Interview Protocol for a Pre-Observation (Planning) Conference

Date: January 9, 2013 11:15am-12:00pm

Teacher: Christy Bibb

Grade Level: Third Grade

Subject: English/Language Arts

1.     How will this lesson address the content area standards?

This lesson addresses the following Common Core State Standards:

CCSS ELA Reading 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS ELA Reading 3.6 - Distinguish his or her own point of view from that of the author of a text.

CCSS ELA Speaking and Listening 3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS ELA Speaking and Listening 3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

During the lesson students will be using the text “Is Summer Break Necessary?”  The day before, students will read the text, and determine the 2 opposing ideas with details to support it.  This article gives two viewpoints on this debate.  Today, students will need to provide evidence from the text to support their own opinion on this debate.

2.     What are your learning outcomes for this lesson? What skills or knowledge will students learn as a result of this lesson? How do the learning outcomes connect to the standards addressed in this lesson?

My objectives for this lesson are:

Students will be able to engage in academic conversations using evidence from the text to support their opinion about whether or not summer vacation is necessary.

Students will be able to build upon the ideas of others, ask meaningful questions to clarify their understanding, and disagree respectfully.

The text that I chose is available on [www.fortheteachers.org](http://www.fortheteachers.org) (<http://www.fortheteachers.org/Reading_Resources/Is_Summer_Break_Necessary_1.pdf>)

This text has an approximate lexile level between 500 and 700.  It is appropriate for 3rd/4th graders. I feel that this is appropriate for a majority of my students.  For those that may struggle with the decoding I will preview the text with them ahead of time.

I expect that some students will struggle to express their ideas in their own words.  They are capable of doing it, however there are several who need reminders to do it.  Some students may also forget to provide evidence from the text, and instead rely entirely on their own life to give support.  In the days before this lesson, students will use 2 different color highlighters to code evidence that supports each point of view.  This information will then be recorded on 2 different main idea webs.  I want this lesson to remain focused on the text so that is the evidence they need to provide in order to be successful.  By color coding, and putting information on graphic organizers, this will help students maintain that focus.

I plan to put these expectations on the posted chart that reminds students of how to have an academic conversation in 3rd Grade.  These are the reminders that will be included:

1. One person talks at a time.

2. Eyes on the speaker.  Ears are listening.  Body Still.

3. Use evidence and language from the text to support your thinking - in your own words!

4. Remind classmates to use text evidence if they forget.

5. Add on to what others say.

6. Ask questions if you are confused.

3. What materials or instructional resources will you use in this lesson?  What specifically about these materials or instructional resources will help you meet your instructional goals?

[Is Summer Break Necessary?](http://www.fortheteachers.org/Reading_Resources/Is_Summer_Break_Necessary_1.pdf) approximate Lexile measure 500-700; approximate reading level 3-4 grade

[Main Idea Web](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf) (used the day before)

I chose this text because it is appropriate for my students based on their reading level, and it’s about a topic that will engage my students.  It shows both points of view about a debate.  It was essential to have details for students to back up either side of the argument.

4. How does this learning fit in the sequence of learning or curriculum for this class?

Forming an opinion and defending it appropriately is an essential piece of the third grade curriculum expectations.  Students also need to be able to respectfully debate a topic.  They need to be able to express their ideas clearly, and accept the ideas of others even if those ideas are different from their own.  This is important in order to ensure that students are on track in terms of college and career readiness.

So far this year I have worked on building conversation skills using 3 discussion cards that prompt students to share an idea that builds off of someone else’s idea, ask questions, and add in a new thought or something that disagrees with what has been shared so far.

Prior Learning: The day before this lesson, they read the text and discussed the two points of view.  We discussed the vocabulary words: required, population, rural, tradition, elective. Then, students created main idea webs to support both points of view using details from the text.  During this lesson, students can refer back to the text and their main idea webs (which include text support) to defend their opinion.

Follow Up: After students have formulated their opinion, and analyzed if their opinion has changed, they will plan and write a persuasive letter to our superintendent to either support the district decision to have a long summer break, or try to convince him that we should change our school calendar.

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any tasks, activities or other materials the students will be using.

Learning Activities:

1. (10 minutes) I will re-read the article out loud to the students and refer back to the webs that they created the lesson before.  I will explain that the students will be debating their own opinions in a group while following our academic conversation expectations.  The focus question is: “Is summer break necessary?”  I will post this for students.  Their purpose for this discussion is to formulate an opinion that we can use to write a letter Dr. Smith (our superintendent) encouraging him to keep our schedule the same, or make a change to our school calendar.  They may have an opinion going into the conversation, however I will let them know that they may change their mind after hearing what others have to say.  This is part of working together to learn, and it’s why we discuss our ideas.  If their opinion does change, I would like them to be ready to share how their opinion changed.

2. (15 minutes) Students will work in groups at tables around the room to discuss their opinions.  They will have the text out along with their main idea webs they created during the previous lesson.  They will also have discussion cards out as reminders about how to add on, ask questions, and disagree respectfully.  I will circulate and check in with each group to monitor for understanding and to ensure that students are providing text support in their own words.  I will also be checking to make sure that students are following our expectations for academic conversations.

3. (10 minutes) Class will come back together for a whole class discussion.  Students will share their opinions with the whole class, and we will all follow the academic conversations expectations.  I will also ask students to think about if their opinion changed as a result of the conversations.  If there are students who changed their mind I will ask them to share their thinking with the class.

6. Briefly describe the students in this class, including those with special needs.

I have a very diverse group of students.  I have students reading from a middle/end of year first grade level through a 4th grade level.  One student in particular struggles with expressing ideas verbally and in writing.  I have many students who struggle to stay on task.  I also have a student who moved to the United States from Germany in November.  He has very limited English skills at this point in time.  My higher level readers are able to decode text easily, however they sometimes struggle with support their ideas with evidence from the text.  Some are used to things coming easily, so when it takes more time to provide that evidence they shy away due to the effort that this level of rigor involves.  There has been growth in this area so far, and we are continuing to work on this.

7. How will you differentiate instruction for different individuals or groups of students in the class?

I will make sure that I preview the text with my 6 students who are reading below grade level, and my new student from Germany.  This will allow them a chance to get to know the text ahead of time and begin to express the thoughts and ideas presented before working with their groups.  I hope that this will increase their confidence in their understanding and they will feel more comfortable participating.  My higher level students still fall within the Lexile range of this text.  The highlighting and main idea web strategies should help my group of students who struggle with providing text evidence.

8. How and when will you know whether the students have learned what you intend?

I will be monitoring student conversations as they work in groups and I will take notes on their progress.  I will know students have met the objectives when I see that they are actively engaged in the conversation, and are able to share their own opinion while providing text support.  After the lesson, they will be following up by writing a persuasive letter, which will also show that students have mastered the content and skills.

Extra Information:

Students will be set up in groups around the room at the desks and tables.  There will be 6 groups of students working.  I have 4 groups of desks and 2 tables that will be used for the group work.

[1] For guiding questions 1-8, see the CCSS Instructional Practice Guide: Supplement for Reflection Over the Course of the Year for ELA/literacy or Mathematics for guidance on CCSS expectations for practice over time (achievethecore.org/instructional-practice).

[2] Refer to [achievethecore.org/ela-literacy-common-core/text-complexity](http://www.achievethecore.org/ela-literacy-common-core/text-complexity/) for text complexity resources.