

Observation Script Template

Focus of Observation:

- Comprehension Strategy Instruction

Learning Target/Lesson Objective:

Inferring with the book *Chicken Sunday* by Patricia Polanco

Task: Make inferences.

**Teacher (T),
Students
(Ss),
Student (S)**

Verbatim or Near Verbatim Quotes

Anchor Chart : Inferring: What? Why? When? How?

Inference Equation Poster: Clues + Schema – inference

Inferring Sentence Starter Poster:

T: reviewed the anchor chart

T: Where do the clues come from?

Ss: the book

T: Where do the schema come from?

Ss: Your background knowledge.

T: Read the sentence stems with me (Inferring Sentence Starters)

Ss: Read aloud with T

T: Began to read the story *Chicken Sunday* by Patricia Polanco. I'm going to stop here. Good readers begin to think about a question. Lets look at what clues the book gives us and your own background knowledge.

T: Came up to the inferring equation poster to place a quote under the clues which related to how she feels about her grandkids. I started thinking about my own background knowledge. Every time I cross the street I need to hold my kids hands because I care for them so much. How does grandma feel about her grandkids? Well guess what. I have two kids and I hold their hands because I love them. My inference is that babushka loves her grandkids. Place sticky notes on the chart for her schema and the inference she made.

T: Continues to read. Just reading this part of this story make me think How does Winston and __ think about babushka. In the book it says the three of us exchanged looks. Her grandkids are looking at her when she is talking about how beautiful that hat is. The kids are looking at her but don't know what she is thinking. Added the sticky note for clue on how they noticed how their grandma looked at the hat. My schema is my husband wanted this guitar really badly and I saw him. I will now continue reading. T kept reading.

T: Thinking about my schema when I wanted to buy the guitar for my husband I had to work really hard and put in extra time to buy it. I really I wanted to show him how much I cared for him and so that is why I wanted to buy him that guitar. How do the kids feel about their grandma? I think that the kids love their grandma. How do I know they love their grandma? I think they do because they are going to do something special for her. They are going to have to work really hard to get her that hat. So I made that inference by using my clues + my schema which helps me make an inference.

T: began to read again.

Observer: J. Espinosa

Date: 1.22.15

Room:

Grade: 3 # of Students: 21

Problem of Practice:

Theory of Action

Guiding Question:

Description (What you saw):

Analyze the descriptive evidence (What patterns, trends do you see? How might you group or categorize the data?):

Predict what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?:

Recommendations (Next Level of Work):

Observation Script Template

Focus of Observation:	
<ul style="list-style-type: none"> • Comprehension Strategy Instruction 	
Learning Target/Lesson Objective:	
Asking Questions	
Task: Ask questions using the text “Me llamo Gabriela: La Vide de Gabriela Mistral”	
Teacher (T), Students (Ss), Student (S)	Verbatim or Near Verbatim Quotes
<p>T calls students to the carpet. Has prepared questions for different pages in the text.</p> <p>T reviewed the anchor chart titled “Hacer Preguntas” Gradual Release: Modeled how to ask questions of the text. T: read the text. T: Modeled how to ask a question after reading the first page and then the second page. 9:32: 22/22 looking at the teacher as she reads. T: reads the third page S: Asks a question about that page with support from the teacher who provide an oral frame. T: Poses a questions S: answers the question. T: read the fourth page T: poses a question S: answers the question with support from the teacher who references the fourth page. T: poses another question S: answer the question. T: read the fifth page. T: reads the sixth page. T: reads the seventh page. T: Poses a question. Tells students to listen for the answer. T: Read the eighth page-10th page.</p>	

Problem of Practice:

Theory of Action

Guiding Question:

Description (What you saw):

Observer: J. Espinosa

Date: 1.22.15

Room:

Grade: 2 # of Students: 21

Analyze the descriptive evidence (What patterns, trends do you see? How might you group or categorize the data?):

Predict what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?:

Recommendations (Next Level of Work):

Observation Script Template

Focus of Observation:

- Comprehension Strategy Instruction

Learning Target/Lesson Objective:

Inferring with the book Percy Jackson and The Olympians: The Lightning Thief.

Task: Make inferences.

**Teacher (T),
Students
(Ss),
Student (S)**

Verbatim or Near Verbatim Quotes

3 groups of 8 and 1 group of 6.

Reviewed Anchor Chart which was also provided to students as a handout.

Students also provided a Cornell notes graphic organizer with an excerpt from Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan.

T: Read the excerpt and all students followed along silently. Read the whole excerpt.

T: Displayed the excerpt on the ELMO. Think about why we just read and we are going to try to analyze the character we just read about. Using the clues what can you tell me. You have to back up what you are saying by providing evidence from the text. Let me give you an example. It says I'm a half-blood but we need more information. We can use the cover . What do you see?

S: I see lightning.

T: What can you tell me about the lighting? What can you infer?

S: He is going to the city. I see sky scrapers.

T: What can you infer about the character himself?

S: It is going to tell him about his birth.

T: I'm going that this story is fiction and this character is a hero just by looking at the cover of the book. Do you know what it is about? From the movie or this picture?

S: He is looking for something.

T: Why do you say that? We need to back up our information.

S: He is looking in the direction of the building.

T: Let's go back to the actual text itself to get a little more information for what we need. Half-blood? What is it? Recorded half blood in the graphic organizer. Can you read for us?

S: read the second paragraph.

T: What can you infer about this paragraph?

S: His parent are human and a God.

T: Let's use the information we have here in the text. The text says being a half-blood is dangerous, painful, and scary. S can you find any more? Look at the next paragraph. Can you reread it for us ?

S: reads the third paragraph.

T: What does that sound like? It sounds like it is not real. What do you infer about this so far?

S: He wants to be a normal kid.

T: Why do you infer that?

S: He says that it will kill you to be half-blood.

T: Records students thoughts. What does envy mean?

S: Getting back.

T: explain. What do you mean getting back?

S:

T: Do you agree with that ?

S: I don't agree with that.

T: Let's use cognates? Enviria? What does it mean?

S: Don't like it

S: Hating

T: What does it mean?

S: bothering.

T: Envy means when you wants something that someone else has. He envies the fact that someone is normal because his is not normal.

Ss: Yeah

T: He wants to be normal. So go ahead ___ and tell us about the next paragraph.

S: read the fifth paragraph.

10:57 am

27/30 following along or looking at Elmo.

T: What does that paragraph tell us about Percy? To tell us more? SO far we know that Percy is a half-blood and encounters dangers.

T; Could you read the next paragraph.

S: Read the paragraph.

T: What can you infer>

S; that he was trouble maker.

T: Why do you think he is a trouble maker>

S: He was sent to a school for trouble kids.

T: He was sent to a school for trouble kids.

S: he probably wanted to go there and he wanted to be a normal kids. What is a boarding school?

S: Boarding school is strict. Have to wear a uniform.

T: record the information on the Cornell notes organizer.

S: you have to pay.

T: Boarding school is school you have to pay for.

Problem of Practice:

Theory of Action

Guiding Question:

Description (What you saw):

Analyze the descriptive evidence (What patterns, trends do you see? How might you group or categorize the data?):

Observer: J. Espinosa

Date: 1.22.15

Room:

Grade: 4 # of Students: 30

Predict what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?:

Recommendations (Next Level of Work):

Observation Script Template

Focus of Observation:	
<ul style="list-style-type: none"> • Comprehension Strategy Instruction 	
Learning Target/Lesson Objective:	
Inferring : Read closely to determine what the text says directly and to make logical inferences about an event, character, or characters' motive.	
Task: To make inference in Chapter 2 of the book <i>The Tiger Rising</i> .	
Teacher (T), Students (Ss), Student (S)	Verbatim or Near Verbatim Quotes
Anchor Chart: Inferring Tool for Inferring and activating background knowledge Sentence Frames Poster for Inferring	
T: In the beginning of the scnd paragraph and he says he would rather be lost and eaten by bears. He had a back experience at a school. T: reads T: Inference? Use frame. I can infer. S: I can infer that they are bullying rob. T: It says, " Lookie here. " If you have that tone. And there is another clue. S: Norton blocked the aisle of the center of the bus. T: We have the clues. Write them on the board. Clues: "Lookie here" & Norton blocks the bus aisle. T: Background Knowledge: We know from other books , from other tv shows. What do we think about those two boys? Ss: They are bullies. T: They must be bullies. T writes Norton/Billy must be bullies on the board. T: Read the text out loud while students follow along. All students reading along. 29/29 T: I did notice something at the top of page 6. A small inference. "You sure aren't a star in florida or anywhere." What can we infer about Rob? S: He is annoyed. He is ignoring. T: Is he put up a fight. Ss: No. T: he is like lets get this over with. S: he knew what going on. T: You think the bus driver was scared of the two kids. S: they bribed him. T: I guess that is possible. 27/29 students following along in the text at 9:13 T: We know that he has a rash on his leg from Chapter 1. T: continues to read out loud. T: There is an inference to be made that.	

S: A tiger.

T: What can you infer something about that tiger? What inference can you make about the tiger and rob and how he is not scared of these bullies?

S: Tigers are not scared.

T: That tiger was quite impressive. Remember the background knowledge from the text. His mother passed away and he has not cried since.

T: continues to read.

T: Why did they stop punching Rob in the arm?

S: The bus stopped.

T: Yes it says the bus usually goes ... but it stopped. Let's see.

T: continues to read.

27/29 following along.

T: Some of you had an aha. What made you say aha?

S: the girl with the pink lace dress.

T: You are referring to the cover of the book. I'm going to go to chapter 3. It is short and I will read a little and then have you take out your reading notebooks so you can make an inference.

S: Maybe the guy in the gas station is her father.

T: Page number 8. Reads the beginning of chapter 8.

S: 28/29 students following along.

T: I just found an opportunity here. Here's a word I don't know if you are familiar with. You can do inferences with words, sentences, paragraphs, and the cover of the book.

There is something you can make inferences while referring to the chart.

Problem of Practice:

Theory of Action

Guiding Question:

Description (What you saw):

Analyze the descriptive evidence (What patterns, trends do you see? How might you group or categorize the data?):

Predict what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?:

Observer: J. Espinosa

Room: 13 Grade: 5 # of Students: 29

Date: 1.22.15

Recommendations (Next Level of Work):