

Observation Script Template

Focus of Observation:

- Comprehension Strategy Instruction: Activate and Connect

Learning Target/Lesson Objective:

Task: With the text *A Weekend with Wendell*, use the comprehension strategy activate and connect.

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

Verbatim or Near Verbatim Quotes

T & S: Read Anchor Chart with students for Activate and Connect: Good Readers must think of what they already know (Schema) to make meaningful connections that will help them better understand the text. Chart has sentences frames for the four ways to make connections.

T: What is a text?

S: Text is a book

T: We will read *A Weekend with Wendell* by Kevin Henkes-This is the title page

T: Read the book out loud to the class who are sitting on the carpet

S: Who's Wendell

T: The one going upstairs is Wendell and this is Sophie

T: This reminds me when I was little, my big brother always made up the rules and I didn't have fun or what to play.

T: This reminds me when my cousin visits my house when I was little and she always wanted some of what I was eating and she wanted more than half.

T: Write on the chart under the title: My brother made all the rules too. My cousin wanted to share everything I had.

T: I'm modeling for you but I know you are all experts because we've done this a lot.

T: Continues to read.

T: Somebody asked what is a sweet roll .Does anybody know what a sweet roll is? Does anybody know what pan dulce is?

Ss: Yes

T: A sweet roll is like pan dulce.

T: Continues to read

T: Turn to your partner and see if you can make a connection to what she is feeling.

S; Today my sister

T: Take turns. A lot of things happened to Sohpie. Has anything like that happened to you?

S: One time when I was sleeping I heard a train noise.

T: Who wants to share their connections? What connections do you have with how Sophie feels

S: A long time ago my cousin broke the window and my mom's flower pot.

T: S!

S: When my cousin came she painted my mom's bed.

T: S2

S2: When my dad came he painted the bed, my moms bed.

T: Record S2 connection on the chart.

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Date: 10.30.14

Room: Grade: K # of Students: 20

S3: When I was playing in my house my cousin wanted to get my toys to keep them. So I hid them so she wouldn't get them.

T: Records S3 connection on chart

T: How do you think Sophie feels?

S4: Mad

T: How about before?

Ss: Sad

T: Why do you think she was sad?

S: She didn't want to move?

Problem of Practice:

1. Effective implementation was not systemic, and that there was a focus on teaching the strategy, as opposed to using the strategy to address the Common Core State Standards to deepen student comprehension of text.
2. In addition, there was not a uniform understanding of how First Read lessons were to be delivered.

Theory of Action: If teachers effectively deliver a First Read, complex text strategy lesson based on the Common Core Anchor and Grade Level Standards, then students demonstrate deep comprehension of the text as evidenced by student talk, student work, and other assessment data.

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):

- Criteria needs to be further developed for what differentiated strategies

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- PD on analyzing text for complexity and follow-up grade level application of analyzing an upcoming text to determine complexity.
- Write a focused question for the initial read which addresses the first three standards.

Reflective Questions

- What are the differentiated strategies called for in an initial read?
- What is your rationale for determining that this text is complex?
- Why was this complex text selected for use in teaching this strategy?
- How does this initial read address the organizing element of key ideas and details? Explicitly how can you record this in a focus question for the initial read?

Observation Script Template

Focus of Observation:

- Comprehension Strategy Instruction

Learning Target/Lesson Objective:

Task: Make inferences using background knowledge and text clues from the prologue to Sonia Sotomayor's memoir.

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

Verbatim or Near Verbatim Quotes

T: We are going to be reading the prologue from Sonia Sotomayor's memoir, *My Beloved World*

T: Why did Justice Sotomayor choose to start her memoir with this story?

T: We are going to be using the comprehension strategy inferring. Inferring involve merging background knowledge with the text clues to come up with an idea that is not explicitly state in the text. Sotomajor want you to work. You can use picture and of course use her words to make your inferences. Use all parts of the book including title. You also think about he big ideas and make mental images. You can imagine what it is like in your head.

T: We wrote about our own lives this year.

T: We are practicing inferring. Reads the text while students follow along on their copy of the text

T: I'm going to share some inferences. When she said uh-oh here we go? I was able to infer that she is stressed out at what is happending. It kind of makes me think that it happened before. Did you notice that the parents were arguing a lot. I can infer that kids don't' like it when their parents argue. It makes them feel uncomfortable and sad.

S: I infer that she is used to it. She is just like normal.

T: What makes you feel that she is used to the arguing?

S: I can infer that her life was a hard one with all the arguing.

S: I can infer that it is her job, Sonia's mother to do everything because she is a nurse.

T: Continues to read. Wow that sound kind of intense for a child to say. Since she said that she would give herself shots herself. I can infer that she is brave, independent. Who can find some sentences that provide evidence for the inferences I made about her being courageous and independent. Read straight from the book.

S: It dawned on me that it .

T: Why did you say that?

S: She is willing to do it herself.

S: The screaming is worse and made me feel ..

T: Why does that make you think she is independent?

S:

S: Everytime she is going come up with a solution in the future.

T: What makes you think that?

S: Since sotomayor solves this problem this might be a pattern for her future

T: Did you hear ? He said since sotomayor solved this problem this might be something that is part of her future.

T: Continues to read. "Not yet 8 years old I was barely able to see the top of the stove. ...I'm going to give the shot myself"

T: What can you infer about Sonia and mama from that last section that I read? I can infer ____ because. We are going to go into pair share. Person A go first.

S; I infer she is shocked because her own daughter is going to make her shot on her own.

S2: I can infer she is brave because she was going to give the shot to herself.

S3: I can infer maybe the mom is going to show her how to do it because Sonia might get injured. The mom might tell the dad and I predict they might argue again.

T: What make you predict that?

S4: I think her mommy is shocked that Sonia would do it by herself.

T: What evidence can you read for me?

S5: I'm going to give the shot myself.

S6: Do you know how?

S7: I infer is very smart because she learned how to tell time before first grade.

T: I can infer that Sonia is not like other 2nd graders. She was wiliing to operate a stove without know how to sterilize a needle.

S8:

Problem of Practice:

Theory of Action

Guiding Question:

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Recommendations (Next Level of Work):

- Criteria needs to be further developed for what differentiated strategies
- PD on analyzing text for complexity and follow-up grade level application of analyzing an upcoming text to determine complexity.
- Write a focused question for the initial read which addresses the first three standards.

Reflective Questions

- What are the differentiated strategies called for in an initial read?

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- What is your rationale for determining that this text is complex?
- Why was this complex text selected for use in teaching this strategy?
- How does this initial read address the organizing element of key ideas and details? Explicitly how can you record this in a focus question for the initial read?