Sample Teach[1]

By

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Click the link the view the video of my Sample Teach.

PART 1: WHO are the students?

Class Composition		
Teacher Name: Angela Edwards	Subject/Grade Level: ELA/5th Grade	Lesson Date/Time: Monday, 9:00-9:12 a.m.
Female Students: 14	Male Students: 11	
General Student Data		
Students with Disabilities: 3	GATE Students: 0	
English Learner Data		
English Learners (EL): 5	ELD Levels in Your Class: 3	
English Only (EO): 20	Reclassified Fluent English Proficient (RFEP): 2	
Long Term English Learners (LTEL): 1	Standard English Learners (SEL): 2	
Additional Student Information		
What other student data may be relevant or important to this lesson? One of the EL students was adopted from Tanzania one year ago and is still in the beginning stages of learning English. He has spina bifida.		
Considering the data above, list the strategies you use to help every student gain access to academic content? (i.e., differentiation strategies, grouping of students, IEP requirements, etc.) Three of the students have IEPs (all are EO). Student # 1: Autism Details of IEP: student is very strong in pre-algebra but needs constant adult supervision; receives individual and small group instruction in adaptive behavior, gross motor skills, language, concept development, and fine motor skills Strategies: letting the child know the schedule (sand timer), give choices, and distract and redirect problematic behavior instead of saying stop and no Student # 2: Dyslexia		

Details of IEP: student is a fast reader and reports he loves to read but needs more practice with reading comprehension for narratives and practice answering inferential questions
Strategies: story prediction, mapping, connecting the information to personal experiences

Student # 3: ADHD
Details of IEP: student is highly creative but she has a harder time staying on task than classmates; is easily distracted and requires verbal reminders and physical cues to focus attention on academic tasks
Strategies: sits at the front of the classroom to provide greater opportunity to focus on instruction, completes an on-task checklist during both math and ELA class, meets with the school nurse to discuss medication effects

Five of the students are English learners.*

Emerging Level: 2 (1 is LTEL)
Strategies: express basic personal and safety needs and ideas and respond to topics with gestures or short phrases, read very brief grade-appropriate text with simple sentences, and express ideas using visuals or graphic organizers

Bridging Level: 2
Strategies: express more complex feelings, needs, and ideas, read increasingly complex grade-level test while relying on context and prior knowledge, and write and express ideas to meet most social and academic needs

Lifelong Language Learning: 1
Strategies: participate fully in collaborative conversations in all content areas at grade level with occasional support, read with limited comprehension difficulty a variety of texts, and write and express ideas to meet a variety of social and academic demands

*Source of ELD strategies: Proficiency Level Descriptors for the California English Language Development Standards

PART 2: WHAT are they learning?

Instructional Goals and Objectives
Knowledge of Content and the Structure of the Discipline
EFFECTIVE Teacher demonstrates a solid knowledge of the concepts of the discipline and the lesson is aligned to the standards; teacher also demonstrates

knowledge of the progression of the content standards within and across adjacent grade levels
What key standards and instructional goals and objectives are being addressed in this lesson?   **CCSS for ELA/Literacy Standard**   CCSS.ELA-LITERACY.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   **Instructional Goal**   Help students determine the theme of a novel by looking for details in the first chapter of our current novel   **Student Objective**   Find words (especially adjectives and adverbs) and details the narrator uses in a novel that help you determine the theme   **How does this lesson connect to the big idea and to the overall unit?**   This is the first lesson in our Key Ideas and Details novel unit for *A Wrinkle in Time* by Madeleine L'Engle. We are learning how to look for and write about clues an author uses in a literature text to determine meaning.   **What ELD Standard is incorporated in this lesson?**   Part 1: Interacting in Meaningful Ways   B. Interpretive   6. Reading closely literary texts and viewing multimedia to determine how meaning is conveyed.
Language Objective What text structures, language features, and vocabulary will students need to use to express their understanding of the content?   Text structures: Plot and theme   Language features: Idiomatic expressions, metaphors, and sayings we use every day   Vocabulary of Lesson: Theme, character, summary   Novel Vocabulary: frenzied, frantically, wraithlike, crossly, scornfully, delinquent, smugly, vicious, gossip, uncanny

PART 3: HOW will they learn it?

Lesson Plan
Knowledge of Content Related Pedagogy/Standards-Based Learning Activities
EFFECTIVE – Knowledge of Content Related Pedagogy   Teacher's plan reflects effective research-based pedagogical approached to the discipline; teacher plans appropriate use of technology and of 21st Century Skills; teacher anticipates students' misconceptions

EFFECTIVE – Standards-Based Learning Activities
The learning activities are designed to cognitively engage students, are aligned to the standards, and are differentiated to meet the needs of diverse student subgroups.

Include your instructional sequence (lesson plan) here.
Purpose
To entice students to read with the objective of discovering meaning based on the first couple pages of a novel.
Academic Language (also stated in Part 2)
Plot
Theme
Idiomatic Expressions/Sayings
Metaphors
Character
Summary
Questions
Is every word in a text chosen for a specific purpose? How do specific adjectives and adverbs change a reader's perspective on meaning of a text?
Discussion Techniques
Students are given a list of words. In their reading journal, for their prereading activity, they write their own word that immediately comes to mind for each word. They may draw an illustration if this is easier (differentiation for ELD).
Standards-based Projects, Activities, and Assignments
The teacher reviews basic vocabulary needed for the activity: expression/saying, metaphor, adjective, adverb, noun. Students are asked to listen and read along as the teacher shows and plays the audio of the first couple pages of the novel, *A Wrinkle in Time* by Madeleine L'Engle. (Students may also watch the beginning of the film version, to ensure all students have access to meaning, before they complete the independent activity, but this is not shown in this lesson.) In their reading journals they are asked to write down interesting expressions, metaphors, adjectives, adverbs, and nouns. Then, students work with their desk partners to choose a theme from a list of themes; once they choose their chosen theme, they provide 3-5 words from the novel supporting their decision. Students return to a whole group discussion on plot vs. theme (previously discussed but reviewed again) and discuss how theme, or the message of the book, can be determined based on the words the author uses starting on the very first page while plot is only discovered by reading the entire novel. Finally, in their reading journals, independently, students write a 1-paragraph reflection, supporting their answer about the theme of the novel using examples from the pages read; students also include a brief

summary (ELD students may include drawings with their answer if differentiation is needed).

Student Support
Students with disabilities are supported throughout the lesson with strategies mentioned on page one and two of this lesson plan.
Autism: student is given a sand timer and a detailed schedule of the activity.
Dyslexia: student works with a graphic organizer which defines all terms visually
ADHD: student completes the on-task checklist for the activity

Grouping of Students
When the lesson begins and ends, students work in a whole-group format. During the activity, students work in peer groups (each low-performing student is paired with a high-performing student). To complete the assessment, students work individually.

Feedback to Students
During the initial instruction, the teacher asks students to answer the questions and responds to their answers. During the activity, the teacher circulates the room and responds to the student-created charts. After the lesson, the teacher provides the rubric to give a grade for the assignment.

21st Century Skills
Communication: Students work together to create a compare and contrast chart
Critical Thinking: Students use the data they've collected to make a decision
Creativity: Students determine theme and write/draw about their determination in a creative way.

PART 4: How will learning be assessed?

Assessment
Planning Assessment Criteria
EFFECTIVE Teacher has developed criteria by which levels of student learning will be assessed.
What criteria will you use to assess your students' learning? Teacher will use the Reflective Writing Rubric (available on ReadWriteThink.org) to assess student reflection about theme. **How will you communicate the criteria and ensure students understand the expected outcomes?** At the beginning of each unit, students are given the rubrics by which their will be assessed. The teacher ensures students understand the expected outcomes by playing a jeopardy or other type of game to test student knowledge of the rubric used for assessment.