

Reading/English Language Arts Planner for Grades 3-5

Date: September 13, 2013

Theme: Becoming a Close Reader

Selection: Super Market

Initial Preparation Plans <i>FFT Support, 1.c (Setting Instructional Outcomes)</i>	
IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE (S) FROM STANDARDS	<p>Reading RL.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the texts as the basis for the answers. RL. 3.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Writing W.3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.3.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • S.L. 3.1b - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • S.L.3.1d - Explain ideas and understanding in light of the discussion. <p>Language and Foundational Skills L.3.2.f- Use spelling patterns and generalizations in writing words L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading content, choosing flexibly from a range of strategies. L.3.5- Demonstrate understanding of word relationships and nuances in word meanings. L.3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words.</p>

<p>MATCH OBJECTIVE WITH TEXT <i>Ensure each text(s) is well-aligned to the chosen strategy/skill and to student needs/interests/ cultural diversity.</i></p>	<p><i>Super Market</i> page 130-149</p>
<p>LESSON OBJECTIVE(S)/OUTCOMES Objective(s) must be specific, measurable, rigorous, stated as a learning outcome, and in PGCPS format. posted visibly. stated aloud to students.</p> <p>Is the objective measurable? What verbs have been included in the objective to ensure high expectations and high levels of rigor? Is the objective written as a learning outcome/ not an instructional activity? Is the objective specific, doable, and allows for informal assessment within the time allotted?</p>	<p>Students will make inferences by using context clues and background knowledge.</p> <p>Students will engage in collaborative discussions, building upon other ideas, and expressing their own clearly.</p> <p>Students will write what in response and explain what they can infer about a main character in a text.</p>

VALUE, SEQUENCE, AND ALIGNMENT/BALANCE

Students must be able to build their understanding of important ideas from concept to concept.

How does the lesson fit in with previous and future lessons?

How will this lesson proceed in terms of time and learning tasks?

What interdisciplinary connections and/or technology will be made in this lesson?

In what ways is this lesson rigorous and authentic?

Is there a balance of instruction for language arts-listening, speaking, reading, writing, language use?

Lesson Fit:

- Prior to this lessons students have worked with several graphic organizers in order to help them guide their thoughts and ask questions. They have had several interactions with various texts and many opportunities to write their thoughts, questions, and summaries of a text. Students will continue working with their inner conversations so that they can analyze more complex texts and gain deeper understandings of future texts.

Sequence: The lesson will take approximately 55 minutes.

- BWTL: budget, exchange, compromise (15 minutes)
- Build Oral Language TE p. 160j (5 minutes)
- Students will play an inference taboo game (5 minutes)
- Students will revisit the inference formula: $TC + BK = I$ (5 minutes)
- Read story *Super Market 130-149* (20 minutes)
- Exit Ticket (5 minutes)

Interdisciplinary Connections and/or Technology

- Visualizer will be utilized to display graphic organizer
- The lesson covers different interactions between people within a supermarkets and also covers the history and background of the supermarket and things within
- Inferencing can be used within the Social Studies discipline and within the Science discipline

SUITABILITY FOR DIVERSE LEARNERS

What accommodations or differentiation of instruction/use of UDL has been provided for diverse learners (TAG, ESOL, SPED, 504, etc.)?
Are the outcomes providing cultural sensitivity?
Are assessments differentiated?

Rigorous and Authentic:

- Students will learn how to analyze a text and delve deeper into a text by creating inferences through using their text clues and background knowledge. They will be able to use their inferences across their curricula in order to further understand a text.

Alignment/Balance:

- Students will be required to listen to the story, as it is read to them and then will be asked to participate in a Turn and Talk and other discussions surrounding the story. They will be asked to help brainstorm ideas as to why or how those inferences can be made on those particular pages. Students will be required to write in response to a question in order to explain why background knowledge is important in formulating an inference.

Graphic organizers

Inference Equation

Modeling for all students

Turn and Talk

Implementations for all ESOL/SPED accommodations throughout lesson

The story's theme relates to many cultures

Some assessments will be differentiated on an as-needed basis, based on observations and writings. They will be differentiated according to reading levels. Other assessments such as their unit assessments won't be differentiated.

ASSESSMENT?

How will students expand and solidify their understanding of the concept and apply it?

How will students demonstrate their mastery of the essential learning outcomes?

Journal Writing, Informal Observation, Exit tickets

Students will be assessed formally on their unit assessments.

Lesson Component <i>FFT Support, 1.e (Designing coherent Instruction)</i>	
TEACHER MOVES	TEACHER LANGUAGE <i>FFT Support, 2d (Managing Student Behavior)</i> <i>FFT Support, 3.b (Questioning/Discussion Techniques)</i> <i>FFT Support, 3.c (Engaging Students)</i>
CONNECT AND ENGAGE (5 min.) How students will quickly be motivated or prior knowledge accessed for the skill to be taught <ul style="list-style-type: none"> • Explain/review the strategy/skill and how it is used. • As appropriate, build/activate background knowledge and vocabulary necessary to beginning to read the text (via Discovery Education Streaming, pictures, realia, or other resources). • Pre-assess as appropriate. • Students engage with the text (set their purpose for reading, skim, read, and code/ annotate, use strategic behaviors). 	
<p style="text-align: right;"><u>NOTES:</u></p> BWTL Intro to inference Inference Taboo <ul style="list-style-type: none"> ○ Words for a zoo ○ Words for an elephant ○ Words for ocean 	<p style="text-align: right;"><u>NOTES:</u></p> What is inferencing? What can we learn from inferencing?
TEACHER MODELING – “I DO” (approx. 10-15 min.) A brief teacher-directed lesson on reading/writing strategy or skill <ul style="list-style-type: none"> • Includes vocabulary / grammar instruction as appropriate • Model thinking and with think-alouds. • Record think-alouds for the students (sticky notes, anchor chart, etc.) • Engage students. Insert Turn and Talk or other student response checks to monitor understanding • Utilize graphic organizer or other organizational tool when appropriate. 	

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<p style="text-align: center;">NOTES:</p> <p>Key words: Key vocabulary, text clues, Background knowledge</p> <p>Stop after page 140 Context Clues—thousand of boxes, arranged everything on shelves Background knowledge—I know that when you unpack boxes, they sometimes come from trucks. I can infer the super market must have just gotten a new shipment in.</p> <p>Stop after page 142 Context Clues—Preserve food, containers Background Knowledge—I know that if my food isn't put into containers and chilled in a refrigerator, it will spoil I infer that the people during the time that this chill box was invented must have been ecstatic!</p>	<p style="text-align: center;">NOTES:</p> <p>My background knowledge tells me that when I see people unpacking boxes, they often come off trucks (like when you move). I can infer that the supermarket must have just gotten in a shipment. Why is it important for a supermarket to get a shipment in?</p> <p>I understand the story is saying the refrigerator was invented because food was spoiling. I can infer that people must have been happy. Why do you think that I can infer people must have been happy?</p>

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TEACHER LANGUAGE

FFT Support, 2d (Managing Student Behavior)
FFT Support, 3.b (Questioning/Discussion Techniques)
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GUIDED PRACTICE – “WE DO” (approx. 15-20 min.)

- How teacher guides students to participate using graphic organizer or other tools (include use of think/pair/ share, turn/talk, etc.)
- May include gradual release of responsibility – to pairs or groups
- Utilize portions of text to read aloud and think alouds to use if needed.

Identify guided practice needed before releasing students to practice on their own.

- Consider:
 - Cooperative groupings.
 - Conceptual difficulties that might arise.
 - How students can initiate discussion.
 - How tasks are differentiated and cognitively challenging.
 - How the tasks advance students' understanding and learning.
 - How to mentally engage students with the content and aid in constructing understanding.
 - Ways to check for understanding or need for further support.

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<p style="text-align: center;">NOTES:</p> <p>Continue reading and stop after page 145. Students will turn and talk what type of inference they can make from this page. First they'll brainstorm the text clues, background knowledge and then think of the inference that can be made.</p> <p style="padding-left: 20px;">Text Clues—Zippy Music, people hum</p> <p style="padding-left: 20px;">Background knowledge—people are often happy in grocery stores</p> <p>What can we infer from page 145?</p> <p>Read pages 146-147 Turn and Talk why types of inferences can we make after reading these pages?</p> <p style="padding-left: 20px;">Text Clues—Lines, registers, cost</p> <p style="padding-left: 20px;">Background Knowledge—People don't generally enjoy waiting in lines</p> <p style="padding-left: 20px;">Inference—This must be everyone's least favorite part about grocery shopping. In fact, people have to pay at the checkout counter too.</p>	<p style="text-align: center;">NOTES:</p> <p>What inferences can we make after reading page 145? What information did you need in order to make that inference? Does any one agree? Why or why not?</p> <p>After reading the passages on pages 146-147, what types of inferences can we make? How is this inference similar or different from other inferences we made earlier on in the story?</p>

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TEACHER MOVES

TEACHER LANGUAGE

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INDEPENDENT/COLLABORATIVE PRACTICE – “YOU DO” (approx. 15-20 min.)

How teacher guides students to participate using graphic organizer or other tools (include use of think/pair/ share, turn/talk, etc.)

- May include gradual release of responsibility – to pairs or groups
- Utilize portions of text to read aloud and think alouds to use if needed.
- Identify guided practice needed before releasing students to practice on their own.
- Consider:
 - Cooperative groupings.
 - Conceptual difficulties that might arise.
 - How students can initiate discussion.
 - How tasks are differentiated and cognitively challenging.
 - How the tasks advance students' understanding and learning.
 - How to mentally engage students with the content and aid in constructing understanding.
 - Ways to check for understanding or need for further support.
- Students practice the skill – independently or in pairs using the graphic organizer or other tool. Students apply knowledge in texts at their independent reading levels; additional texts may be provided to differentiate for interests and/or reading levels.
- Teacher circulates, provides specific praise and guidance, and assesses progress and needs
- Possible previously used leveled readers for practice at differentiated instructional levels of students

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<p style="text-align: center;">NOTES:</p> <p>Students will read page 148-149 with a partner and come up with one or two inferences from the pages. Possible inferences are found below</p> <ul style="list-style-type: none"> Inference—women are organized, they make shopping lists Inference—people are impulsive, things are not on lists Inference—consumers spend a lot of their paychecks at supermarkets <p>Students then will answer question 4 on page 150 in their reader’s journal.</p>	<p style="text-align: center;">NOTES:</p> <p>Turn and Talk: What inferences can be made from reading pages 148-149. How did you come up with those inferences? What Text Clues did you use? What background knowledge did you have to use?</p> <p>Throughout the text, what background knowledge did you need in order to understand the story? Would you have been able to enjoy the story as much if you didn’t understand the concepts that had been presented? Why or why not? Defend your answer.</p>
<p>CLOSURE/FORMATIVE ASSESSMENT (5-10 min) OR Teacher Modeling of Constructed Response (15-20 minutes)</p> <ul style="list-style-type: none"> • Students apply, extend, or reflect on the skill <p>Can also include:</p> <ul style="list-style-type: none"> • Assessment of student learning, including student reflection on what was learned which may include: <ul style="list-style-type: none"> ○ Connections to previous and new learning. ○ A review of the lesson objective and if it was achieved. ○ An exit slip, final journal reflection, or other means of informal assessment. ○ Constructed Response, SR, or quiz. ○ Student sharing and peer feedback. ○ Celebrations of learning. 	
<p style="text-align: center;">NOTES:</p> <p>Students will complete an exit ticket to reflect on the various things that they learned about inferences or about the grocery stores. The exit ticket also provided them the opportunity to ask any lingering questions that they may still have.</p>	<p style="text-align: center;">NOTES:</p> <p>What have you learned? Explain any concepts that you can continue using while reading to further extend understanding of other texts. What other questions do you still have?</p>

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Next Step(s)	
Small Group Reading Lesson (20-30 min) This is small group pull out time where the teacher will work with students in appropriately leveled text. Reference Small Group Lesson for Emergent Readers and Small Group Lesson Plan for Extending Readers for detailed lesson-planning guidance.	Students have not formally started rotating into their centers yet.