

# Lesson Planning and ANET Performance Adaptations SY'2015-2016

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## Grade 3-5 ELA

The *BPS Focus on Core* propels us to implement the *Core Aligned Literacy Modules* (CALM) across grades 3-5 in English and Language Arts. The Core Aligned Literacy Modules combine standards aligned content with effective instructional practice, bringing together the *What* (knowledge, concepts and skills) and the *How* (*Reading, Writing, Speaking and Listening... to identify, use detail, explain, distinguish, contrast, determine, infer, deduce etc.*) embedded in the standards.

We fully support and will work to implement the *BPS Essential Literacy Expectations* including Close Reading of Complex Texts and creating Differentiated Small Groups responsive to meeting diverse student needs and performance data/work. In addition, we are committed to understanding and integrating the *BPS Core Actions* aligned with the Literacy Expectations.

In literacy, reading, writing, listening, and speaking activities are all interwoven. A balanced number of activities incorporating all of the above elements will be present in daily literacy blocks. Curriculum created around themes and essential questions to guide instruction will be the foundation of our instructional practice.<sup>1</sup>

### Example from Grade 3 Module I, Unit 1

#### 1. Opening

- A. Unpacking the Learning Targets (5 minutes)
- B. Practicing Observing Closely: I Notice/I Wonder (10 minutes)

#### 2. Work Time

- A. e.g. Carousel Protocol: Pictures from around the World (20 minutes)
- B. e.g. Predicting the Text: Quotes Related to the Content of the Module (15 minutes)

#### 3. Closing and Assessment

- A. Debrief (5 minutes)
- B. Exit Ticket (5 minutes)

#### 4. Homework

- A. e.g. Tell an adult you know about the pictures you saw and the quotes you read. What will you learn about in the coming weeks?

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<sup>1</sup> Tobin Instructional and Climate Expectations, 2014-2015, p.16

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## Grade 3-5 MATH

Based on the Common Core State Standards and standards for mathematical practice (procedural, operational, conceptual), students will be exposed to:

- Rigorous direct instruction
- Experiential learning and inquiry-based exploration
- Student discourse in form of whole-class, small-group, and paired discussion
- Adequate time for student independent practice in all math standards

At the Tobin, you will see:

- Math concepts experienced through real-life scenarios, when possible
- Whole-class, small groups (as well as differentiated groupings as needed), pairs, and independent work
- Exposure to correct math vocabulary, students explaining their numeracy in both oral and written formats
- Teachers highlighting a variety of ways to solve problems; allowing students opportunities to prove their thinking and problem-solving strategies<sup>2</sup>

<p><b>EngageNY Math Suggested Lesson Structure</b></p> <ul style="list-style-type: none"> <li>• Fluency Practice (___ minutes)</li> <li>• Application Problem (___ minutes)</li> <li>• Concept Development (___ minutes)</li> <li>• Student Debrief (___ minutes)</li> </ul> <hr/> <p><b>Total Time (60 minutes)</b></p>	<p><b>TERC Investigations Math Session Features:</b></p> <ul style="list-style-type: none"> <li>• <b>Math Focus Points</b>, which highlight the goals and mathematical content of each session;</li> <li>• <b>Today's Plan</b>, which provides an overview of the Session, lists the necessary materials, and specifies the amount of time and the kind of grouping (e.g. whole class, pairs, individually) for each activity;</li> <li>• <b>The day's Classroom Routine or Ten-Minute Math</b> write up; from one to three Activities; minis of the Masters, Transparencies, and Student Activity Book pages used in the Session; and</li> <li>• <b>Session Follow-up</b>, which lists homework, daily practice possibilities, and references to relevant pages in the Student Math Handbook.</li> </ul>
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<sup>2</sup> Tobin Instructional and Climate Expectations, 2014-2015, p.17

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### **ELA (6-8)**

In English/Language Arts, students will participate in independent, small-group and whole-class reading through Reader's Workshop, a model of instruction that emphasizes:

- the direct teaching of a discrete skill,
- followed by independent or group practice,
- and a culminating reflective discussion.

The expectation is that students are doing the majority of the critical thinking work during Reader's Workshop, including the development of discussion questions, and generating evidence-based responses to text-dependent questions.

Additionally, students will engage in close reading exercises at least once per unit; close reading consists of:

- read alouds,
- small group and whole-class discussion,
- accurate responses to text-dependent questions,
- and a culminating writing project, which requires students to utilize evidence to analyze a text.

In other content areas, students will engage in the close reading process with content-specific texts.

With regards to planning and assessment, teachers will use the backwards-mapping approach to design essential questions for each unit, and will plan all lessons to align with objectives that connect back to these essential questions. Teachers will use a variety of assessments (both formal and informal) to measure student progress and plan effectively for future lessons.<sup>3</sup>

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<sup>3</sup> Tobin Instructional and Climate Expectations, 2014-2015, p.20

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## Math (6-8)

The instruction occurring in our middle school classrooms will mirror the math workshop model that is established at the elementary grades in accordance with a gradual release pedagogy, while continuing to deepen the higher order thinking, metacognition, and increased sophistication of discourse.<sup>4</sup>

<p><b>EngageNY Math Suggested Lesson Structure</b></p> <ul style="list-style-type: none"> <li>• Fluency Practice (___ minutes)</li> <li>• Application Problem (___ minutes)</li> <li>• Concept Development (___ minutes)</li> <li>• Student Debrief (___ minutes)</li> </ul> <hr/> <p><b>Total Time (60 minutes)</b></p>	<p><b>The math block should continue to have a consistent structure:</b></p> <ul style="list-style-type: none"> <li>• Do Now (5 minutes)             <ul style="list-style-type: none"> <li>○ Independent, consistent daily routine</li> </ul> </li> <li>• Mini Lesson (10 minutes)             <ul style="list-style-type: none"> <li>○ Launch objective and conduct mini teach</li> </ul> </li> <li>• Guided Practice (20 minutes)             <ul style="list-style-type: none"> <li>○ Pairs, small groups, conferencing, guided math groups, observation notes, journal writing</li> </ul> </li> <li>• Whole Group (10 minutes)             <ul style="list-style-type: none"> <li>○ Debrief, share, ask questions, address gaps in understanding</li> </ul> </li> <li>• Wrap Up (5 minutes)             <ul style="list-style-type: none"> <li>○ Revisit objective and discuss progress</li> </ul> </li> <li>• Homework (2 minutes)             <ul style="list-style-type: none"> <li>○ Assign homework and record in agenda<sup>5</sup></li> </ul> </li> </ul>
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<sup>4</sup> Tobin Instructional and Climate Expectations, 2014-2015, p.20

<sup>5</sup> Ibid., p.21

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### Science and Social Studies (6-8)

For middle school science and social studies it is the expectation that teachers will use the curriculum, pacing guide, and unit overviews found on the iPlan of <http://tobink8.org> to develop units based on the UbD framework.<sup>6</sup> The basic overview of every lesson in science and social studies will be consistent with the practices in both math and ELA. This means that every lesson will have the following format.

- Do Now (about 5 minutes)
  - Independent, consistent daily routine
- Mini Lesson (about 10 minutes)
  - Launch objective and conduct mini teach
- Guided Practice (about 20 minutes)
  - Pairs, small groups, conferencing, observation notes, journal writing, experiments
- Whole Group (about 10 minutes)
  - Debrief, share, ask questions, address gaps in understanding
- Wrap Up (5 minutes)
  - Revisit objective and discuss progress
- Homework (2 minutes)
  - Assign homework and record in agenda

Lastly, science and social studies teachers will have their students use an interactive notebook as the tool where students will keep their notes, worksheets, readings and any other resources that aid in their learning in these content areas.<sup>7</sup>

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<sup>6</sup> Tobin Instructional and Climate Expectations, 2014-2015, p.22

<sup>7</sup> Ibid., p.23

## NOTES:

### 1. EngageNY Math Suggested Lesson Structure

- Fluency Practice (12 minutes)
- Application Problem (5 minutes)
- Concept Development (33 minutes)
- Student Debrief (10 minutes)

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**Total Time (60 minutes)**

#### e.g. Grade 3 Mathematics, Module 2, Topic A, Lesson 1

Explore time as a continuous measurement using a stopwatch.

In this lesson students use stopwatches to measure time.

To understand how to use a stopwatch and begin to conceptualize time as a continuous measurement, they need some familiarity with seconds. This anticipates Grade 4 content (4.MD.1). Seconds are used as a unit in the application problem, and also as a unit of measure that students explore in Part 1 of the lesson as they familiarize themselves with stopwatches.

### 2. TERC Investigations Math Session Features:

- **Math Focus Points**, which highlight the goals and mathematical content of each session;
- **Today's Plan**, which provides an overview of the Session, lists the necessary materials, and specifies the amount of time and the kind of grouping (e.g. whole class, pairs, individually) for each activity;
- **The day's Classroom Routine or Ten-Minute Math** write up; from one to three Activities; minis of the Masters, Transparencies, and Student Activity Book pages used in the Session; and
- **Session Follow-up**, which lists homework, daily practice possibilities, and references to relevant pages in the Student Math Handbook.

Many Sessions also include: a Vocabulary Box that specifies important mathematical terms that will be used in the Session; sidebar notes about mathematics, about instruction and pedagogy, about assessment, and about helpful readings; classroom photographs; images of student work; and examples of the kinds of things "Students might say:" in response to a particular question.

## **Expeditionary Learning Model**

### **Grade 3 ELA Module 1, Unit 1, Lesson 1** **Talking with my peers**

#### **1. Opening**

- A. Unpacking the Learning Targets (5 minutes)
- B. Practicing Observing Closely: I Notice/I Wonder (10 minutes)

#### **2. Work Time**

- A. Carousel Protocol: Pictures from around the World (20 minutes)
- B. Predicting the Text: Quotes Related to the Content of the Module (15 minutes)

#### **3. Closing and Assessment**

- A. Debrief (5 minutes)
- B. Exit Ticket (5 minutes)

#### **4. Homework**

- A. Tell an adult you know about the pictures you saw and the quotes you read. What will you learn about in the coming weeks?

### **E.g.**

#### **GRADE 5: MODULE 1: UNIT 1: LESSON 1**

#### **Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)**

#### **1. Opening**

- A. Engaging the Reader: Thinking about the Words “Human” and “Rights” (10 minutes)
- B. Check In (5 minutes)

#### **2. Work Time**

- A. Text Structure: Scanning the UDHR (5 minutes)
- B. Introducing Close Reading: Article 1 of the UDHR (15 minutes)
- C. Begin Close Reading Anchor Chart (10 minutes)
- D. Return to Key Concept: Thinking about “Human Rights” (10 minutes)

#### **3. Closing and Assessment**

- A. Debrief (5 minutes)

#### **4. Homework**