Term III - Literacy
Revised lesson plan for Jesse Gottschalk (3rd grade)
Designed by Jesse Gottschalk and Kate Atkins (5th grade)

Focus strategy: Questioning as a comprehension strategy
Reading content: Informational texts (subject: food chains)

Goals & Objectives:

- SWBAT ask and answer questions using specific textual references IOT improve comprehension
- SWBAT develop questions which activate background knowledge and provide opportunities for reading critically and constructing further inquiry.
- SWBAT skim texts and assess relevance of text passages IOT identify sections pertinent to answering questions.

For this lesson, we wanted to focus on the use of questioning as a strategy to facilitate reading comprehension and increase student connections to classroom texts. While we will provide some attention to skills in developing questions, the primary focus of student work during our lesson will be using their questions as a lens while reading informational texts. The objectives of the lesson all relate to facility with these related skills: asking questions, using questions as a tool for comprehension, and identifying textual evidence to support the responses they develop.

Additional residues may relate to: activating background knowledge – which will play a role in how students develop and frame questions, as well as the responses they may already have; comfort in working with a partner for reading and researching; and practice using basic note-taking strategies.

Standards:

- CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- CC.1.2.5.B: Cite textual evidence by quoting accurately from a text to explain what the text says explicitly and make inferences.
- CC.1.2.3.G: Use information gained from text elements to demonstrate understanding of a text.
- CC.1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate the answer to a question quickly or to solve a problem efficiently.
- CC1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Materials and Preparation:

Materials:
- A variety of books and articles related to the given topic (food chains)
  - Pile A:
    - Miché, Mary (2012). *Nature's Patchwork Quilt*. Nevada City, CA: Dawn Publications.
    - Lauber, P. (1995). *Who Eats What?* New York: Harper Collins,

- (Article:) "The Food Chain." *Sheppard Software*. Retrieved 11/20/2013 from http://www.sheppardsoftware.com/content/animals/kidscorner/foodchain/foodchain.htm
- Godkin, C. (2007). "Wolf Island." In *Imagine It! Student Reader: Book 1, Grade 3*. ==New York==: SRA/McGraw Hill.
    - Pile B:
        - Hirschi, R. (2007). *Ocean Seasons*. Mt. Pleasant, SC: Sylvan Dell Publishing.
        - Walker, R. (2009). *Animal Life*. New York: DK Children.
        - (Article:) "The Food Chain." *Sheppard Software*. Retrieved 11/20/2013 from http://www.sheppardsoftware.com/content/animals/kidscorner/foodchain/foodchain.htm
        - Godkin, C. (2007). "Wolf Island." In *Imagine It! Student Reader: Book 1, Grade 3*. ==New York==: SRA/McGraw Hill.
- ~~Paper and pencils~~
- Sticky notes
- An easel or white board and markers
- Graphic organizers (featuring space to draw/write food chains, and to add additional information and quotes)
- Pencils

Preparation:

The most challenging portion of the preparation will be selecting the books and articles – we will need enough materials so each pair of students (2-3 pairs per group) will have a few items to choose from. Reading material should include some differentiation of reading level so that students can select texts that will provide them with accessible content. The remainder of the preparation will be making sure that there is an appropriate space for the lesson, and that there are enough materials for each student to have paper and for each partnership to have a pad of sticky notes.

Classroom Arrangement and Management Issues:

[Note: we are describing the space in which Kate's lesson will take place, as we have not yet scheduled Jesse's lesson; we intend for it to be similar.]

For Kate's lesson, she will bring her small group of students into Jesse's classroom, which will be out of the room for lunch. The full-group portions of the lesson (introduction, modeling, debrief) will take place with students seated at one cluster of desks (Jesse's students will likely sit on the floor); this was chosen because Kate's 5th grade class is accustomed to working in this format. The teacher will have a whiteboard easel next to the cluster, to allow writing and modeling for the group that is not as remote as writing on the wall-mounted white-board would be.

During partner reading, students will be allowed to choose a nearby spot (within a designated & specified range, so that the teacher can easily monitor all groups simultaneously). Alternatively, the teacher may designate spots if management is expected to be an issue.

Students will be expected to bring their own pencils. Other materials – books, sticky notes, papers – will be pre-bundled and stored near the teacher; once the teacher has divided the group into partnerships, each pair will receive its bundle (collection of books/articles, paper, and pad of sticky notes).

Commented [JG3]: I ended up doing a very similar model to Kate: I brought the students into my class (when the rest of their class was elsewhere) and had them seated on the carpet around the whiteboard (they asked to sit in chairs, and I consented). The books were pre-set in piles at tables in different parts of the room, accompanied by stacks of graphic organizers and sticky notes.

[Note: on the lesson plan template, "management concerns" is listed in two places; see the below section on "Anticipating Students' Responses" for details on anticipated management concerns and potential solutions.]

The Plan:

1. Introduction/Hook: (5-10 minutes)brief)
   a. Provide a brief introduction to the content topic – food chains. (something both classes have been exposed to)

   b. Provide context for the lesson.:

      i. When I saw the story yesterday, I heard it was about food chains, so I asked myself, "What was the food chain in the story?"
      ii. The thing about asking questions with reading is, there's two different ways that you can try to answer them. One is, you can read the entire thing. Which is good, but it might take a lot of time. But the other way is to use *strategies* to get the information you're looking for.

2. Modeling & Guided reading: (5-10 minutes)

   a. Ask for strategies for finding relevant information in texts.

   b. Teach strategy – Skimming.
      i. Skim through text for relevant words/passages. Read paragraphs containing those thoroughly.
         1. What words might I look for? (Ask students, but make sure to include:)
            a. Eat/ate
            b. Energy
            c. Food chains
            d. Food web
            e. Food

      ii. As a group, turn to a selected page in "Wolf Island" and practice skimming to see if we can find a food chain without reading every sentence.
   c. Normally, I'd say you should look at the pictures. But I tried that strategy here, and I found it got confusing. If I'm just going off of the pictures – what animals do I see here? Do geese eat deer? Vice versa?

   b. their ImagineIt readings on the topic don't give a lot of information. There are a lot of questions that they might bring up, or that students might have from elsewhere, but they don't really answer them.
   c. Introduce the lesson focus: reading for the purpose of answering unanswered questions.
      i. Reading with questions as scientific approach
      ii. Reading with questions as a way to strengthen comprehension and retention
   d. Generate questions as a group

      i. As students are forthcoming, write student questions on the easel.
      ii. If students struggle to generate questions, model one or two to see if that sparks more – can pose questions to students and use their responses both to assess prior knowledge and to guide them to creating their own questions.
         1. Example questions: Why do food chains matter? What happens when a link in the food chain disappears? Where does a food chain "start" or "end"?
2. Modeling: (5-10 minutes)

    a. ~~The teacher will choose one prepared question (whether it is on the board or not). Using a pre-selected text, the teacher will model strategies for reading to find answers to that question.~~

        i. ~~Strategy 1: Looking at different parts of the book with specific functions (e.g., cover, blurb on back, table of contents) to assess relevance and begin to search for information.~~

        ii. ~~Strategy 2: Skim through text for relevant words/passages. Read paragraphs containing those thoroughly.~~

        iii. ~~Strategy 3: After reading a passage, restate the question and articulate whether/how new information helps construct a response.~~

        iv. ~~Strategy 4: Use sticky notes to mark passages in book and/or use paper and pencil to take notes.~~

3. <u>Body:</u> (20-25 minutes)

    a. ~~Depending on the variety of questions that are on the board, either the teacher or the class will select one (at most two) questions to guide student investigation while reading.~~

    ~~b.~~a. Students will be divided into pairs, and reminded of the guiding question: "What food chains do you find in different settings?"

    b. The teacher will also discuss expectations and norms for partner work.

        i. Partners can choose the reading/book together.

        ii. One rule – one partner holds the book, the other partner writes. Before you write anything, make sure you both agree. If you think it might not make sense, say something. I want to hear you talking about this.

            1. Every one of us is at a different reading level, so please be patient with your partners – if they read a lot faster than you, or a lot slower than you, that's okay, but it's not okay for you to take over so you're the only one who's getting to learn.

    c. ~~We expect to differentiate between Kate's class and Jesse's class. Specifically:~~

        i. ~~Kate's lesson will focus more on partner collaboration.~~

            1. ~~Partners will choose one book at a time, and look at the book together.~~

            2. ~~Modeling of partner interaction: "Maybe one of you says, 'Let's skim the headings,' and the other one says, 'No, let's start with the index, because this book isn't just about food chains.' 'All right, that makes sense.'"~~

            3. ~~Students will sit catty-corner so they can see both each other and the books as they work.~~

            4. ~~To hold both students accountable, pairs will designate in advance one student to be the scribe (writes or draws the answers they find), and the other to be the reporter (shares back to the class.)~~

        ii. ~~Jesse's lesson will focus more on differentiation~~

            1. ~~Partners may choose different books – their bundles will include a variety of skill levels, and partners will not be identically skilled, so students will be expected to make appropriate choices.~~

            2. ~~Partners are encouraged to share passages that seem relevant, or to ask for help with tricky sections.~~

                a. ~~Either or both students will be expected to share at the end, so they are encouraged to share information so they will both have common answers.~~

Commented [u7]: Think in advance about criteria you will use for selecting students for your small group lesson and then for partnering students for this activity.

Commented [JG8R7]: My selection process: I invited all the students in the class to choose which of my lessons (literacy, math, science, or social studies) they wanted to participate in. Of the students who ranked literacy as either a first or second choice, I made two pairs, each including students with significantly different reading levels (determined by DRAs as well as my informal assessment) but who I predicted would work well together.

Commented [JG9]: I decided to follow the same structure Kate used for partner work, though a bit more flexibly, because I thought it would be more valuable to my goal of having partner work to support differentiation if both partners were looking at books together rather than separately.

Commented [u10]: Based on? What guidance will students receive about text selection?

Commented [u11]: Whom will they seek this support from? Teacher? Partner?

3. Discussion format can be modeled – share ("look at what this says about lions…"), discuss (how does this build our understanding of the question), resume (back to reading independently)
4. Depending on the writing levels of the students Jesse selects, he may or may not encourage/expect that all groups take notes on their responses (possibly following a model similar to Kate's, i.e. each pair designating a scribe and a speaker)

d.c. Students will read with their partners
   i. Teacher will circulate and observe, giving as-needed feedback and corrections to support student work and classroom management.
   i.d. Students will record food chains they identify on a graphic organizer provided by the teacher.

4. Wrap-up/Debrief: (5-10 minutes)
   a. Each pair has a brief period (2-5 minutes) to discuss and determine (and write, if appropriate) the most important answers they have generated for the guiding question(s).
   a. The full group will reconvene at the original desk cluster.
   b. Every person share one food chain with the group.
   b.c. Extension: Based on what we've just read about food chains, what new questions might we have that we could go back and read for?
   c. The teacher will ask students to report on their partnership's answers.
      i. If "speakers" have been designated, they will speak primarily for their groups; however, the teacher may call upon the other members of the group to ask what they can add.
      ii. After the first report is made, teacher questions to other groups will model building upon newly shared information – do you agree with their answer, did you find a different answer, what can you add to their answer, etc.
   d. The teacher will write student answers on the board.
      i. At the end, the teacher will ask whether what is on the board represents their *best* understanding of the topic. If students disagree, they will be asked to elaborate and appropriate amendments will be made.

Assessment:

- Informal assessment can be conducted during initial discussion to determine whether any particular supports or suggestions would be valuable to students.Questions constructed by students at beginning of lesson can be assessed for pertinence and connections to background knowledge. (Written on board)
- Informal observations of students' work in partners, to assess use of questions as focusing points for reading. (Teacher observation)
   o Some ideas for categories:
      - Evaluates texts based on covers, table of contents, quick skim.
      - Starts from first sentence of text
      - Uses Table of Contents, Index, Section Headers
      - Uses Pictures
      - Talks to partner about information relating to questions
      - Identifies when text indicates new or conflicting data

- ~~Answers provided by students in response to class questions can be assessed for presence of reading comprehension and textual references. (Student notes and answers provided orally)~~Student answers on graphic organizers can be assessed to determine how effectively students are using reading strategies to identify and interpret relevant content.

Anticipating students' responses and your possible responses

- Lack of interest/engagement
  - Could be addressed by variety of instructional methods and materials within a short lesson.
  - Could be addressed by connecting to students' preexisting knowledge.
- Students don't generate questions
  - Could indicate insufficient preexisting knowledge
  - Teacher can be more hands-on in helping students generate questions
  - Teacher can remind students of shared readings that have already explored this topic.
- Students off-task during partner time
  - Teacher must be attentive to all groups and gently remind students of the task and the time constraints
  - Use of varied texts may help ensure students will find *something* engaging and accessible
- Only one student per partnership reading/doing the work
  - Teacher can float around and ask questions of students who don't seem to be working; if they cannot respond, then the teacher can make clear they will return and expect them to have something to say.

Accommodations:

- Accommodations for students who may find the material too challenging
  - Differentiated readings should include some at lower levels (based on teacher knowledge of students' approximate reading levels)
  - Question selected for full-group investigation should be partially chosen in response to student comfort with the subject (as assessed during the question-posing phase), and partially in response to teacher knowledge of what content is present in the available reading materials.
- Accommodations for students who may need greater challenge and/or finish early?
  - A variety of materials allow for quick readers to work on other texts.
  - Pairs that feel confident with their answer can be encouraged to write and refine a shareable response together.
  - Students could also be encouraged to look at other questions from the class's initial list.

Commented [u13]: Flesh this section out more. Looking at the texts that students will receive, what sample questions will you prepare in advance as alternatives to student generated questions? What criteria will you use to determine if you will use a student-generated question or a teacher-generated question?

Looking at the texts that will be bundled, pre-read thinking about sections of text that answer questions. How will you know if students have proficiently mastered your lesson's objectives?

Commented [JG14R13]: The first part of this is now addressed by shifting to a single, teacher-provided question. For the second part, I pre-read all texts and had ideas for guiding suggestions if students struggled. While admittedly this task doesn't allow for thorough assessment of individual proficiency (since students are collaborating), I will have to use a combination of reviewing student graphic organizers with informal observations within the groups to determine who is effectively using the presented strategy (skimming) and their other reading comprehension strategies to answer the overarching question.