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<b>Name:</b> J. Mahiko	<b>Date:</b> August 4, 2020
<b>Grade:</b> 4	<b>Subject:</b> Language Arts
<h2>Learning Standards and Objective</h2>	
<p><b>Standards/Benchmark:</b></p> <p>4.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>4.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>4.S.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>	
<p><b>Individualized Goal:</b> By next year, when presented with an age and grade-appropriate topic, Jon will be able to use a variety of response methods to retell about what he learned using facts, details, and coherent sentences in at least 4 out of 5 trials.</p>	
<p><b>Objective:</b> By the end of the reporting period 1, when presented a grade-appropriate short passage or 10-minute experience, Jon will use a strategy (e.g., drawing, voice recording, graphic organizer, or other art form) to retell the passage or experience with at least 3 descriptive details in coherent sentences in 4 out of 5 trials. See <a href="#">Physical and Cognitive Demands</a></p>	
<h2>Assessment</h2>	



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1. What will students do to demonstrate they are learning/working toward your objectives?
2. What criteria/evidence will you collect and use to judge whether your students are/are not meeting your objectives?
3. How might you accommodate, modify, or differentiate your assessment(s) for the student(s) with whom you are working?

1. Performance: Jon will draw at least 5 different pictures to retell the passage that was read.
2. Criteria/Evidence: See [Progress Monitoring](#) ; [Graph](#)
  - a. Reads entire passage at least 2x out loud
  - b. Uses a sequence map
  - c. Draws a picture after each paragraph read
  - d. Place 5 drawings in order on sequence map
  - e. Provides an oral description for each picture
3. Assessment accommodations, modifications, differentiation: verbal response will be written under each picture. Passage will be chunked into 5 different sections.

**Preparation Materials and Handouts:** grade-appropriate reading passage, visual aid of the steps for reading, chunked into 5 different sections, [sequence map](#) with 5 boxes, 5-7 pictures of sea animals, colored pencils, passage on [Blob Fish](#).

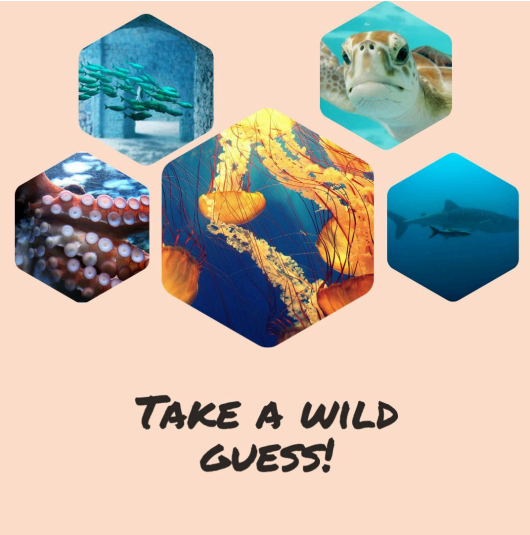
## Introduction

Components	Description	Strategy Checklist	Individual Supports and Accommodations
<b>Pre-Intro</b> Attention Cue Transition to Lesson	<ol style="list-style-type: none"> <li>1. Tell Jon to wash his hands and meet you at the roundtable. "Thank you for staying safe by washing your hands before we begin".</li> <li>2. Place 5-7 photos of ocean animals on the table.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses classroom routines</li> <li><input type="checkbox"/> classroom mgmt strategies (transition)</li> <li><input type="checkbox"/> Group arrangement or location</li> </ul>	



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		 <p>TAKE A WILD GUESS!</p>	
Introduction	<ol style="list-style-type: none"> <li>1. Look at the pictures and tell me what you know about those pictures.</li> <li>2. Can you guess what our topic for today's lesson will be?</li> <li>3. Today we're going to learn about an unusual fish. It's called the BlobFish (reveal picture)</li> <li>4. While we learn about the BlobFish, I'm going to teach you a learning strategy to help remember information. <b>Drawings can be used as a strategy to help remember</b></li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavior expectations</li> <li><input type="checkbox"/> Topic</li> <li><input type="checkbox"/> Objective</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Connections</li> <li><input type="checkbox"/> Review the previous lesson</li> </ul>	



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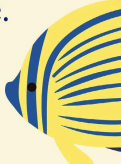
	information about what we read. Repeat. Ask student to repeat.		
Instruction			
Components	Description	Strategy Checklist	Individual Supports and Accommodations
<b>Beginning</b> Model: I DO, you watch	<ol style="list-style-type: none"> <li>Before we get started, I'm going to show you our tools for the strategy. (reading passage, sequence map, and colored pencils or ipad Adobe Sketch)</li> <li>For the next 5 minutes, I'm going to demonstrate the strategy. I want you to watch closely how I use these tools to draw pictures and remember the important information from our reading. Repeat. Are you ready?</li> <li><b>Step 1: READ the passage.</b> I'm going to read out loud about the BlobFish. (read).</li> <li><b>Step 2: Re-read the passage.</b> Now that I read it once, I am going to read it again to get a better understanding of the passage, BUT,</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavior expectations</li> <li><input type="checkbox"/> Grade-appropriate activity</li> <li><input type="checkbox"/> Examples of product</li> <li><input type="checkbox"/> Visual materials</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Clear, explicit directions</li> <li><input type="checkbox"/> Several demonstrations</li> <li><input type="checkbox"/> Describes via Think out Loud</li> <li><input type="checkbox"/> OTR: questions for understanding</li> </ul> 	Present: <ul style="list-style-type: none"> <li><input type="checkbox"/> audiotape</li> <li><input type="checkbox"/> large print</li> <li><input type="checkbox"/> Reduced number of items per page or line</li> <li><input type="checkbox"/> designated reader or screen reader</li> <li><input type="checkbox"/> Real objects</li> <li><input type="checkbox"/> Instructions orally</li> </ul> Response: <ul style="list-style-type: none"> <li><input type="checkbox"/> verbal responses</li> <li><input type="checkbox"/> answers dictated to a scribe or Voice to text.</li> <li><input type="checkbox"/> Voice recorder</li> <li><input type="checkbox"/> via computer</li> </ul>



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	<p>I will stop after every paragraph to think about what is important to remember..</p> <ol style="list-style-type: none"><li><b>Step 3:</b> Read Par. 1. <b>Stop. What is important?</b> The BlobFish is from New Zealand and Australia and is the ugliest animal in the world.</li><li><b>Step 4:</b> Since it is the 1st important idea, I'm going to use my colored pencils to <b>draw a picture</b> about it in the 1st box of <b>the sequence map</b>. (draw the blob fish, write Australia/New Zealand)</li><li>Read Par. 2. After P2, I'm going to Stop and ask, What is important from this passage? .....Since it is the 2nd important idea, I'm going to use my colored pencils to draw a picture about it in the 2nd box on the sequence map.</li><li>Continue on till the end.</li><li>Show Final Product: Now that I have my drawings in order, I can use the drawings to do <b>Step 5, Use the drawings to remember and retell the passage</b>. Retell passage from beginning to end.</li><li>Review: I just <b>used drawings as a strategy to help remember and</b></li></ol>	<div>Use drawings to help you remember a passage.</div>  <p>Tools: colored pencils, sequence map, passage</p> <ol style="list-style-type: none"><li>Read the passage.</li><li>Re-read the passage.</li><li>After every paragraph, STOP! What is important?</li><li>Draw a picture.</li><li>Use the drawings to remember and retell the passage.</li></ol>  	<ul style="list-style-type: none"><li><input type="checkbox"/> Write directly in test booklet</li></ul> <p>Scheduling:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Allow frequent breaks</li><li><input type="checkbox"/> Extend time for a test</li></ul> <p>Setting:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> preferential seating</li><li><input type="checkbox"/> special lighting or acoustics</li><li><input type="checkbox"/> Space with minimal distractions</li><li><input type="checkbox"/> Administer a test in small group setting</li><li><input type="checkbox"/> Administer a test in private room or alternative test site</li></ul>
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	<p><b>retell facts about a reading passage.</b> What did I do to help me remember the passage I read? (draw pictures, asked what is important?) The first time I read the passage, I read it all the way to the end. What did you notice about the 2nd time I read the passage? (stopped after every paragraph, easier to recall in small steps rather than whole). Do you feel comfortable trying this strategy?</p> <p>11. Show another example of a fish. Repeat exact steps in order 1-9.</p>		
<p><b>Middle</b> Guided: WE DO, with full prompting</p>	<ol style="list-style-type: none"> <li>Now it's your turn to <b>use drawings as a strategy to help remember and retell facts about a reading passage.</b></li> <li>Here are your tools. Can you name them? (passage, colored pencils, sequence map). Let's begin.</li> <li><b>Step 1:</b> Let's <b>READ the passage</b> out loud together (read).</li> <li><b>Step 2:</b> Now that we read it 1x, let's <b>Re-read the passage</b> to get a better understanding of the passage, BUT, what are we going to</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grouping: whole class, small group, pairs, individual</li> <li><input type="checkbox"/> Behavior expectations</li> <li><input type="checkbox"/> Physical, verbal, visual prompts</li> <li><input type="checkbox"/> OTR: questions/skill-based activities</li> <li><input type="checkbox"/> Immediate error-corrections</li> <li><input type="checkbox"/> Descriptive feedback</li> <li><input type="checkbox"/> Several opportunities to practice</li> </ul>	



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	<p>do when we reach the end of the paragraph? Stop. Yes, we're going to stop after every paragraph to think about what we read.</p> <p>5. <b>Step 3:</b> Read Par. 1. <b>Stop. What is important from this passage?</b></p> <p>6. <b>Step 4:</b> Since that is the important idea, you're going to use your colored pencils to <b>draw a picture</b> about it in the 1st box of the <b>sequence map</b>.</p> <p>7. Continue till all are done.</p> <p>8. Last, is <b>Step 5, Use the drawings to remember and retell the passage</b>. Using your drawing to tell me the main ideas of the passage in order. (point to each box, moving from left to right)</p> <p>9. Review: How did you like using the strategy of drawing a picture to help you remember and retell the passage? Are any parts confusing?</p> <p>10. Do another example together with the same level of support.</p>		
<p><b>End</b> Independent: YOU DO, with most to</p>	<p>1. Now it's your turn to <b>use drawings as a strategy to help remember and retell facts about a reading passage</b>.</p>	<p><input type="checkbox"/> Grouping: whole class, small group, pairs, individual</p> <p><input type="checkbox"/> Behavior expectations</p> <p><input type="checkbox"/> Physical, verbal, visual prompts</p>	



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least prompting	<ol style="list-style-type: none"> <li>2. Observe and provide immediate error-corrections.</li> <li>3. Review: How did you like using the strategy? What makes it hard? Where else could you use this strategy for...?</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OTR: questions/skill-based activities</li> <li><input type="checkbox"/> Immediate error-corrections</li> <li><input type="checkbox"/> Descriptive feedback</li> <li><input type="checkbox"/> Several opportunities to practice</li> </ul>	
Closing review and reflect	<ol style="list-style-type: none"> <li>1. Today, we used drawings as a strategy to help remember and retell facts about a reading passage.</li> <li>2. Feedback: positive praise on what student is doing well, constructive feedback for improvement.</li> <li>3. Let student know that they will practice the strategy again in the next lesson.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback</li> <li><input type="checkbox"/> Review with OTR</li> <li><input type="checkbox"/> Connections</li> <li><input type="checkbox"/> Next steps</li> </ul>	
Resources:		Extensions:	