

### Region 15 DRAFT Pre-Observation Form

Teacher's Name H. Jiggins Evaluator K. Huna Room # 0 Course LA

Observation Date 3-12-08 Observation Time 9:40am Grade Level 2

Pre-Conference Date: 3-08-08 Post Conference Date: 3-17-08

Lesson (Include unit and lesson # if available): Final Lesson Grade 2 LA Unit on Narrative and Expository

*This form can be submitted one of two ways:*

1. *without a lesson plan and with all items 1-7 completed below, or;*
2. *with a lesson plan attached. Any \* items below that are included in the lesson plan do not need to be repeated on this form. Check each \* item that is included within the lesson plan.*

<u>  X  </u> *	1. What <b>enduring understandings, focus questions or essential questions from your curriculum guide</b> will be addressed within this lesson? ( <b>State standards</b> if guide is not complete.)
<u>  X  </u> *	2. What is the objective of this lesson? What do you want the students to learn?
<u>  X  </u> *	3. Where does this lesson fit within your unit; new content, review, or a diagnostic lesson?
<u>  X  </u> *	4. What activities will you expect students to do? (If applicable, please attach copies of any handouts students will use.) How will you differentiate?
	5. How is the lesson structured so that students have frequent opportunities to engage in the content at their appropriate level of learning?  Group work allows for student leadership and others who may be unsure of themselves to work together as a team. Students are given opportunities for more support by working in a small group or are challenged through extra activities.
<u>  X  </u> *	6. How will you assess student learning? <u>How will you know if students mastered your objectives?</u>
	7. What specific feedback would you like?  Are my differentiation strategies appropriate? What more can I do to meet the diverse needs of my students?

## Narrative and Expository Texts

### Enduring Understanding:

- The combination of expository and narrative texts create a broader perspective about a topic.

### Focus Questions:

- Why is it important to read a variety of texts to enhance comprehension?
- What kind of information can I interpret from narrative text?

### Objectives:

- Students will identify the parts that make a text a narrative or expository piece.
- Students will identify important information about communities from a narrative text.
- Students will respond to the narrative text in writing.

### Materials:

- City Green by Dyanne DiSalvo-Ryan
- Chart Paper and markers
- Narrative graphic organizer
- Expository graphic organizer
- Maps of Middlebury
- Final Project Activity sheets
- Comprehension Questions

### Initiation:

- Teacher will remind students that throughout the unit they have been learning about the different characteristics that make up narrative and expository texts.
- Teacher will show cover of the book City Green to her class and ask them to predict whether the text is an example of narrative or expository.
- Teacher will break students into groups to brainstorm on chart paper the characteristics that make up narrative and expository texts.
- Teacher will monitor group progress and bring the class back together to present their lists for discussion.
- Discuss what reading strategies are used with each type of text.

### Procedure:

- Teacher will inform students that their groups will be responsible for identifying whether City Green is a narrative or expository piece and that they must provide evidence from the text that proves their findings.
- Teacher reminds students to look at the charts they created together as they think about and listen to the story.
- When teacher finishes the book, students meet with their brainstorming groups to discuss and come to a decision about what type of text the book is. Teacher will circulate and monitor progress.
- When groups have reached an agreement, teacher will ask each group to share their findings and come to a class consensus.
- Together class will choose appropriate text graphic organizer poster and fill it out based on City Green and discuss.
- Students will then individually complete comprehension questions and hand in.

Closure:

- Class will meet together as a group and discuss how the vacant lot turned into a special place for the neighborhood community and why.
- Teacher will then encourage students to help her form a list on chart paper of the special places that make up their community.

Extension:

- Students will complete a final project to choose 3 special places from the chart paper list and write a paragraph about why each is important to them. Each child will draw a picture of each place and place the picture and writing on a map of their town with help from teacher.

Differentiation:

- Fragile students can work in small group to complete the comprehension questions on the City Green.
- For enrichment, students can create their own expository version of City Green as a "how to".
- Teacher can provide sentence starters to comprehension questions or highlight keywords in questions that will help students to write a complete answer.