

Name: Amanda Crumpler
Lesson Title: Summarizing Text

Date: September 7, 2013
Grade/Level: 6th Grade English/L.A.

Day 3
Program: MAT/TEML

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
<p><i>State Curriculum Standards</i></p> <p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <p>How can I determine a central idea of a text by analyzing it?</p> <p>What things should I use from a text to construct a summary?</p>	<p>This is what the state mandates as their standards; therefore this is what I shall teach. Focus questions should be based off of Blooms Taxonomy.</p>
<p>Lesson Objective(s)</p>		
<p><i>Objectives are measurable.</i></p> <p>The students will create a short story that includes details.</p> <p>The students will evaluate another students' short story to determine the central idea.</p> <p>The students will summarize their peer's short story.</p>		<p>The objectives should answer the focus questions through activities and assessments in the lesson. This should match the curriculum standard.</p>
<p>Academic Language</p>		
<p><i>What is the key language demand? What Academic Language will you teach or develop? What is the key vocabulary and or symbols? What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>Tier 2 Words: Inference, Infer, Support, Construct, Summarize, Questioning, Analyze</p> <p>Tier 3 Words: Main Idea, Central Idea, Theme, Details, Textual Evidence, Opinions, Judgments, Summary, Text, Graphic Organizer, Highlighting, Underlining, Short Story</p> <p>Students are required to use the proper academic language throughout the lesson by speaking and using vocabulary words.</p> <p>Students will help the teacher determine why the academic words are important</p>		<p>This language is included in the lesson so that the students can be successful in fulfilling the goals of the objectives.</p>

<p>and how to use them.</p> <p>The teacher will refer back to the vocabulary frequently throughout the class.</p> <p>The students must write using proper academic language.</p>	
<p>Assessment/Evaluation</p>	
<p><i>Formative: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? How will feedback promote student understanding?</i></p> <p>The students will bring their prewriting organizer to me to check before they start writing. Also, I will call students up one by one for an individual conference as they are writing to assess the direction in which the students are going and make sure they are completing the assignment properly.</p> <p><i>Summative: What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?</i></p> <p>My summative assessment will be the completed shorty story, and the student summaries of their peer’s story which includes another graphic organizer. I will also collect an exit slip which is a 3-2-1.</p>	<p>These assessments are included so that students and teachers can identify the strengths and weaknesses of a particular topic or subject area.</p> <p>The summative assessment will allow the teacher to evaluate student learning at the end of a particular task or unit.</p>
<p>Instruction</p>	
<p><i>Set/Motivator: How to engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.</i></p> <p>For my set, I will read the picture book, <i>Pink and Say</i> by Patricia Polacco. This book is set during the Civil War and details the brief friendship of two boys, one a slave and the other a white child. This purpose of this book is to show the differences of lives between the two races in the Civil War. Students will think about the central idea of the book and will use details from the story to determine the main idea. The class will work together to identify the central idea and the details within the story. This should take about 15 minutes.</p> <p><i>Instructional Procedures/Learning Tasks: Provide specific details of lesson content</i></p>	<p>The motivator is used to draw students into the lesson in order to engage and motivate.</p>

and delivery based on students' prior knowledge, strengths and weaknesses.

1. **INSTRUCTION (10 Minutes):** Since this is the last day of the unit, the students will write their own short story. They've been read a picture book, so they know what short stories are like. The teacher will give instructions.
 - a. "Today you'll write a short story. Your story should be about an important experience in your life. Remember, your writing should include the things we've been talking about the last few days."
 - b. The teacher will ask the students to help her recall what they've been talking about over the course of the last two days. The teacher will write their responses on the board: central idea, details, textual evidence, opinions, judgments, etc.
 - c. "Before you write your short story, you will complete a graphic organizer to organize your thoughts. Once you've completed your organizer, you should bring it to me to check before you begin writing."
 - d. "During the writing process, I will call you up individually to check your progress and guide you. You will have 40 minutes to write your story!"
 - e. "After everyone completes their story you will receive one of your peer's short stories. You will then read the story then complete another graphic organizer. Once that is complete you will summarize the short story. In your summary, remember to use textual evidence, and not your opinions or judgments.
 - f. The teacher will provide a rubric for the students.
2. **ACTIVITY (60 Minutes):**
 - a. **PART ONE (40 Minutes):** The students will fill out their graphic organizer and write their short story. They will have 40 minutes to complete this activity.
 - b. **PART TWO (20 Minutes):** The students will swap stories; they will then read the other short story. After that, the students will pick out the details of the story, and then determine the main or central idea of the short story. The students will do this by completing another graphic organizer. Once the graphic organizer is complete, they will summarize the story in one paragraph.

Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*

Why is it important to identify the details of a text?
How can we analyze text to determine a central idea?

Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*

Giving clear directions for tasks allows for students to know exactly how to perform a task.

Rubrics are important so that students know the criteria for an assignment.

This activity will demonstrate exactly if the student understands the goal of the lesson. The students will be analyzing, synthesizing, and creating their own and each other's text.

HOT questions allow for students to gain a deeper understanding of the material being presented.

<p>3. CLOSURE (5 Minutes): The students will complete a 3-2-1 exit slip. The students will write about 3 things they learned, 2 things they already knew, and one thing they're unsure about.</p> <p><i>Material/Resources/Technology: What do you need for this lesson? Identify the specific instructional technologies that you will use.</i></p> <p>Pencil, paper, graphic organizers, computers, SMART board, <i>Pink and Say</i>, Accelerated Reader (AR) books, colored pencils, markers, crayons, rubric.</p> <p>Co-Teaching Strategies Used: (circle all that apply and explain): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching</p>	<p>The closure will restate the learning again in order to determine any holes or gaps in the learning.</p> <p>Being prepared maximizes time on task.</p>
<p><i>Adaptations to Meet Individual Needs/Learning Styles: How will you adapt the instruction to meet the needs of individual students?</i></p> <p>For early finishers, they will be able to illustrate their short story, or read their AR book and take AR tests.</p> <p>For struggling students I will allow them to have extra time, or may be pulled out for special help!</p> <p><i>Management/Safety Issues: Are there any management and/or safety issues that need to be considered when teaching this lesson?</i></p> <p>Students chairs should be pushed in, students feet should be on the floor, and walkways must be clear.</p>	<p>Meeting the needs of the learner is most important and lesson plans need to be tailored to the students needs so that they can be successful.</p>
<p><i>Reflections/Future Modifications: To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?</i></p>	