

Lesson 1: Castle Quest Virtues and Close Read
Kayla Whiting
EdTPA

Overview: The students will be participating in a Fun Run at the end of the week to raise money for their school. As a lesson, my mentor and I have talked about putting together these readings to best learn how to annotate the text and answer questions while using text based evidence. These texts are at a third grade level and they will be read aloud to learn about the different virtues and how to annotate and close read and animal.

Materials:

- Character virtue articles at a DRA Level O
- Student Pencil
- Smart Board or Projector
- Document Camera
- Brains ready to think and learn

Standards:

- 3.RF.4a – Read on-level text with purpose and understanding.
- CCRA.R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA.R.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Content Learning Objectives:

(These are written on the board for students to see and refer back to throughout the lesson.)

- I can analyze the character virtue in the articles and effectively use my skills of close reading.
- I will be able to provide evidence from the text when I speak in the discussion and be able to cite them on my own sheet of paper.
- I will be able to practice my close reading skills independently and apply them to my future learning.

Vocabulary:

Instructional:

- Annotate
- Evidence
- Text / Article
- Summarize

Academic:

- **Virtue:** behavior showing high moral and standards
- **Butler:** a male servant of a household
- **Castle:** a large building usually high with thick walls and towers.

- **Mission:** an important task one must accomplish.

Introduction:

Before we start, write the content learning objectives on the board. Either while writing the objectives or after writing the objectives, share with the students what the goal of today's lesson will be. Students are expected and responsible to understand what they are learning at all times throughout the lesson. State clearly the expectation of the lesson. In order to start the lesson, they need to have listening ears and pay attention to what is asked of them throughout the lesson. They need to place their pencil in their parking lot and I will instruct them when they can remove their pencils. They are expected to be at a level zero or silent while you are talking, they are expected to track you with their eyes and body when you are talking, and they are expected to follow along when you begin to read the article. We use the Kagan learning structures in our classroom. Ask for any of the numbered students to come and pick up the papers for their table. They are sitting in table groups of four. "I need table person number 1 to come and pick up the papers for their table." They also should know who their partner is if there is a timed pair share. "Partner A will share first.... Then partner B."

Procedure:

- Ask the students if they know what it means to annotate or mark up the text?
 - They should respond with full and complete sentences. "I think marking up the text means..." "I think annotating means..."
- After that, ask what they have learned about the virtues up until the point?
 - They should answer the question using full and complete sentences.
- Explain how we are going to annotate our text. They need to mark up the side of the of the text by labeling their paragraphs. This place will be where they are able to refer back and say this is where I found my information. (This is also so that we will not have to re-read the text again to find the answer.)
- Ask them to follow along with you as you begin to read the text, they may do this with a pencil or their finger.
 - Make some stopping points while reading the text to ensure everyone is listening with you.
- Begin reading aloud the passage while leaving it on the over head to ensure multiple visuals.
- After reading, ask the students to turn and talk to their neighbor about what they learned. We, as a class, followed the timed pair share model used in Kagen structures.
- After the timed pair share, analyze the vocabulary with the students. This will provide definitions of the words so the students can re-read the passage with greater understanding, or it could provide more in depth understanding than what they began with.
- Then I will begin explaining the explicit directions for how the students can begin to work on and answer the questions. They must underline where they found their

answers in the text. The students must follow all third grade non-negotiables and they must be in full and complete sentences.

- Walk around and ensure all students are working and be prepared to answer the questions.
- Pull the group of students to the front carpet to ask them some detailed questions and keep them focused and on task:
 - Leonard
 - Mackenzye
 - Dylan
 - Tenoch
 - Kohji (optional)
 - Jose (optional)
 - Zoe (optional)

Closure:

To close, the class is always asked to summarize what they read. So I reiterate for the students they need to say in their own words what their lesson was about and what they learned. This gives me a quick self assessment from the students of how the lesson went. I also take this time to note body language and who is interacting, this is another form of assessment for me to determine what went well and what was not as engaging for those students so that I can do some things differently in the future to engage more students.

Clean Up:

They will submit their answers page, the other page can be put in their blue folder on the “return to school” side. There is a “keep at home” side of their folder, but if we end up using the text for other things throughout the week, I want them to have access to the extra readings.

Modifications:

Luci, gets pulled out during this time, other wise I would have her hold lower version of the text so that she is able to follow along and understand what we are reading.

For the other low readers in my class, I will encourage the students to follow along with the text. They also are given the opportunity to ask questions whenever they want to. I will also ask clarifying questions so that they are able to fully understand what the text is about. They will be given a preview of the text and the vocabulary so they will have access to all the words within the reading.

Assessment/ Evaluation:

To know that the students have read the article and are answering the questions with textual evidence, I will have them either circle or underline their answers in the text. This way I have data to assess if the student is guessing or if the student thoroughly read through the article. Another informal way of assessing their knowledge will through a class discussion. If the students are engaging in discussion and using the article to refer back to, I will know they read the article.

To formally assess their knowledge on the close reading, I will be looking at their questions that they had to answer either on google classroom or on paper. These will show me who attending to their grammar, who is answering the question in full and complete sentences,

and who is using the text to answer the question. They will also be prompted to write a letter to the character of the story encouraging him to take and complete the tests that he has to complete in order to fully receive his inheritance, which is the castle. This will either be done in the first literacy block or the second depending how much time the students need to complete the close read.

Lesson 2: Castle Quest Virtues and Close Read

Kayla Whiting

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Overview: The students will be participating in a Fun Run at the end of the week to raise money for their school. As a lesson, my mentor and I have talked about putting together these readings to best learn how to annotate the text and answer questions while using text based evidence. These texts are at a third grade level and they will be read aloud to learn about the different virtues and how to annotate and close read and animal.

Materials:

- Virtue articles at a DRA Level O for Third Grade
- Student Pencil
- Smart Board or Projector
- Document Camera

Standards:

- 3.RF.4a – Read on-level text with purpose and understanding.
- CCRA.R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA.R.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Content Learning Objectives:

(These are written on the board for students to see and therefore are written in I can statements.)

- I can analyze the virtue and answer the questions by annotating the text in writing and speaking.
- I will be able to provide evidence from the text when I speak in the discussion.
- I will be able to underline or circle key details from the text to answer and annotate the text.

Vocabulary:

Instructional:

- Annotate
- Evidence
- Text / Article

Academic:

- **Respect:** treating someone right no matter how different they are.
- **Governess:** A woman in charge of teaching children in a household.
- **Knight:** a soldier in armor.

- **Guest:** a person who is invited.
- **Platter:** a large flat plate.

Introduction:

Review the CLO's written on the board. Begin by asking the students what they learned yesterday. They should answer in full and complete sentences. Spend the time while they are answering the question walking around and distributing papers to the students. They should know to take one and pass it around, but if not quietly remind them while you are calling on students to answer what they learned yesterday. This should take no longer than 3 minutes of time.

Procedure:

- After they have recapped yesterday, look around and see if anyone has begun to mark up their paper in the same way they did yesterday.
 - If they have encouraged or praise the student that has put in the work, they needed to before hand and remembering what annotating their paper looked like.
- Then explain that today, you are going to walk around and read and guide the students as they annotate the text. I want them to all feel confident in this process.
- Before reading, ask the students if they can raise their hands and read the questions on the second paper.
 - The first two questions are the ones that have explicit evidence from the text, the other one is opinion based so put more emphasis on the first two questions.
- After having the two questions read, encourage the students to look for those in the text and underline or circle those answers as we read so we don't have to go back and reread the entire article to find the answer.
 - Reassure them that this is a shorter article and will help them in the future when they go off to college.
- I will read out loud for them to analyze the writing and be able to underline and follow along with their pencils.
- I will give them a think-pair-share structured Kagen time for them to compare and analyze the answers they came up with. This is a timed share for the students to process out loud their answers with their partner.
 - They should work with their shoulder partner and if not I will move them other wise, they will use the triangle structure.
- After that, they will turn in the page in which they recorded their answers and will put the other page in their blue folders on the return to school side if we chose to do anything further with those papers.

Modifications:

Luci gets pulled for individual time during this lesson, but she is my lowest reader. I pair her with one of my moderate or on grade level readers for initial support then pull her into small groups when we work individually.

For my one ESL student, I will make sure he is tracking with his pencil and following along. I have set up a system with him where he can ask any questions he needs to to further his understanding.

My other low readers are going to be able to hear and track along with the words and hear me pronounce them so they can learn and hear how certain words are pronounced.

Clean-up:

These will go into the blue folders on the return to school side. There is a great potentially they will get moved to the take home side, but I want them to keep them until we know for sure. I will collect their answers to the text so that I can evaluate and give feedback on their individual report. After that, we move into reading groups so I will give them the instructions they need to move into their respective groups and then push our button, which sings a song for thirty seconds so the students are able to move and gather their belongings for reading group.

Assessment/ Evaluation:

To know that the students have read the article and are answering the questions with textual evidence, I will have them either circle or underline their answers in the text. This way I have data to assess if the student is guessing or if the student thoroughly read through the article. Another informal way of assessing their knowledge will through a class discussion. If the students are engaging in discussion and using the article to refer back to, I will know they read the article.

To formally assess their knowledge on the close reading, I will be looking at their questions that they had to answer either on google classroom or on paper. These will show me who attending to their grammar, who is answering the question in full and complete sentences, and who is using the text to answer the question. They will also be prompted to write a letter to the character of the story encouraging him to take and complete the tests that he has to complete in order to fully receive his inheritance, which is the castle. This will either be done in the first literacy block or the second depending how much time the students need to complete the close read.

Lesson 3: Castle Quest Virtues and Close Read
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Materials:

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- Document Camera

Standards:

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- CCRA.R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Content Learning Objectives:

(These are written on the board for students to see and therefore are written in I can statements.)

- I can analyze the virtue and answer the questions by annotating the text in writing and speaking.
- I will be able to provide evidence from the text when I speak in the discussion.
- I will be able to underline or circle key details from the text to answer and annotate the text.

Vocabulary:

Instructional:

- Annotate
- Evidence
- Text / Article

Academic:

- **Creativity:** to use imagination or original ideas
- **Artist:** a person who create pictures, paintings, sculptures, etc.
- **Imagination:** ideas or images that come from the mind.
- **Unique:** being the only one of its kind.
- **Solve:** to figure our or find an answer to.

Introduction:

I will review the CLO that we have used for this unit and ask them how they think we are doing in terms of meeting that CLO. If they think we are way off, that is an informal assessment for me to determine how I can reteach for a better understanding. Then I will tell them, this day is more for you to explain to me what we have learned and phrase it in a new way to your peers so that you can fully demonstrate that they understood the mini-unit.

Procedure:

- They will be asked to grab a paper or pass the paper around according to their Kagen seating or if I walk around and drop off the paper.
- I will ask them to turn to their shoulder partner and share what they have been learning and why they think it is important.
 - I will allow for some time for the students to share out why close reading is important and how it can help them grow individually as learners.
- I will ask them to follow along with the text either with their pencil or with their finger as I read the text.
 - I will walk around the room to ensure that students are doing so. If they are not, I might use this as a teaching moment to share why it might be important to follow along with the person who is reading and how that might enhance our reading ability. This would be for everyone, but more directed at my low readers.
- I will read the article not stopping at any moment to finish out the reading.
 - This one has more opinion based discussion questions.
- I will then prompt them to think for a moment of a time they had to use creativity in their life. I will provide examples.
 - When there were multiple correct answers to a multiple choice problem.
 - Cleaning the house to make it less boring.
 - Making a work of art.
 - Answering questions with out of the box thoughts.
- I will then ask them to work independently as they write and share about a time they were creative. I will be pulling some kids to the carpet that I know struggle with writing, but I will also offer that assistance up to anyone who wants the individual one on one writing conference time as well.
- The writing should be no less than 5 sentences to fully answer the prompt. I will inform them that I expect just a little bit more as it is hard to fully answer the question with minimal amount of writing.
- After the expectation is that the students read over their writing and look for all of our “3rd grade non-negotiables” and make sure their writing is something they are proud of.
- I would encourage them to add more to their story if they have finished early, but if they are persistent that their story is complete, have them pull out an independent reading book from their desk.

Clean-up:

I will use one of our class call signs to get their attention. They will be expected to turn in these papers to me so that I may grade them and analyze their writing. They will keep the

other paper in their blue folder in the “return to school” side. They will pack up their belongings and I will hit the button for them to transition into their guided reading group.

Modifications:

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For the other low readers in my class, I will encourage the students to follow along with the text. They also are given the opportunity to ask questions whenever they want to. I will also ask clarifying questions so that they are able to fully understand what the text is about. They will be given a preview of the text and the vocabulary so they will have access to all the words within the reading.

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