**Part C: 2 Daily Lesson Plans**

**Part D: Unit Assessment Plan**

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| Lesson 1 ***Date: 11/2/15***  ***Objective(s) for today’s lesson:*** Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.  ***Rationale*** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students’ lives):   * Help children question text * Identify vocabulary words and deduce meaning based on context   ***Materials & supplies needed:*** Large sheet of white paper | |
| ***Procedures and approximate time allocated for each event***  *•* ***Introduction to the lesson (****What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose? How will I make explicit behavior expectations and other issues related to classroom management?) (5 minutes)*   * Review last week’s lesson- this will help children relate the overarching concept of weather to the new, specific types of extreme weather that we will be covering this week. * Vocabulary word review- what did we do that explored these words (last week) * KWL chart * “What did we learn about weather last week?” * “What type of extreme storms have **you** seen?”-Making personal connections will get students motivated about why they should learn information (emphasizing importance of recognizing storms and subsequent reactions of students). * “Why is it important to learn about these storms?” * “How can we use this information at home?”   **Behavior**:   * Review expectations * Have children model correct behavior * Incorrect behavior   *•* ***OUTLINE of key events******during the lesson*** *(Include specific details about how I will work on developing and improving my ‘core practice’ and attend to other instructional issues such as beginning and ending activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (\_\_10\_ minutes)*   1. Start by reviewing what we learned last week 2. What do we know about weather in general 3. Address “Essential question- How do storms affect us?” 4. Create KWL chart 5. Identify words to focus on through the text- let the children know that they should put hands in air when they hear a vocabulary word 6. No material to distribute, but large paper with vocabulary words will be prepared and hanging on the board. 7. After we are through reading our informational text, we will come back as a whole class and discuss what we think the vocabulary words mean based on the context 8. I will require students to use evidence from the text when presenting their thoughts to the class.   **Discussion Questions:**   * “Has anyone heard of these words before?” * “Do you have an idea of what they mean?” * “Why do think that this vocabulary word means this?” * “What evidence can you provide to support your thinking?”   ***• Closing summary for the lesson*** *(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (\_5\_\_ minutes)*   * I will have the children review the words that we identify * Think of types of extreme weather we could learn about * Have children share connections to their own life (if time permits) * Have students identify what was helpful when learning the words- what we need to focus on for tomorrow * Ask students to use their previous experiences to create sentences using some of our focus words(if time permits). * I want them to make connections to their life and analyze what strategies worked best for them.   ***• Transition to next learning activity*** | ***Academic, Social and/or Linguistic Support during each event***   * Lots of pictures cues * Use sign language cues for ELL learners * Repeated exposure and modeling * Small group pulled for children that are struggling |
| ***Assessment*** *(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)*   * I will gauge students learning based on their involvement in the class- are they contributing to conversations, making connection symbols. * If the students are struggling, I will take more time tomorrow to review the concepts and revisit our close reading book. | ***Academic, Social, and/or Linguistic Support during assessment:***   * The first grade classes at Glencairn are combined and split up based on academic level so no real differentiation is needed because all students are high achieving student. * There are two children that sometimes need some redirection and repeated instruction, so during their assessments I will pull them separately and have them complete the activity with teacher guidance |

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| Lesson 2 ***Date: 11/3/15***  ***Objective(s) for today’s lesson:*** Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.  ***Rationale*** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students’ lives):  ***Materials & supplies needed:*** Vocabulary books, yesterday’s KWL chart | |
| ***Procedures and approximate time allocated for each event***  *•* ***Introduction to the lesson (****What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose? How will I make explicit behavior expectations and other issues related to classroom management?) (5\_ minutes)*   * Review behavior expectations and our picture cues on the board * Review the lesson * Why is this important? * How might we might use this information in the future * Dangers of these storms * When we could use vocabulary words   *•* ***OUTLINE of key events******during the lesson*** *(Include specific details about how I will work on developing and improving my ‘core practice’ and attend to other instructional issues such as beginning and ending activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (\_7\_\_ minutes)*   * Review behavior expectations and our picture cues on the board * Review KWL chart * Quickly look at text we read yesterday * Explain the idea of a vocabulary book and why this is an important tool –this addresses my core practice of providing explicit vocabulary instruction for the students. * How we can use this tool in our writing * Model how to record our words in our “vocabulary books.” * At this time I will distribute the vocabulary books for my students as well as have my “paper passer” distribute the pencils to each of the students. * In this book the students will be required to draw a picture of the vocabulary word, write a definition and use the word in a sentence. This will help them not only understand the meaning of the word but how they can use this word in the future.   ***• Closing summary for the lesson*** *(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (\_5\_\_ minutes)*   * Review words * “Wow” books- Identify children that did an exceptional job and have them share 1 or 2 pages of their book for the class. * Ask the students to connect what we did to yesterday’s activity of reading * Write questions that we still have about storms (what we want to address tomorrow) * I want the children to reflect on their learning today and discuss the vocabulary words using authentic experiences as a guide. For example, instead of just stating a definition, I want the students to make connections to the book that we talked about yesterday and use that knowledge to engage in a discussion of the vocabulary words with their peers.   ***• Transition to next learning activity-*** talk about all of the exciting words we will learn this year and talk about how we have to have a good way to refer back to our work so we can write about our amazing words. | ***Academic, Social and/or Linguistic Support during each event:***   * Lots of pictures cues * Use sign language cues for ELL learners * Repeated exposure and modeling * Small group pulled for children that are struggling |
| ***Assessment*** *(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)*   * Examine vocabulary books * If students are correctly writing definitions and applying knowledge to pictures and sentences, this will indicate to me that the children understood the material. * If there are problems, I will review my lesson tomorrow and have the students redo page in small group (teacher lead). | ***Academic, Social, and/or Linguistic Support during assessment***   * The first grade classes at Glencairn are combined and split up based on academic level so no real differentiation is needed because all children are high achieving students. * There are two children that sometimes need some redirection and repeated instruction, so during their assessments I will pull them separately and have them complete the activity with teacher guidance. |

**Part D: Collaborative Teaching Unit Assessment Plan**

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| **Learning Objectives for your Unit:** |
| **Objective 1:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use. |

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|  | **Assessment Name/Activity** | **Will students create a written product? (yes/no)** | **Objectives being assessed (#)** | **Describe how meeting this objective would look in this lesson (criteria)** |
| Pre-assessments | Oral survey/ Brief oral survey of children that claim to have “heard” of the vocabulary words before. If a student raises their hand to claim that they have heard of the word before, I will have them explain the information they think they know and use evidence to support their thinking. | No | 1 | Children will raise their hand in response to whether or not that have prior experience with these vocabulary words. |
| Day 1 | Group Identification/ Group identification of vocabulary terms and recalling evidence of application throughout text | No | 1 | Whole class would be engaged and showing connections. If the student is meeting objective then they would be actively participating in group brainstorming |
| Day 2 | Vocabulary book/ Look at child individual definitions and ensure that they have the correct terms and explanation in their “vocabulary book.” | Yes | 1 | Child wrote the correct definition, drew a matching picture, and used the vocabulary words correctly in a sentence. |
| Day 3 | Question activity/ examine child’s article and the sections that they chose to underline | Yes | 1 | Examine each child’s article and the parts that they chose to underline. Also look at answers children found to article questions. If students underline purpose and correctly answered questions, I know they understood information. |
| Day 4 | Observation/ make note of whether or not the child is actively engaging in small groups and locating facts in their expert group | No | 1 | I will be walking around the classroom observing the children in their small groups. If they are fulfilling their group “role” and contributing facts that they have located, I will assume they can locate evidence from a text. |
| Day 5 | Individual writing piece/ Write a non-fiction piece about extreme storms, using all of our target vocabulary words | Yes | 1 | I will collect their individual writing and analyze their use of the target vocabulary. If they correctly use the vocabulary and use evidence from texts we have covered throughout the week, then they will have completed my weekly objective. |
| Day 6 | Observation/ observe children in the whole class to see if they can identify target words and contribute to class definitions. | No | 1 | During the reading of our “big book,” I will observe my students and see if they are contributing to the class conversation. If the students are making the “connection” sign language symbol and contributing ideas to the class discussion then I would consider this a success. |
| Day 7 | Vocabulary Book/ Look at child individual definitions and ensure that they have the correct terms and explanation in their “vocabulary book.” | Yes | 1 | Child wrote the correct definition, drew a matching picture, and used the vocabulary words correctly in a sentence. |
| Day 8 | Question activity/ examine child’s article and the sections that they chose to underline | Yes | 1 | Examine each child’s article and the parts that they chose to underline. Also look at answers children found to article questions. If students underline purpose and correctly answered questions, I know they understood information. |
| Day 9 | “Sorted Worksheet”/ Have children completed a sorted worksheet where there are several invention from the past and present. Students must sort objects based on invention date.  Fact location/ students are given a “Fact” worksheet where they will be asked to complete 6 facts that they have learned thus far about items/ inventions from the past. | Yes | 1 | If a student has correctly sorted inventions and located 6 (True) facts, the student has completed the objective. |
| Day 10 | Individual writing piece/ Write a non-fiction piece about how things have changed from the past and extend thinking to what inventions might look like in the future. In their writing students will use all of our target vocabulary words. | Yes | 1 | If children correctly use all target vocabulary words and identify the ways that inventions have/will change, they have correctly completed the objective. |
| Post Assessments | Writing folders/ Examine the children’s free choice writing folders and see if the vocabulary words have been used in their writing. | Yes | 1 | As an extension of my lesson, I will examine the student’s writing folders and see if they have accurately used their new vocabulary word. Successful implementation acts as indicator that the child understood the lessons. |