

Coteaching Lesson Plan

- a) **Student Background Information** – My 5th grade class of 27 students contains some unique personalities and challenges. Of the 27, I have four with an IEP, and three with 504 plans. My students with IEP's have a range of disabilities including: ADHD and Learning Disability. One of my students was evaluated for his IEP within the past two months and is really struggling in Language Arts. My class is extremely active, and I try to incorporate some kind of movement into my teaching whenever possible. My general education students have all tested at or above grade level in reading and language usage on the NWEA (our school's achievement test.) My class is very diverse, with a fairly large gap between high achieving and low achieving students.
- b) **Coteaching/Collaboration Context** – I will be co-teaching this lesson with Gabi, our 5th-7th grade special education teacher. Gabi and I talked about how the transition to CCSS (performance tasks in particular) might prove especially difficult for our special education students for the following reasons: strict time limits, many multistep tasks, reading comprehension difficulties, writing difficulties. We met and brainstormed how we could break performance tasks down into manageable steps and what supports we could add to the tasks. We decided to co-teach and present our findings to the staff. We chose two co-teaching approaches: one teaching, one assisting, and an alternative teaching approach. This approach will work best for us because Gabi is used to working in small groups, and had several graphic organizers/comprehension strategies planned that she already uses. She also has a more observant personality, and she isn't as comfortable teaching 5th grade general education for Language Arts. Also, I will be able to provide conferencing and extension for the general education students (since this is a brand new task and we don't know how it's going to go) and Gabi can provide additional scaffolding in a small group setting.

c. Identify a Unit (Please see below for preparation/planning of lesson)

Lesson Reflection: My impressions after teaching were that my lesson was an effective introduction to performance task assessments. Since this is a new type of task, it was helpful to simply have another person in the room for support. Sometimes she would jump in and explain something a different way, and it is always helpful to hear something more than one way. Co-teaching definitely allowed us to differentiate and meet the needs of all of my learners. Gabi brought a variety of excellent supplemental resources to support our students for whom writing is a challenge. Gabi is a wonderful co-teaching partner for me because our personalities and teaching styles complement each other, and we both have shared, high expectations for our students. Working with someone with a different personality or teaching style might prove more difficult. I am looking forward to sharing our results with the staff as we all work together to transition to CCSS!

Coteaching Lesson Template

Co-Teaching Lesson Plan

Unit Title: Common Core Preparation: Citing Evidence in Persuasive Writing

Subject/Topic Areas: English Language Arts

Big Ideas: Learning how to use another author's work to support your argument in writing without plagiarizing.

Designed by: Katherine Hinkson

School: East Arbor

Grade Level: 5

Time Frame: 2 week unit (10 60minute lessons)

STAGE 1 – Desired Results

Established Goals:

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Students will write a 1-2 paragraph persuasive piece, incorporating evidence from another author

What understandings are desired?

Students will understand how to incorporate another author's writing to make their argument stronger, while giving necessary credit

Students will be able to write a 1-2 paragraph persuasive piece with a clear thesis, incorporating another author's ideas

Students will employ learning-to-learn strategies: highlighting text, note taking, graphic organizers for comprehension and planning writing, mentor texts, peer to peer editing/conferencing

Students will know	Students will be able to
The difference between paraphrasing and plagiarizing, how to cite sources correctly, how to choose evidence to support their argument, how to take notes and highlight evidence to support their thesis statement, how to structure a persuasive piece	Read and understand an article about a topic, choose their side of the issue, and write a piece expressing their point of view while incorporating evidence from the article.

STAGE 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks

The final assessment for this unit will be an in class essay arguing for or against a school garden. Students will read two articles about the topic, and write their own essay, incorporating information from one of the articles to strengthen their argument.

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples)

Practice essays (2), article with information highlighted, graphic organizer used to plan writing

We also realized that this is a huge undertaking for some of our students, so we designed a step-by-step alternative rubric to help assess student learning

1. Student can identify an author's opinion in a persuasive piece
2. ...identify both sides of a persuasive issue
3. ... identify evidence an author uses to support his/her opinion
4. ...explain how using evidence strengthens persuasive writing
5. ...use evidence to answer factual questions (and cite)
6. ...form their opinion (thesis) statement about a persuasive topic
7. ...comprehend/summarize an article about a topic
8. ...find and highlight evidence from the article to support their own thesis
9. ...write a paragraph (topic sentence/evidence/closing) using steps 7-8 to strengthen their own writing
10. ...evaluate whether or not their writing mirrors the writing they saw in steps 1-4

Student Self-Assessment and Reflection

Students will use the East Arbor writing rubric to self assess their own piece, highlighting or underlining in their text how they met each component. This will focus on organization and ideas. Sentence fluency and mechanics are important, but not the focus of this piece.

STAGE 3 – Plan Learning Opportunities and Sequence Instruction

Sequence of Teaching and Learning Activities:

This is an overview of the sequence of the unit. Each part should take 1-2 days, depending upon the content and how much support the students need.

Part 1: Mentor Text: Class discussion about what persuasive writing is/what is the purpose, how to make persuasive writing stronger, look at a model piece and take note/discuss how the author made his/her writing stronger by incorporating others' ideas/facts.

Resources:

http://www.timeforkids.com/files/homework_helper/plus_papers/PersuasiveSampler.pdf, Write Source persuasive writing unit

Part 2: Modeling how to cite evidence and choose appropriate evidence to answer questions. Use short articles and model how to appropriately paraphrase and give credit to sources

Part 3: Implementing an author's work into your own persuasive paragraph. **This is the lesson I will co-teach.** Students will write a persuasive paragraph (we have written persuasive essays before, so they know the structure) and incorporate ideas from a separate article to make their argument stronger. Gabi, our special ed teacher, will coteach with me. She will work with a small group of students when they are writing their own paragraph to make sure they comprehend the article, provide them with graphic organizers for their paragraph, and help with sentence starters/other writing support. I will be teaching the whole class, and conferencing with individual students who need support/extension.

Part 4: Revising/editing with peer support, and another practice essay.

Part 5: final assessment

Coteaching Components (if not discussed above):

During the whole group time, we will take a "one teaching, on assisting approach." During independent practice, we will take an "alternative teaching approach."

My role: Whole group instruction, modeling what I want students to do, and conferencing with individual students during independent practice

My coacher's role: Help keep students on task during whole group, help to maintain the "flow" of the lesson without losing anyone, support students with accommodations during independent practice

Accommodations and adaptations in the teaching to account for students' learning and performance characteristics (list all)

Movement "brain breaks" (one per 30 minutes) for my active students

Support in reading the article from which students should draw their evidentiary support, graphic organizer to help strengthen comprehension/ break the article into manageable pieces

Turn and talk to keep students accountable in the discussion

Breakdown tasks into smaller pieces

Extended time

Class wide and Individual Supports (list all)

Preferential Seating

Graphic Organizer with sentence starters

Different colored pens/pencils

Anchor Chart with transition words, persuasive structure

Visual Clock

Breakdown of directions

Restate directions

Simplify directions

Evidence-based Practices: Teaching practices

Modeling, Small group instruction, guided practice, group work

Evidence- based Learning Strategies:

graphic organizers, anchor charts, highlighting important points, note-taking, sentence starters, sticky note questions (to ask in a small group setting), underlining/highlighting words not understood, peer support

Collaborative/Cooperative Activity: rules, routines, roles, sequence of steps or procedures

Students/teacher will follow social contract, raise hand to speak, demonstrate SLANT listening, use appropriate materials, follow along with whole group, highlight words in directions that they do not understand, use "sticky note" method to pose questions to be answered later in lesson