**Co-Teaching Lesson Plan**

Subject Area: \_\_\_ELA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade level: \_\_\_\_6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Content Standard: SOL 6.6 The st will read and demonstrate comprehension of a variety of nonfiction texts.

Lesson Objective: St. will be able to use strategies to summarize a text without adding personal information.

Essential Questions: What can I do to help me summarize something I just read?

Key Vocabulary: summary, nonfiction, text, strategy, trivia, redundancy, substitution, main idea, opinion

Pre-Assessment: Koosh ball activity re: announcements; review activities on opinion/fact & fiction/nonfiction

Materials: Name tents, markers, koosh, pics of fiction/non, colored index cards, various nonfiction text (available with and without audio), headphones, antiseptic wipes, copies of pre-created statements, highlighters, Ticket out the door choice sheets

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| **Lesson**  8:05am-  9:36am | **Co-teaching Approach**  **(can select more than one)** | **Time** | **General Education Teacher (T1):**  **Mieliwocki** | **Special Service Provider (T2):**  **Daley** | **Considerations** |
| **Beginning:** | **☑ One Teach, One Support**  **☑ Team** | 8:05-  8:30 | T1& 2 meet & greet students  Attendance taken, Move to the atrium  T1 explains the lesson objective and what they will be able to know and do by the end of the period.  I can use strategies to summarize non-fiction text without adding personal information.  T2 shares what kinds of activities we’ll be engaged in today (groups/stations/exit tickets) and reminds about good collaboration behaviors (hands/objects to self, eye contact, listen for signals, follow directions the first time, etc) Explain cards/system while T1 passes them out.  T2 now explains what will happen next for kids (parallel groups). | | Before announcements, Ts share that today is about summarizing. There will be questions asked about what was said on announcements so kids should listen & use whatever strategies they can to remember what was said. (2 min) |
| ***Transition:*** *Students (hearts/stars) are directed to move from whole group to two ends of the room. Rebecca and Jaime face each other, students face us. We explain that we are going to model a new strategy to help them identify & summarize nonfiction. A timer is set for 10 minutes.* | | | | | |
| **Middle:** | **☑ Parallel** | 8:30-  8:45  (5 min review + repeat) | T1 Rebecca  Nonfiction PK (prior knowledge) Chat  with ½ class (approx. 13 kids) Then flip-flop groups  Idea: show pictures of books, newspaper, cartoons, etc & have kids identify; how can they guess if they don’t know?  What have they read before? What genre do they like better? T1 shares the best nonfic article she ever read. What are some truths about non-fiction? | T2 Jaime  Model paragraph shrinking using *What is Fortnite.* Read, highlight key words (W questions); cross out extra info. Assemble keywords/ phrases written on the back of index cards with question words on them into one cohesive “super sentence.” | Each coteacher designs own activity  Use colored cards for regrouping; 3 colors but ½ have stars & ½ have ☺   |
| **Transition***: Students return to their seats and await next instructions about formative assessment and independent reading.* | | | | | |
|  | **☑ Team** | 8:45-  9:05am | Students come back together to big group.  T1 asks students to raise hands if they know what the goal of today’s lesson is? (5 min, including transition back)  T1 explains why summaries are missing personal information and why that’s important. T1 & T2 banter about the purpose for reading non-fiction and communicating new knowledge.  T2 gives directions related to formative assessment *If you were to tell your friends about Fortnite on social media, what would you say to summarize the paragraph?* and self-selecting an article of interest...reading independently.  Sts are given quiet time to read/listen to text of choice. (10 min)  During the independent reading time, T1&T2 review formative assessments and group students for stations.  T2 explain the 3 stations & chart paper directions for the independent station | | Formative assessment completed on parallel groups’ index cards and turned collected. Assessment: Summarize the paragraph on Fortnite you just read with T2. T1 & T2 read and sort formative assessments to establish three groups according to instructional needs (reteach, continue teaching, or extend)  Choices are important for UDL; different text/media  Time is needed to read & process. |
| Transition: *Students move into their station group based on the groups determined from the formative assessment sort. Extend goes to independent first, Reteach goes to T2 (shrink), Continue teaching goes to T1- GIST. 2nd station: reteach goes to GIST and independent goes to T2 for enrichment, GIST goes to independent* | | | | | |
| **Middle:** | **☑ Station**s  Note: Only 2 stations will be completed due to time limit. | 9:05-  9:15  9:20-  9:30 | **Facilitates Station 1**: Shows students **GIST strategy** for finding or creating a 20-word summary. | **Facilitates Station 2**: **Paragraph shrinking:**  Reteach group: Read another Fortnite paragraph emphasizing graphic organizer and visual cue for substitution. Guide students to circle/underline answers to wh/questions while choral reading. Use question/answer cards to re-organize into sentence “grammar.” (when- where- what/who- how- why)  Extend group: Ask about self-selected article- give a personal opinion or make a text-to-self- connection. Differentiate between opinion & summary. Review shrinking & GIST & apply it to whole article. Partner students with same article to find 20 words that answer wh questions. When ready or timer rings, send to desk for exit ticket. | **Indep Station 3:** Students choose to work alone or with a partner (UDL). They read their summary, write something “not good and why” about it. Find the book that matches summary. As a larger group, rank the summaries in order and discuss quality. |
| **Transition** |  |  | Review the purpose of the stations & what was learned | Pass out new cards for the exit ticket | Show social media board (magic tablecloth). Students will post their “story” (summary) under appropriate category |
| **End:** | **☑ Team** |  | For today’s exit ticket, we want them to write a social media post summarizing what they learned from their article of interest. Write it on a new blank card and place it on our social media page. Bonus point: Can you name a summarizing strategy learned today (GIST or Shrink)?  Extra time: T1 reviews summaries from the independent station by discussing the errors and strengths of each and how they should be ranked (leading discussion using equity name cards). T2 identifies three effective summaries from the social media board to read aloud to the class as student exemplars.  Celebrate learning - say good-bye :-) | |  |