

Observation Date: 12/10/2012

Class Data:

My class is made up of fourteen students. Eight boys and six girls. There are three students that receive pull out ESL services every day. My three ESL students are xxxx, yyyy, and zzzz. There are two students, aaaa (Tier 1), and bbbb (Tier 1) who receive academic intervention supports for ELA.

CCCC , dddd, and EEEE are working on the executive functioning skills of Organization. These students are currently practicing identifying the names of pictures (which is beneficial for providing and expanding background knowledge), and then organizing them into rows and columns. They are then challenged to be flexible in their thought process and to sort using multiple strategies.

Common Core Standards:

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.
2. Determine central ideas or themes of a text and analyze their development ; summarize the key and supporting details and ideas.

Integration of knowledge and ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of reading and level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

1. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Knowledge of Language

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

Lesson Objectives: Students will...

Know: Students will know and recognize nonfiction texts, and retell a story with details from the beginning, middle, and end of a text. Students will know sound-letter relationships, and long and short vowel sounds.

Understand: How word study knowledge will allow them to effectively read, write, listen, and speak in a variety of situations with both familiar and complex text. Students will also understand that by using strategic actions they will be able to comprehend a variety of complex texts.

Do: Students will complete differentiated phonics picture sorts based on their needs as indicated by their spelling inventories. Students are currently working on short and long vowels. Students will also make connections to a poem by stating what the poem remind them of. Students will read a leveled text differentiated by ability and write a short response to the text.

Prior/Subsequent Learning Connections: These lessons will be based on the data from Fountas and Pinnell Running Reading Records, individual writing abilities, and spelling inventories. In students guided reading groups, students will review books and skills that they have been previously exposed to, and will demonstrate their knowledge and understanding independently in their lesson. Student will use their familiarity and knowledge with technology to use Raz Kids appropriately.

Lesson Activities (As Applicable):

Introduction:

- We will gather at the rug, where I will introduce the poem that all students will make a connection to.
- I will then introduce two picture sorts, and the vowel sounds connected to them.
- I will list a third step on the white board which will say Raz Kids, and this will be assigned at my discretion.
- The last step on the board will be The Daily Five.
- Quick picture icons will be drawn as a visual reminder to the students of what is expected, and approximate times will be listed next to each activity to assist in the students' awareness and organization of the passing time.

Individual Work and Group work:

- Students will work independently to make connections to the poem titled The Best Present.
- Students will cut and sort picture cards under their proper heading.
- Select students will be asked to visit Raz Kids.com (Differentiated based on students reading levels) as an opportunity to listen to a story, read a story, and then answer comprehension questions.
- While students work on their centers, they will be called over to work on guided reading with me. We currently have three guided reading groups. The Elephants are at a level G, the Lions are at a level E/F, and the Tigers that are currently reading at a level D.
- Guided Reading plans attached as a lesson artifact.

Closure:

Students will meet at the rug to discuss connections to our poem, and for explicit modeling of what an answer may look like on the white board.

Materials:

White Board

Markers

Poems

Poetry Notebooks

Pencils

Timer

Scissors

Glue Sticks

“Mini Bags” (Individualized book bags with good fit books)

Computers

Word Study Binders

Assessments (As Applicable): Formative and/or Summative

Formative: Students will hand in their poetry notebooks to be reviewed by me for planning purposes and reflection. Student work will be reviewed, and next steps will be determined for what students know, understand, and what they are able to do.

Summative: The formal Running Reading Records, and spelling inventories will be given once again in January to measure growth.

Possible Adjustments to Lesson:

If students run out of time, and are not able to finish any component of our centers work, they will have the opportunity to finish it for morning work. In addition, if time does not allow me to get through all 14 of my students for our guided reading lesson, I will ensure that they met with the following day. I may ask XXXX to come over for a mini conference on the work that he has done, and to ensure that he remains on task. YYYY will arrive after the lesson has begun from ESL. YYYY works well independently,

follows the directions on our white board, and transitions smoothly. Depending on his transition into the class, I may call him over for a quick mini-conference to ensure that he does not have any questions.