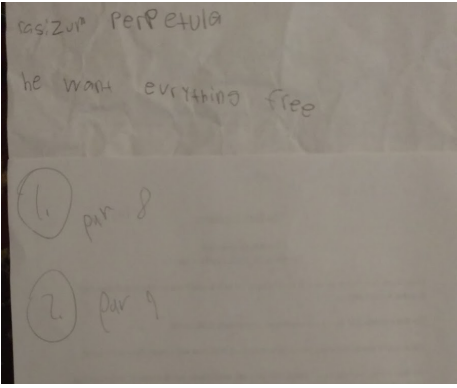
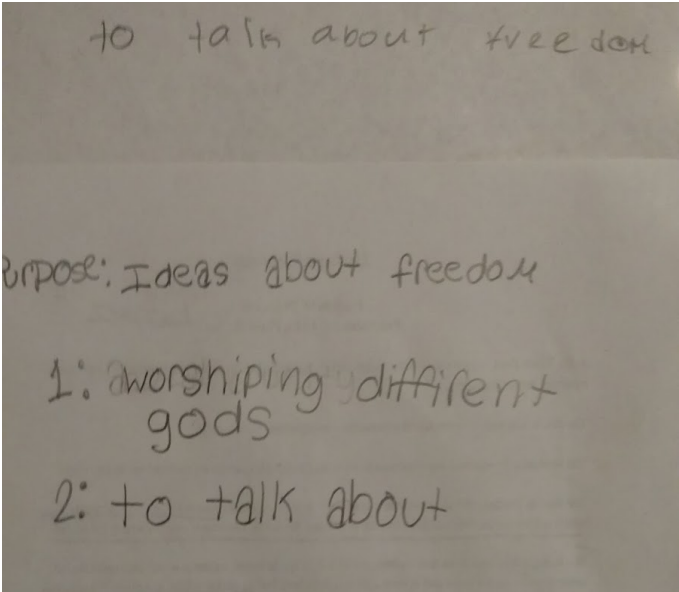


The Four Freedoms Close Reading - Day 2		
Grade Level: 5th	Subject: Reading	Date: 3/20/2017
<p>Materials/Texts:</p> <p>Newsela staff. (29 June 2016). <i>Famous Speeches: The Four Freedoms Speech</i>. Retrieved from <a href="https://newsela.com/articles/speeches-fdr-fourfreedoms/id/18154/">https://newsela.com/articles/speeches-fdr-fourfreedoms/id/18154/</a></p> <p>Padlet - online program</p> <p>Materials for Guided Practice - graphic organizer, purpose of reading restated</p> <p>Pre-annotated texts</p> <p>Adapted version of passage</p> <p>Modified Assessment</p>		
Lesson Component	What will you do? / What will students do?	
<p>TEKS (C.1)</p> <ul style="list-style-type: none"> <li>What Language Arts and Reading Standards does this lesson address?</li> <li>How do you know the students need this lesson?</li> <li>Unpack the standard(s) by identifying the strategy(ies) or skill(s)</li> </ul>	<p>5.10 Reading Informational Text, Culture and History - Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding; expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p> <p>5.27 Listening &amp; Speaking Skills:</p> <p>(a) listen to and interpret a speaker's message and ask questions to clarify the speaker's purpose or perspective;</p> <p>(c) determine both main and supporting ideas in the speaker's message</p> <p>This lesson is part of a close reading exercise completed over a three day sequence. This is day two of the closed reading. The purpose for day 1 was to identify how the author defined freedom. The students also developed vocabulary in order to read the speech.</p>	
<p>Lesson Objective (C.1, A.3)</p> <ul style="list-style-type: none"> <li>Objectives must be             <ul style="list-style-type: none"> <li>specific-(clearly defined learning)</li> <li>measureable-(assess student achievement)</li> <li>aligned (with the TEKS)</li> <li>rigorous (written with verbs for expectations of high rigor)</li> <li>posted shared aloud with students</li> </ul> </li> </ul>	<p>LO: SWBAT identify and discuss the main idea of a historical speech</p> <p>Modified LO: SWBAT choose the main idea from a list of suggested topics</p>	
<p>Assessment (B.1, B.2,C.1, C.2)</p> <ul style="list-style-type: none"> <li>How will students demonstrate their mastery of the objective?</li> <li>What evidence will you collect to assess understanding?</li> </ul>	<p>DOL: SWBAT answer two text-dependent questions regarding the passage</p> <p>Modified DOL: SWBAT choose a topic which is most related to the topic of the passage</p>	
<p>Connect and Engage (A.2, B.1, C.1)</p> <ul style="list-style-type: none"> <li>How will you hook the students?</li> </ul>	<p>The lesson will begin with a review of the vocabulary from the previous lesson.</p> <p>In the previous lesson, students were able to develop</p>	

<p><u>Technology</u> - padlet</p> <p><b>ELPS 1.F</b>  <u>Turn and Talk with</u>  <u>Cooperative/Interactive Activity</u> - students are able to share vocabulary strategies and definitions with multiple small groups to share similar information multiple times and deepen understanding.</p>	<p>understanding of the vocabulary by making padlets which created semantic maps of the words and their definitions. Students will use these to review the vocabulary from the day before. The teacher will present five new words to accompany the five padlets that we created the previous day. These words will continue to build understanding of the vocabulary already studied and the remaining vocabulary from the passage. These new words will have similar meanings and will be introduced to continue building the language development of the students.</p> <p>After students have had 5 minutes to review, we will complete a turn and talk. The students will be instructed to share a strategy they use when trying to understand a new word or their current understanding of the selected vocabulary on the padlets. Then students will join with another group of partners in the class and share either a strategy or their understanding of the words. The partners will then join one more group - forming a total of 4 groups of partners - to repeat the process.</p>
<p>Teacher Modeling (A.1, A.2, B.1, B.2, C.1, C.3, D.1, D.2, D.3)</p> <ul style="list-style-type: none"> <li>● A brief teacher directed lesson aligned to the objective. <ul style="list-style-type: none"> <li>➤ Model thinking using think-alouds.</li> <li>➤ Engage students using turn and talk or other student response checks to monitor understanding.</li> <li>➤ Utilize organizational tools (anchor charts, process charts, graphic organizers) when appropriate.</li> </ul> </li> </ul> <p><u>Accommodations</u> - The teacher will give a pre-annotated copy to students on the second reading. After the first reading, the teacher will do a demonstration of a think aloud to include annotations. During the second reading, an annotated copy will be available for students to use and follow as we read through the text with important aspects highlighted.</p>	<p>Teacher will instruct the students that they will listen to a reading of the text. While they listen, they will answer a question which asks for the main idea of the passage. Students will have discussed ideas from the previous lesson; this lesson is aimed to created a more comprehensive understanding of the text. They will make annotations as they listen.</p> <p><b>The purpose for day two is to answer what is the main idea of this passage?</b></p> <p>(This question will be posted on the board, spoken to the students and written at their table groups. Students will receive differentiation at their table groups. They will be given more explicit instructions for how to use these materials during the guided practice.)</p> <p>Teacher will read the passage. After reading the passage, the teacher will give two minutes for the students to be able to have additional time to write down their thoughts and insights from the reading. After they two minutes, teacher will offer a second reading for the students.</p>
<p>Guided/Collaborative Practice (A.2, B.1, B.2, C.1, C.2, C.3, D.1, D.2, D.3)</p>	<p>Students will discuss their annotations from the second reading. We will use our annotations and previous discussion information in order to build an understanding of the main idea of the except.</p>

<ul style="list-style-type: none"> <li>Identify guided practice needed before releasing students to practice on their own</li> </ul> <p style="text-align: center;"><b>ELPS 4.G</b></p> <p><u>Accommodations</u> - students will be able to extend or scaffold the topic for themselves as they use the materials and padlet; accommodations for language will be included in that students can use their L1 to discuss; also students with advanced or advanced high reading in L2 may help translate the text for their peers.</p> <p><u>Cultural Link</u> - students will be able to relate this speech to current events in our lives. Some examples are given as a starting point for students to discuss. They can use their padlet and internet access in order to search for pictures to include on their group padlet which summarizes their discussion</p> <p style="text-align: center;"><u>Technology</u> - padlet</p>	<p>Students will be reminded of academic talk standards as we move through the lesson: agree/disagree prompts; “I would like to add on;” “I found..;” ecetera.</p> <p>For this part of the lesson, students will be able to use the materials at their table groups in order to help them understand the main idea and discuss this with their peers. A graphic organizer will be given for students to use when discussing the passage and their annotations. They will be able to insert their own ideas into this organizer in order to help them understand. There will also be pictures in their materials. The students can use these pictures to help them understand key vocabulary and to understand the concept of freedom as it relates to our lives today. Students will be given an opportunity to open padlet again in order to create a group representation of their graphic organizer or thoughts regarding the purpose for the day’s reading. Again, this purpose is to find the main idea of the passage.</p> <p>After students have begun working on this for about 5-10 minutes, the whole group will come together to discuss how this may relate to our lives today. The students will be able to hear other groups’ ideas of the relevance of this speech on our lives and then continue working together to develop deeper understandings of these connections.</p>
<p>Independent Practice (A.1, A.2, A.3, B.1, C.1, C.2, C.3)</p> <ul style="list-style-type: none"> <li>What opportunities will students have to use the new skills/concepts in a meaningful way?</li> <li>How will students demonstrate their mastery of the objective?</li> </ul> <p><u>Accommodations</u> - students may write in either language in order to answer; pictures with labels will be included to enable students to relate the topic of freedom more readily without the use of academic or cultural language</p>	<p>Students will answer two text-dependent questions:</p> <ol style="list-style-type: none"> <li><b>1. What does FDR cite as non-examples of freedom?</b></li> <li><b>2. How does FDR define freedom?</b></li> </ol> <p>Teacher will provide information about which sections of the excerpt contain the information which they can use to answer the two text-dependent questions.</p> <p>Student Work Samples (taken prior to inclusion of accommodations in lesson plan):</p>

	
<p>Closure (A.3, B.1, D.1, D.2, D.3)</p> <ul style="list-style-type: none"> <li>Assessment of student learning including student reflection on what was learned</li> </ul> <p><u>Accommodations</u> - students will be given the opportunity to develop their own question regarding the passage to ask to another peer (enrichment); students will be given a condensed version of the speech (continue scaffolding). We will read this aloud as a small group before answering a final time. Students will listen only to the text, be able to turn and talk with their peers and discuss in any language before completing. Students who complete the activity will be able to move independently into centers.</p>	<p>Students will be able to discuss their answers to these questions, and they will be able to modify their responses to the text-dependent questions.</p> <p>Modified assessment (included in appendix)</p>
<p>Reflection (B.2, E.2)</p> <ul style="list-style-type: none"> <li>What does the data show you regarding student learning?</li> <li>How did the pacing impact the enactment of the lesson?</li> <li>Did all materials support student learning?</li> <li>Were there places where students required additional supports, or places where acceleration occurred?</li> <li>How would you gauge student engagement (academic and</li> </ul>	<p>Accommodations, modifications, ELPS and technology were included after the lesson had been delivered; therefore the reflection does not include the impact of these supports for the students. When delivering this lesson in the future, these supports would be included and discussed in the reflection.</p> <p>Because the students really struggled with the text on lesson one, I wanted to do something which would support their understanding. However, I wanted to use it to increase the skills we were working on - building comprehension strategies through summarizing, asking questions, and sequencing. I found an article which discussed the four freedoms and gave more context for the excerpt from the speech. It quoted the four essential freedoms established by FDR, and I thought that this would be a helpful</p>

behavioral)?	<p>article in understanding the gist of the text. I read this aloud to the students and gave them copies to follow as I read. Again, I wanted them to still develop the comprehension strategies of reading/annotating a text to understand, but I wanted to provide them with an additional short text which supplemented the excerpt from the speech so that they could better understand and create more background knowledge.</p> <p>As we discussed the text-dependent questions, the students were able to develop answers which demonstrated an understanding of the text. However, their written answers did not support this same understanding. I think this would be stronger and create a deeper understanding of the text by changing the format of these questions. The students did very well using inferencing skills and their basic understanding to discuss this, but struggled with writing down their responses. To better prepare them for the writing on day 3, I think this activity would be made stronger by creating a graphic organizer which presented shorter excerpts from the text to look at, discuss, and then answer questions. I think by chunking it down this way, the complexity of the text would not be as intimidating and be easier to decode for comprehension.</p>
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## Appendix A

Modified Assessment - these will be read aloud to the student, and the student will be able to seek clarification for their meaning from the teacher. This will be conducted during the closure of the lesson. There will be a small group occurring as well, in which this student will participate. While the remaining students complete the closure, the modified assessment will be administered. The teacher will write the justifications for the response in the space below the student's choice.

Circle the topic of the passage. Then justify your answer to the teacher.

1. The president delivers a speech.
2. Freedom of speech. Freedom of worship. Freedom from fear. Freedom from want.
3. The United States fights in a war.
4. A lot of people are angry about the war.