

St. Mary's College of Maryland M.A.T. Individual Lesson Planning Template (Rev. 7/12)

Note: The questions in the left-hand columns are designed to help you reflect; you don't answer the questions in the plan, but rather you indicate what you as teacher are doing/saying at each point as the lesson unfolds, helping to pull students into the lesson, helping them to learn new content and practice with it, helping them to transition among the various activities and pieces of the lesson, and helping them, in the end, to pull the lesson to closure and make sense of it/understand its value and relevance to their lives.

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Content Area:	Reading	Grade /Level:	3
Unit/Theme:	MSA Review: Text Features	Lesson __1__ of __2__	
Lesson Context/Setup <i>What skills and knowledge do you expect students to already have in place before you start the lesson? What do you need to prepare for the lesson?</i>			
Prior Knowledge	Declarative	Students are able to identify different types of text (magazines, books, newspapers) and are familiar with finding text features in each type of text.	
	Procedural	Students will be able to carefully cut clippings from newspapers and magazines and neatly paste clippings onto a poster.	
Lesson Prep	Materials	Magazines, newspapers to be cut up Scissors Glue Poster paper Markers	
	Setup (e.g., tech)	Pre-made Parts of Speech poster (as exemplar), with a few spots left open for demonstration	
Aligning Objectives & Assessments <i>What will students know and be able to do as a result of this lesson? How will you know they have met the expectations?</i>			
MSC Indicator(s)	N/A		
Common Core standards (Ensure attention to cross-curricular reading, writing, speaking, listening standards)	RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently Essential skills and knowledge: *Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. *Explain how text features clarify the information in the text. SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.		
Lesson Objective for the Teacher (ABCD Format) Based on the Maryland State Curriculum (MSC)	By the end of the lesson, third grade students will be able to locate and correctly identify text features in a variety of available texts. Students will be able to work cooperatively in a small group to display their ability to locate and correctly identify text features in a group poster.		
Lesson Objective as you might write it on the board for students (focused on the verb/behavior)	Students will be able to locate and identify text features in a variety of texts. Students will be able to work cooperatively to complete a group poster.		
Instructional Flow - Content Exploration and Practice <i>How will you facilitate the lesson? What will students do during the lesson to meet the objectives?</i>			

<p style="text-align: center;">Warm-up</p>	<p>Bring students to the carpet.</p> <p><i>Imagine we are going to write a book about our class. What are some details we might want to share about our class? (allow students to share, taking several responses). Those are all really interesting things that someone might like to know about our class. What if I just started typing all of this information? Would it be easy to read? Would it make sense to someone who never visited Hollywood Elementary School? Probably not! Why not? What could we add to help someone who was trying to learn about our class? (pause for student response). Maybe a title. What else? What could we add to make our book more interesting? To organize our book? (As students give responses, create list on Promethean board. Title this list "Non-Fiction Text Features"). What are all of these things called? (create a list of student responses. If they miss some, you will add them later in the lesson. Leave the list up on the Promethean board).</i></p> <ul style="list-style-type: none"> • Title/heading • Subtitle/ sub-heading • Table of contents • Index • Photograph/illustration • Caption • Map • Diagram • Graph • Glossary • Types of print: bold, italic, highlighted
<p style="text-align: center;">Objective/Bridge/ Transition</p>	<div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Timing: 10 minutes</p> </div> <p><i>Our learning goal for today is to locate and identify text features in a variety of texts and to work cooperatively to complete a group poster.</i></p>

Content Content Exploration and Practice (Step-by-Step Lesson Plan)	Timing: 30 minutes
	<p>Have mostly completed pronoun poster displayed (make sure to have other needed clippings and glue stick at front ready for use). <i>I wanted to practice identifying my parts of speech in an interesting and fun way, so I went through old magazines, newspapers, and other print sources and looked for examples of all of the parts of speech. I mostly finished it, but still have a few left to glue on.</i> (This chart is an example to show students how to create their own poster. I chose to make it parts of speech instead of text features to get the most accurate sense of students' knowledge of text features (not giving examples of text features for students to copy rather than come up with on their own) and to connect to the writing lesson for the day).</p> <p>Explain the process of creating the poster so far:</p> <ul style="list-style-type: none"> • First, I wrote the title of my poster, which for mine is "Parts of Speech" because that is what I looked for and cut out of magazines and newspapers. • Ask students what they think their title might be. If students need help, motion to the list on the board, which should be entitled "Non-Fiction Text Features." • Next, I wrote a sentence about why knowing parts of speech is important. (Read sentence in "why" section) • On your poster, you will write a sentence about why text features are important in a "why" section. • After I wrote the title, I created the list of parts of speech I wanted to find and display. I wrote this list on a separate piece of paper. • Where is the list of text features you are looking for? (on the board. again, indicate with motion if students need) • Then, I went through a bunch of old magazines and newspapers looking for examples of the parts of speech. I tried to find the biggest words (in font size) so that you don't have to squint to see them. • After I found several examples of each part of speech, I laid them on my paper and decided how I wanted to organize them so I could fit them all with labels. • After I organized them, I wrote out one label—first was "Noun" • What will your labels be? • I then glued all of the examples of that label down carefully. • I repeated that for all of my parts of speech. I haven't quite finished with the adjectives. • First, I'm going to lay them out and decide where to put each. (do it) • Then I'm going to write the label (do it) • Then I'm going to glue my examples down. (do it) <p>Give directions for the activity</p> <ul style="list-style-type: none"> • Students are going to follow the process described, but looking for the text features in the list created on the Promethean board during the warm-up. If some text features are missing from the list (compare it to the list provided in the warm-up section of the plan, add those text features to the list on the Promethean board) • Students will be working in groups; each group needs to work together to make one chart with several examples (at least 2, preferably 4-5) of each text feature. • Each group will have a stack of magazines and newspapers to look through (on the reading table) • Students should write everything in pencil first and should not glue or use markers until okayed by the teacher (these will be posted as anchor charts in the classroom so correct spelling and neatness is required) • After explaining the parameters of the assignment (find at least 2 examples of all text features, get my okay before gluing and/or using markers), ask students if they have any questions • Divide students into groups of 4 (make group of 3 or 5 if necessary) using the fair sticks. • Dismiss students to designated areas (5 groups at desks, 1 group at reading table) • Distribute magazines, newspapers, and chart paper • Leave parts of speech poster prominently displayed so students can reference the form of the poster. <p>As students work, address questions and circulate, observing for evidence of mastery of text features. Engage students in casual conversation about the purpose of different text features. Be sure to observe each student carefully once or twice throughout the work time. Take notes of any outstanding issues you see on that student's card in the 'text features' section. If students find text features without difficulty and can speak knowledgeably about the purpose of different text features, mark their cards with a check mark. Monitor progress; if necessary, students can return to this project tomorrow.</p>

Summary/Closure	Timing: 5 minutes
	<p>Ask all groups to put their posters on the reading table, clean up their work stations, put away supplies, wash hands if necessary, and meet you on the carpet.</p> <p><i>Why are text features important for non-fiction text?</i></p> <p><i>One of our goals for today was to locate and identify text features in different texts. (ask one student from each group to get their group's poster and stand in the front holding it for the class to see). Do you think you achieved this goal? Definitely—and here's the proof! Our other goal for today was to work cooperatively in groups. Thumbs up if you think your group worked well together. Keep your thumbs up if you think you learned more or got help from a group member. Awesome—we all learn better when we work together!</i></p> <p><i>During writing, we are going to continue to work together in groups to learn and to show me what you have learned.</i></p>

A. Assessment(s) of Objective(s) Achievement (Diagnostic, Informal and/or Formal)	Group work—students should work collaboratively and support each other, stay on task, and produce a cohesive poster. Any issues to resolve will be noted in anecdotal notes and/or handled as they occur. Text features—anecdotal notes about students’ demonstration of identifying and labeling text feature skills. Students exhibiting difficulty with identifying and/or labeling text features will be pulled for a small group intervention during reading time tomorrow.
B. Differentiation (Content, Process, or Product based on Readiness, Interest or Learning Style)	This lesson involves visual, auditory, kinesthetic, and conversational aspects, to address many different learning styles. Collaboration and hands-on learning to support all learners. Use of an exemplar to aid in direction-following and visualization of final product for visual learners. Use of think-aloud strategy in completion of exemplar chart for auditory learners. Students will be provided with a variety of texts to search and clip; students may focus on texts with which they are familiar or in which they are interested to find the text features. Use of familiar texts (especially Time For Kids), with which all students have worked and with which the whole class has had discussions about text features, to include students of all readiness levels in the lesson
C. Accommodations/ Modifications as Appropriate	Lexi may miss part of the instructions: assign her to a group and assign one group member to help her become involved when she returns to the classroom. To Sara and Lexi, I will offer to read anything they would like aloud to them. I will also allow Sara to dictate to me if she wants; she may also write herself.
D. Integration of Technology as Appropriate	Use of Promethean board to compile list of text features identified by students during warm-up and added by me to create and display comprehensive list of text features students are expected to find, clip, paste, and label. (Tammy—I went back and made the use of the Promethean board more clear)
E. Management/Time on Task (What are you doing to maximize instructional time? If I’m preparing dinner, what am I doing while the onions are sautéing in the pan? I have to watch them, but I can also be chopping tomatoes for the salad, etc.)	As students work independently, I will circulate, listening for productive group collaboration, addressing group work issues as they arise, and taking anecdotal notes on students’ mastery of the identification of text features to identify students who might benefit from a small-group intervention. I will also check over student work before they write in marker and/or glue so that the product reflects correct information and can be displayed as an anchor chart in the classroom. Materials prepared in 6 stacks (one for each group) prepared ahead of time. Materials for completing the example poster prepared and within reach. Most of example poster prepared ahead of time Use of fair sticks to quickly group students. As groups are called, designate one student to grab the materials on his/her way to the group work area.

<p>Justification and Reflection</p> <p>Justification: Why was this the best method to use to meet the learning objectives for the day?</p> <p>Reflection: In an ideal world, what would I have done differently? What were the constraints of this environment and how would I revise for the future to implement in a different (looser) environment as well as how would I revise for what didn’t go the way I’d anticipated and what my “lessons learned” were?</p>
<p>This method allows students to physically engage with the material in a way that is both meaningful and fun. By requiring students to locate and clip examples of each text feature, I can easily see and note which students have a firm grasp on the material and which students might benefit from small group intervention. Cooperative group work is the best method for meeting the learning objective because group work allows students to enter into conversations about examples of text features and the context of those features with their peers.</p>

