**Teaching the Core – Exemplar Lesson Preparation Guide, ELA/Literacy**

Thank you for participating in the *Teaching the Core* exemplar video project.  We appreciate your important contribution to creating these valuable professional development resources for teachers across the country.  The *Teaching the Core* exemplar video project is focused on capturing lessons that are exemplars of the Common Core State Standards in practice.  In order to support you in planning for this lesson we have developed the following lesson preparation guide.  When planning your lesson for video capture please follow the steps outlined below.

**Step 1:  Complete the below demographic information.**

|  |  |
| --- | --- |
| School Name: Rockwell School | Teacher Name: Laura Dobrindt |
| Date: December 16, 2013 | Period / Time (12:15 pm-12:45 pm): |
| Room Number: 107 | Grade Level: Kindergarten |
| Demographics of the class:10 girls, 10 boys1 student receives free or reduced lunch5 students are receiving tier 2 reading interventions  |  |

|  |  |
| --- | --- |
| **Grade Band** | **Priority Areas of Instruction** |
| K-12 | Reading comprehension of literature or informational text highlighting any combination of the following areas of instruction:* + Read Aloud (K – 2)
	+ Academic language (vocabulary and/or syntax)
	+ Speaking and Listening
	+ Writing
	+ Language
	+ Creative performance tasks and activities that are text-dependent and text-specific
 |
| K - 2 | Reading Foundational Skills highlighting a content-rich, controlled text and the areas of instruction listed above. |

**Step 2: Determine the standards addressed in the lesson:**

* CCSS.ELA-Literacy.L.K.5
* With guidance and support from adults, explore word relationships and nuances in word meanings.
* CCSS.ELA-Literacy.L.K.1

With prompting and support ask and answer questions about key details in the text

* CCSS.ELA-Literacy. L.K.4 Ask and answer questions about unknown words in the text
* CCSS.ELA-Literacy.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

* CCSS.ELA-Reading Foundational Skills.RFS.K.2.a

Demonstrate understanding of spoken words, syllables, and sounds.

Recognize and produce rhyming sounds

**Step 3:**Plan the Lesson

* Use the grade-appropriate Instructional Practice Guide **(**[achievethecore.org/ela-literacy-common-core/instructional-practice](http://achievethecore.org/ela-literacy-common-core/instructional-practice/)) to plan your lesson.  *An exemplar lesson will meet all of the indicators for Core Action 1 and many, if not all, of the indicators for Core Action 2 and 3 (note: K-2 has 5 Core Actions).*Please write your lesson plan using the lesson plan format with which you are most familiar.  Be sure to note:
	+ Any materials you will use in the lesson (including multi-media)
		- Pre-selected sections of the text *In the Tall, Tall Grass* by Denise Fleming
		- Document camera/projector/screen
		- Author’s craft chart
		- Markers
		- Chart paper
	+ Where this lesson fits within the context of the larger unit – what was covered before this lesson, and what will be covered after this lesson
		- The units we have are created to build on basic literacy skills that will ultimately give the students background knowledge and skills to be purposeful readers and writers. Looking at how and why an author chose to write and illustrate their text, exposes the students to many variations and crafts. Every unit is designed to help students make reading-writing connections. This helps students to have their own “back-pack” of craft to reflect on and use to make their writing stronger.
		- Students have been working on:
			* Making meaning of text
			* Looking at different genres of text
			* Examining the purpose for each genre
		- Now students will be looking at the vocabulary, and craft in a variety of books and they will discuss how certain features help readers to understand and visualize what the author is trying to share with us.
		- We have read the story all the way through once before this lesson. The purpose of this first reading was for students to develop their listening skills, an understanding of the text and engage readers with the text.
		- During today’s lesson I will be modeling close reading strategies for students. We will be re-reading certain portions of the story that illustrate how Denise Fleming chose and crafted the text to help the reader visualize information about the animals in the books.
		- After examining the craft in Denise Fleming’s “In the Tall, Tall Grass”, we will examine author’s craft in another text also written by her. Students will compare the author’s craft utilized in each book and share how it helps them develop an understanding of the story.
		- Following these lessons, we will review the vocabulary, nuances and craft that were used. The students will work with peers to act out the rich vocabulary and share why they think the author made those choices.
		- **Learning Objective:**
* The goal of this is to teach students to read closely and critically in order to comprehend complex literary text.
* In this lesson sequence, the teacher uses a variety of strategies to actively engage students in searching for meaning in the vocabulary and nuances, as well as how the placement of the words on the page associated with the illustrations.

**Rationale:**

* Even very young students can begin to develop strategies to work with text that will form the foundation of close and critical reading.
* In this lesson, the teacher leads students through the process of asking questions, making inferences about meaning and testing those inferences against the language of the text.

**Reading Task:**

* The story, “In the Tall, Tall Grass” is read aloud the day before.
* The text will then be looked at more closely and we will be looking at the vocabulary specifically to gather more information about the text.
* Specific pages will be used to allow the students to explore their knowledge of vocabulary, and how the author can vary a word to make in more meaningful for the reader.

**Step 4: Share the Lesson**

*Lesson Sequence Overview*

*(The lights in the classroom will be turned off while the text is projected.)*

#### Day 1: Monday, December 16

#### 12:15-12:45pm

* Guide the students through a second close reading, evaluating the vocabulary and craft that the author uses to help the reader have a better understanding of how these words and their placement on the page help us to better understand the characteristics of these animals.
* CRAFTS TO NOTICE

Day 1 “In the Tall, Tall Grass” Day 2 “Beetle Bop” (the purpose on day two

will be directed by the students.)

|  |  |  |  |
| --- | --- | --- | --- |
| **WHAT DO WE SEE? (from text/scanned pictures)** | **WHY DID THE AUTHOR DO THIS?****(purpose)** | **WHAT DO WE SEE? (from text/scanned pictures)** | **WHY DID THE AUTHOR DO THIS?****(purpose)** |
| Dart, dip | To help the reader visualize how humming birds move. “Pretend that your hand is a bird. Make it dart and dip. Why not fly?” | Diving beetles, whirling beetles | To help the reader visualize how beetles move. “Pretend that your hand is a beetle. Make it dive and whirl. Why not fly?” |
| Strum, drum, bees hum | To help the reader understand the sound that bees make. When you say the words your mouth makes the sound that bees make. Have the students make the sound. What does that make you think of? Why? | BuZZIng beetles, huMMing beetles, steadily druMMing beetles. | To help the reader understand the sound that beetles make. When you say the words (Have the students share why this was done.) |
| Pull, tug, ants lug | To help the reader visualize how ants move and what they do. “Act it out.” |  |  |
| Slip, slide, snakes glide | To help the reader visualize how snakes move. Placement of the words and the sound your mouth makes while saying these words. | Big beetles, small beetles, crawl up the wall beetles | To help the reader visualize how beetles move. Placement of the words and the sound your mouth makes while saying these words. |
| Skitter, scurry, beetles hurry | To help the reader visualize how beetles move.  |  |  |
| Zip, zap | To help the reader visualize how frogs quickly use their tongues to eat. | Chewing beetles, sawing beetles, noisily gnawing beetles. | To help the reader visualize how beetles eat. |
| Lunge, loop, bats swoop. | To help the reader visualize how bats move and fly. | Round beetles, square beetles, fly-in-the-air beetles |  |
| Stars bright, moonlight…good night, tall, tall grass. | To help the reader visualize how when the moon is out, the grass appears bright and things are still and quiet. | Glowing beetles, flashing beetles, constantly crashing beetles. |  |

**Day 2 Tuesday, December 17**

**12:15-12:45pm**

1. The text we will be focusing on is *Beetle, Bop* by Denise Fleming. Guide the students through a few chosen pages. We will be evaluating the vocabulary and craft that the author uses to help the reader have a better understanding of how these words and their placement on the page help us to better understand the characteristics of beetles. We will then compare it to the text that was read on Day 1, *In the Tall, Tall Grass*.

**Tell us anything else you feel is important to know about this lesson that is not captured in the above lesson plan.**

**The lesson will take place on the carpet. I will be moving between the laptop, and the easel.**

The day of the lesson, attach a copy of your lesson plan and any student handouts to this document and give it to the videographer.  After the lesson, provide the videographer with samples of student work.  If it is not possible to make copies of the student work, the videographer can take a picture.

**Step 5:  Reflect on the Lesson**

At some point after your lesson you will be asked to participate in an interview.  The goal of this interview is to learn more about the lesson, the decisions you made in planning for it, and your assessment of how it could have been strengthened.  The questions below will help you reflect on the lesson and prepare some thoughts for the interview.  Please take a few moments to think about your responses to the following questions – note that you do not need to write out answers to these questions; imagine this is a conversation with a fellow teacher about your lesson.  However, because a few days may elapse between the lesson and the interview, you may want to jot down a few notes so you do not forget your thoughts.

**We want to understand the decisions you made in planning for this lesson and how it fits into the unit and year.**

* How does this lesson connect to and build on students’ prior skills and knowledge?  What was taught before this lesson, and what will come after it?  Discuss the sequence of lessons that surround this one lesson.
	+ - The units we have are created to build on basic literacy skills that will ultimately give the students background knowledge and skills to be purposeful readers and writers. Looking at how and why an author chose to write and illustrate their text, exposes the students to many variations and crafts. Every unit is designed to help students make reading-writing connections. This helps students to have their own “back-pack” of craft to reflect on and use to make their writing stronger and effective.
		- Students have been working on:
			* Making meaning of text
			* Looking at different genres of text
			* Examining the purpose for each genre
* Is the text used in this lesson part of a sequence of texts designed to build skills and knowledge?

The texts that were chosen for this lesson are part of a sequence of texts that have clear examples of rich vocabulary and nuances, and craft. Other texts that can be used are,

“In the Small, Small Pond” by Denise Fleming

“Lunch” by Denise Fleming

Talk about the standard(s) targeted in this lesson.  What did you do to make the lesson reflect the full intent of that standard?

* CCSS.ELA-Literacy.L.K.5
* With guidance and support from adults, explore word relationships and nuances in word meanings. *I will guide the students while focusing their questions and responses. I will point out specific vocabulary and encourage them to think about how and why that word and or craft is effective.*
* CCSS.ELA-Literacy.L.K.1

With prompting and support ask and answer questions about key details in the text

* CCSS.ELA-Literacy. L.K.4 Ask and answer questions about unknown words in the text
* CCSS.ELA-Literacy.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

* CCSS.ELA-Reading Foundational Skills.RFS.K.2.a

Demonstrate understanding of spoken words, syllables, and sounds.

Recognize and produce rhyming sounds

* Which of the Core Action indicator(s) do you think this lesson best exemplifies? Why?

Core Action Indicators seen in both lessons:

Core Action 1: Focus each Lesson on a high quality text

1. A Majority of read aloud time is spent reading, listening to, speaking or writing about text.
2. The text is above the complexity level expected for the grade and time in the school year.
3. The text exhibits exceptional craft and thought and/or provides useful information; where appropriate the texts are richly illustrated.

Core Action 2: Employ questions and tasks that are text dependent or specific.

1. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.
2. Questions and tasks require students to use details from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.
3. Questions and tasks attend to academic language
4. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.

Core Action 3: Provide all students with opportunities to engage in the work of this lesson.

1. The teacher uses strategies to keep all students persevering with challenging tasks.
2. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other’s thinking.
3. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.
4. Tell us anything else you feel is important to know about this lesson that is not captured above or in the lesson plan.

Core Action 4: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

1. The foundational skills being taught are aligned to the standards of this grade.
2. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and words structures.
3. The teacher focuses the majority of student reading time on reading, listening to, speaking or writing about text.
4. Whenever possible, instruction and materials connect acquisition of foundation skills to making meaning from text.
5. Instruction and materials are responsive to students understanding of skills being taught through careful monitoring of student progress.

Core Action 5: Provide all students with opportunities to engage in the work of the lesson.

1. The teacher uses strategies to keep all students persevering with challenging tasks.
2. The teacher orchestrates conversations and plans tasks in which students talk about each other’s thinking.
Reflect on the lesson you have just planned and note which of the core action indicators you think this lesson illustrates.

**We are interested in how the Shifts required by the CCSS are being incorporated into your instruction.**

* Discuss how this lesson illustrates the Shifts required by the CCSS.

This lesson is designed to build knowledge through content-rich non-fiction. I like this text because it is non-fiction but presents differently at first glance. This requires the reader to think critically about what the author wrote and illustrated.

* The reading and discussion associated with this lesson are grounded in information from the text.
* The students have regular experiences with complex text and academic language that is rich and meaningful.
* How did you teach the content of this lesson (or this text) prior to the CCSS?  What is the same and what is different?
* The books are the focus of these lessons, and the students are guiding the discussion more than in the past. Having the students “act out” and share with each other throughout keeps them engaged. I want them to notice the craft and why/how it helps them to understand the story.

**Student engagement is crucial to the work of the CCSS – we want to understand how you ensured that all students had the opportunity to productively engage in the work of the lesson.**

* How did/do you support all students in working with grade-level text? (e.g., how did/do you provide scaffolding for students below grade-level so they can read grade-level text? How did/do you create opportunities for students who are advanced to engage more deeply with grade-level or above grade-level text?)
* Students identified as needing tier 2 intervention in reading will be pre-taught vocabulary to provide support in their understanding of the text.
* How do you know that students were able to successfully respond to the text-dependent questions and tasks with precision?  Did students acquire the literacy skills addressed in the lesson? What did/do you do for the students who did not acquire the literacy skills addressed in the lesson?
* Which behaviors from Core Action 3 did the students’ best exemplify in this lesson?  What actions have you taken as a teacher to make that happen?
* Throughout my close reading the students will be turning and talking, giving me non-verbal signals, and acting out the high level vocabulary. I will also have them share their peers ideas to ensure they are not only engaged while I am reading, but also while their peers are sharing.

**Great instructors are continuously learning – we want to understand what you celebrated in this lesson and what you would improve upon.**

* Reflecting on the lesson, what worked particularly well and what might you do differently?
* Were there any surprises or unexpected student behaviors or reactions?