**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: Alyce Taylor | Teacher Name: Tammy Falk & Ryan Doetch |
| Date: 3-13-14 | Period / Time (e.g. 8:45-9:30): 1:30 to 3:00 |
| Room Number: A1 | Grade Level: First Grade |
| Demographics of the class  (e.g., % ELL, % SPED, other relevant): 43 students | |

**Step 2: Determine the text, topic, and instructional approach for your lesson.**

For the purposes of this project, the following should be true of all lessons:

* Lessons should target the grade-level standard(s) and part(s) thereof as outlined in the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.
* Lessons should have text at the center of the lesson (including K – 2 Reading Foundational lessons), and the text must be at or above the complexity levels called for by the standards.
* The majority of questions, activities, and tasks must be text-dependent and text-specific.
* Lesson should target the areas of instruction outlined in the table below:

|  |  |
| --- | --- |
| **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. |
| History/ Social Studies | Text-based lesson – Informational; highlighting subject-specific content and the areas of instruction listed above |
| Science/ Technical Areas | Text-based lesson – Informational; highlighting subject-specific content and the areas of instruction listed above |

Please note: The lesson can highlight a variety of instructional strategies designed to exemplify the intent of the standards.

1. Note the text(s) and topic(s) at the center of the lesson. (If possible, please provide an electronic copy of the text(s) when you email your completed lesson plan.)

Read Aloud: Owl Moon by Jane Yolen

1. Note the Foundational Skills addressed in lesson (K – 2 only).

RF1.1, RF1.2, RF1.3, RF1.4

1. Note the standard(s) on which the lesson focuses.

**Step 3: Plan the Lesson**

1. 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. 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)
* 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
* Any student activities and where in the classroom those activities will take place

1. Reflect on the lesson you have just planned and note which of the Core Action indicators you think this lesson illustrates particularly well.

Core Action 1 Indicators A, B, C

Core Action 2 Indicators A, B, C, D

Core Action 3 Indicators A, B, C,

Core Action 4 Indicators A, B, C, D, E

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

Our 1st grade students have been participating in a Read-Aloud Lesson for the book Owl Moon by Jane Yolen for 3 days this week. We are using a Read Aloud Project lesson from the RAP K-2 Edmodo Group. After the read –aloud portion of the lesson, the students will begin a modified Daily 5 schedule with both teachers teaching small groups.

**Step 4: Share the Lesson**

1. At least 10 days before your lesson is recorded, please share all lesson materials (this completed document, lesson plan, handouts, and text) with [INSERT DISTRICT CONTACT(s)]. [INSERT DISTRICT CONTACT(s)] will review and provide you with feedback on your lesson at least one week before your lesson is recorded.
2. At least three days before your lesson is recorded, email the electronic versions of all lesson materials (this completed document, lesson plan, handouts, and text(s)) to lessonmaterials@teachingthecore.org.
3. 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.
4. 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. If you are not able to provide student work immediately after the lesson you can also bring samples to your interview.

**Step 5: Prepare for Filming**

The filmmaker will make every attempt to minimize the disruption to your classroom. In order to support this goal, we ask that you please keep the following in mind as you prepare for the day of the video-taping.

We ask that you:

1. Use black whiteboard markers – they show up better on film. The filmmakers will bring extra black markers in case they are needed.
2. You will need to wear a wireless microphone so that your voice is captured clearly on the video. Wear clothing that has a pocket or belt on which to place a transmitter as well a top which will allow a small microphone to clip on easily.
3. Before the video-taping begins, please advise the filmmaker of any students who have not turned in their video release forms and allow the filmmaker to photograph any previously uncollected video release forms

Important information about the filmmaking process:

1. The filmmaker may request to adjust the blinds or classroom lighting.
2. While camera set-up times may vary based on the class size and set-up, it typically takes 20 minutes.
3. A total of 4 cameras will be placed in the classroom. The most common set up will be 2 in the front and 2 in the back of the room. 6 small audio recorders will placed in different locations around the room. Once the class has started, the filmmaker will operate the 2 cameras in the back of the room, leaving the 2 front cameras rolling continuously. This will minimize classroom disruption.

**Step 6: 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.

1. **We want to understand the decisions you made in planning for this lesson and how it fits into the unit and year.**
2. 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.
3. Is the text used in this lesson part of a sequence of texts designed to build skills and knowledge? If so, please give example of other texts that formed this sequence.
4. Talk about the standard(s) targeted in this lesson. What did you do to make the lesson reflect the full intent of that standard?
5. Which of the Core Action indicator(s) do you think this lesson best exemplifies? Why?
6. **We are interested in how the Shifts required by the CCSS are being incorporated into your instruction.**
7. Discuss how this lesson illustrates the Shifts required by the CCSS.
8. How did you teach the content of this lesson (or this text) prior to the CCSS? What is the same and what is different?
9. **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.**
10. 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?)
11. 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?
12. 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?
13. Would you like to comment on any of the submitted student work? Was there something that delighted or surprised you with this work?
14. **Great instructors are continuously learning – we want to understand what you celebrated in this lesson and what you would improve upon.**
15. Reflecting on the lesson, what worked particularly well and what might you do differently?
16. Were there any surprises or unexpected student behaviors or reactions?