have double meanings, identify and record on chart (using the M&M strategy) the double meanings and the context clues that disclosed the meaning for that content. (Peer discussions promote meta-cognitive awareness.) Students Groups will be differentiated by leveled texts, RRR, and supported as needed. The four groups will be as follows;

*Agatha's Feather Bed-*

*Merry Christmas, Amelia Bedelia*

*Thank you, Amelia Bedelia*

*More Parts-graphic organizer to include page numbers and words or phrases*

- C. **Group Work-**Groups will share out their discoveries, multiple meaning words, possible meanings, context clues and logical meaning based on context clues, using the M&M strategy and graph the work on provided handouts.
- D. **Closure-**Share out findings with class.

~When you are reading, catch yourself thinking about multiple meaning words and use this M&M strategy to help you shift thinking to be flexible enough to think of how a word or phrase might be meant in this content. Use your context clues, to help you bring in your back ground knowledge and what all the possible meanings could be and then using the context clues, what the meaning *must be* within this given content.

What I would like you to do right now is turn to a partner and talk about the title of our current read aloud and ask yourself if the title could have a double meaning. If so what could it be? Use the M&M strategy and figure it out.

## 6. Materials-

Agatha'a Feather Bed, not just another wild goose chase, Carmen Deedy

Thank You, Amelia Bedelia, Peggy Parish

Merry Christmas, Amelia Bedelia, Peggy Parish

More Parts, Tedd Arnold

Chart paper, markers, M&M strategy handout to be pasted in interactive ELA notebook, handout for warm up, hand outs for groups, clipboards, pencils.

References: Beyond Leveled Books, Karen Szymusiak and Franki Siberson

Promoting Executive Function in the Classroom, Lynn Meltzer

RHCSD Elementary Language Arts Core Curriculum

## 7. Assessments

- A. Formative assessment-Students will be given a passage of multiple meaning words and phrases and using the M&M strategy, access their background knowledge utilize context clues, draw inferences and recognize the purpose or goal of reading and monitor their own comprehension.
- B. A summative assessment would be ongoing and as seen in guided reading groups, content work, unit tests, state tests, written assignments, and reading passages in all content areas and across all content assessments.

## 5 Minute Warm-up

- What did the ocean say to the shore?  
*Nothing it just waved.*
- What did the calculator say to the student?  
*You can count on me.*
- What do you get when you eat crackers in bed?  
*A crumby night's sleep.*
- Why shouldn't you step on a watch?  
*It's a waste of time.*

# Grouping

## Agatha's Feather Bed

Joey

Viva

Daniel

Bethany

## Merry Christmas, Amelia Bedelia

Kyle

Steven

Kahlan

BryAnna

Courtney

## Thank You, Amelia Bedelia

Dejahnay

Tori

Ramone (IEP, speech)

Ereny (ESL last year)

Maurice

## More Parts

Josue (ESL)

Rana(ESL)

Tommy

Aisha