Name: Amelia Harkenrider

Subject Area and Grade: First Grade Writing in Response to Reading

Topic: Identifying key details in order to compare and contrast texts

Learning Targets and Objective:

Skills/Content Taught in Lesson: I am teaching a lesson on comparing and contrasting two texts and supporting the differences with visuals/illustrations based on a specific text. Students will be able to compare and contrast two texts and draw an illustration that supports their ideas and add three labels to the illustration.

Goals for Students: Students will be able to successfully compare and contrast the texts and cohesively draw and label an illustration that demonstrates their understanding of the texts.

Pre-assessment: Last week, students practiced interacting with *Goods and Services.* The students were able to learn about the text through many turn and talk activities. I was able to walk around and listen to these conversations to assess whether students understood the text.

Objective: I CAN compare and contrast two stories based on the key points of a text.

Standards:

RL.1.1. Ask and answer questions about key details in a text.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Lesson Management:

Expectations for Learning Today:

- I will follow directions quickly

- I will raise my hand to speak

- I will keep my hands, feet, and objects to myself

- I will make smart choices

- I will make our dear team stronger

Positive Behavior Strategies I will use today:

- "Mirrors-on" activity where students echo expectations

- Visual representations of the expectations and reminders when needed

I will also have a secret student who I will watch during the transition to assess whether he/she followed directions quickly and was under control during the transition. The students respond well to the secret student activity, and I believe it will prevent some behavior problems during the transitions.

Introduction:

Generate Interest/Hook the Learners:

Access Prior Knowledge: *Ask students to think about what each text is mainly about and how their main topics are alike. Supermarket tells how food gets to the supermarket, the history of supermarkets, and what goes on in parts of the store we don't see. Goods and Services also mentions farmers and markets. Let's look at what else these two texts have in common.*

Review for Learners:

Communication I Can Statement/Learning Targets: I will display the I CAN statement under the document camera and have the students echo read the statement with me.

Modeling "I Do":

First, I will draw a Venn diagram on the whiteboard at the front of the classroom while the students are finishing their discussions about the similarities and differences between *Goods and Services* and *The Supermarket.* After they are finished, I will ask five students to share their findings with the class and I will complete the Venn diagram. After completing the Venn

diagram, I will turn on the document camera, and I will display the worksheet. I will read the prompt for the first section of the worksheet, which is *to draw an illustration of a producer or consumer from Goods and Services* based on what you noticed or liked from the text.

Check for Understanding:

Questions to check for understanding: I will ask students after I complete one of the illustrations to explain what they notice in my drawing and labels. I will ask them how my drawing connects back to *Goods and Services.*. I will check to see if they can communicate the key details from the first text and how my illustration demonstrates the main points.

Nonverbal Checks for Understanding/Self-Assessment: I will look around at the students and check for confused facial expressions or raised hands that notify me that the students are unsure of what their independent work will look like. I will also ask students to put a thumbs up or down for whether they know what they need to do or not before sending them off to do their independent work.

Guided Practice "We Do"

As I model the worksheet from the "I Do" portion of my lesson, I will ask students to pause and turn and talk about their favorite parts of the text and explain why they might choose to draw that producer or consumer. Then, we will come back together so that I can finish my modeling of their work expectations. I will ask the students to visualize how my first drawing might differ or be similar to the next illustration I would draw. Before completing the second drawing, I will send students back to their tables so that they can form their own ideas on their own without copying mine. .

Independent Practice "You Do"

Students will return to their tables to complete their worksheet independently. I will walk around and assist students as needed.

Visuals: I will display the class whiteboard visuals at the front of the class while students are at the carpet and for when they return for their independent work. The visuals I will be using will be: the name reminder, the think/reflect reminder, the write reminder, and the draw reminder. I will display these visuals in sequential order so that the students know what the expectations are for when they return to their seats.

Verbal Cues: I might have to remind students of the materials they need or the expectations for what they need to be doing.

As students work individually, I will walk around to monitor or assist students.

Materials:

- *Vocabulary cards:* **Producers, farmers, decisions**

- *Goods and Services* pg. 12-17

- *Supermarket* pg. 30-36

- *Document camera*

- *Smartboard*

- *Reader Response Worksheets*

- *Pencils, markers, crayons*

Lesson Procedures:

1. **Review Expectations**

    a. **Call on students to mirror**

2. *We are going to read part of Goods and Services. We will compare ideas between the two texts to see how the texts are connected. Both texts mention goods and services that we can explore.*

    a. *Hand out student copies of the texts*

3. Read pages 30-36 from Supermarket

    a. Turn and talk about what they noticed about goods, services, income, etc. from the pages. Have three students share.

4. Read page 12 from Goods and Services

    a. Turn and talk to discuss the similarities and differences that they noticed. I will write down their ideas in a Venn Diagram on the board before sending them to their independent writing.

    b. **Place reminder sheet out for students to refer to**

5. <u>Turn and Talk:</u> What kinds of goods and services can you find at a supermarket?

6. *Model Worksheet:*

    a. Draw a picture of a producer and consumer from Goods and Services. Label (with 3 or more) your drawing.

    b. Draw a picture of a producer and consumer from Supermarket. Label (with 3 or more) your drawing.

7. Discuss with a partner or whole group sharing how the pictures are similar and different.

    a. **Walk around to assist**

<u>Closing:</u>

Review of Learning Target:

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Goals for Students: Students will be able to successfully compare and contrast the texts and cohesively draw and label an illustration that demonstrates their understanding of the texts.

Pre-assessment: Last week, students practiced interacting with *Goods and Services.* The students were able to learn about the text through many turn and talk activities. I was able to walk around and listen to these conversations to assess whether students understood the text.

Objective: I CAN compare and contrast two stories based on the key points of a text.

Connections for Future Learning: The students will use what they learned in this lesson to continue to look for key details in a text in order to compare and contrast the texts. They will learn how to support their ideas of the similarities and differences between the two texts with an illustration using evidence from the text.

Biggest Take-Away for Learners Today: How to compare and contrast two texts and support their ideas with an illustration.

How will you know they know it? Through walking around and talking with students, I will observe whether they can compare and contrast the two texts and how they relate to the text. I will also assess whether their sentence makes sense and corresponds to the illustration.

Big Red Bow to close the Lesson: Review the goals for the lesson and have students share their work with the class. I will have three students share their illustrations that they drew and labeled.

Assessment:

<u>Evidence of Learning</u>: I will walk around and look at the worksheets that students completed to assess whether students can compare and contrast the two texts and whether they can draw an illustration that demonstrates their thoughts and can relate their explanation back to the text.

<u>Formative Assessments to Inform Future Instruction:</u> I will use the data collected from the worksheet to inform my instruction for the following week. Based on the student responses, I can adjust my lessons for the following week to best meet students' needs.

<u>Sources Used to Create this Lesson:</u> Shannon Foerch

<u>Differentiation</u>:

<u>Low</u>: I will have students draw a picture of their idea first and then I will walk around and help them work through how they can label their illustrations. I might even help the students visually by listening to their thoughts and creating lines on the illustration where the labels might go. This will help them to focus on and remember what the words in their sentence are and form their drawing and labels independently.

<u>Middle</u>: I expect that these students will finish both of their drawings on the worksheet and successfully add three labels to their illustration. I believe that these students will need extra support in specific vocabulary and that they will need to refer back to my example to help them form their illustrations and labels.

<u>High</u>: I expect that these students will complete both illustrations. I expect that these students will have neat handwriting and will be able to explain how their statement relates back to the text. I will also ask them to write at least five labels on their illustration.

<u>Early Finisher</u>s: The students who finish early can color their illustrations and add more detail to their drawings. If they finish that, I will direct them onto Core5 after cleaning up their space and turning their work into the turn-in bin.

<u>Technology for this Lesson:</u>

- Document Camera

- Google Slides/ Smart Board

<u>Instructional/Management Goals I set for this lesson:</u>

I hope to be able to manage behaviors, successfully and effectively teach the content, and assist specific students all while my supervisor is present and do all of this well. I also hope that I am able to model the writing portion well without giving students a way to copy my work and not complete the activity using their own ideas.

<u>Questions for Mentor or College Supervisor:</u>

What else would you add in order to increase student engagement?