Pre-Observation by Abbey, Barbara - 4/5/2024

Componets

Demonstrating Knowledge of Content and Pedagogy What is the content to be taught? What prerequisite learning is required?

For this lesson on making inferences and analyzing prefixes, students will build on their prior skills of using context clues to figure out word meanings and recognizing that words have meaningful parts like roots, prefixes, and suffixes. We've covered some prefixes before like re-, un-, and dis-, so now we'll focus on fore-, inter-, and post- specifically. The plans make logical connections by first reviewing what an inference is and having students give examples, which bridges nicely to making inferences from the reading passage. I'll model how to analyze prefixes for clues to the word's meaning, relating it back to our work on using context. The instructional approaches like guided practice, small groups, and formative checks will help students master these skills. I've designed the lesson to gradually release responsibility from my modeling to independent practice. The cooperative learning piece with prefix meanings in small groups will reinforce that words are built from meaningful parts. Throughout, I'll check for misconceptions like confusing inferences with random guesses not backed by evidence.

Demonstrating Knowledge of Students

This inferencing and prefix analysis lesson will be taught to my 6th grade reading group. According to the grouping data, there are 5 students total - 1 boy and 4 girls. None of the students receive additional support services like ENL or have IEPs. Based on the most recent iReady diagnostic, the majority of students in this group are reading 1-2 grade levels behind in comprehension. They tend to struggle with higher-order skills like drawing conclusions and lack strategies for analyzing unfamiliar vocabulary from context. However, the group generally has strong decoding abilities at this point. These students really enjoy working collaboratively and thrive on interactive, hands-on activities. The small group word sort will allow them to construct their understanding of prefixes through discussion. The graphic organizers will provide a visual model to scaffold the process of citing textual evidence for their inferences. Overall, this lesson directly targets areas this group needs to develop - inferencing, word analysis skills, and academic vocabulary knowledge. The instructional approaches incorporate their preferences for cooperative learning while supporting their current reading levels. The formative assessments embedded throughout will allow me to monitor their progress toward mastering these key skills.

Setting Instructional Outcomes (What do you want students to learn during this lesson?)

Students will be able to make logical inferences based on textual evidence from a reading passage.
Students will be able to analyze how the prefixes fore-, inter-, and post- affect the meanings of root words.
Students will be able to use context clues and their knowledge of prefixes to determine the meanings of unfamiliar words.

Demonstrating Knowledge of Resources (What resources were considered for this lesson and rejected? Why? What resources will be used? Why?

For this lesson, I considered using the Leveled Literacy Intervention (LLI) program, but ultimately decided against it. While LLI provides leveled texts, the passages tend to be unengaging for my students and the program lacks explicit instruction on prefix analysis skills. I had previously used Achieve3000 for differentiated reading instruction, but found it difficult to effectively implement with my students due to our inconsistent meeting schedule. The program requires more prolonged use for students to become accustomed to it. Instead, I will be using more flexible resources that can be customized based on my students' specific needs identified through iReady assessment data. The reading passage was carefully selected to be at an appropriate level while also providing opportunities to practice making logical inferences. For the prefix analysis component, I created my own list of vocabulary words using the fore-, inter-, and post- prefixes aligned to the content and skills. Students will record their work on graphic organizers I've designed to scaffold the process of making inferences with textual evidence and analyzing how prefixes affect word meanings. The resources are purposefully chosen to directly match the lesson objectives rather than trying to fit a pre-packaged program.

Designing Coherent Instruction (Briefly list the steps of the lesson)

We will begin with a brief review of what an inferences and prefixes and have students provide examples to activate prior knowledge. I will then introduce the prefixes fore-, inter-, and post- and their general meanings, modeling how to analyze prefixed words to determine their meanings. Next, students will complete a word sort activity focused on the three prefixes. They will categorize words based on their prefixes and record the meanings on a graphic organizer. During this guided practice, I will circulate to check for understanding and misconceptions. Students will practice this skill together as we read a short passage, pausing to identify words with the prefixes, and to check for understanding. Students will then independently re-read the passage, this time recording their own inferences and citing the textual evidence that supports each one on the graphic organizer. To close, a few students will share out the inferences they made and we will discuss the importance of using word analysis strategies like prefixes to clarify meanings and make evidence-based conclusions from texts. The instructional sequence moves coherently from reviewing prerequisite skills, to teacher modeling, guided practice, independent application, and finally summarizing the key concepts. The design incorporates multiple modes of practice and formative assessment techniques to reinforce the skills of making inferences and analyzing prefixes

Designing Student Assessments (How will you measure the goals articulated in setting instructional outcomes? What does success look like?)

Throughout the lesson, I'll use a variety of formative assessments to gauge students' progress toward the instructional outcomes. During the initial modeling, I'll check for understanding by having students explain how I made an inference and analyzed a prefixed word's meaning. For the guided practice word sort activity, students will record their categorizations and prefix meanings on a graphic organizer. Successful students should accurately sort all the words by the fore-, inter-, and post- prefixes and provide clear definitions showing how the prefixes affect the root word meanings. The independent practice will serve as a summative assessment. Students should be able to make at least 3 inferences from the passage, backing each one up with details from the text as evidence. Their inferences should demonstrate a solid grasp of using clues and context to draw conclusions beyond just stating explicit facts.

Reflecting on Teaching Practices and Student Data

This lesson was designed to build students' higher-order comprehension skills of making evidence-based inferences from text, as well as their word analysis abilities using prefixes. Many students struggle to move beyond just stating literal details to drawing logical conclusions and seeing the deeper meanings in a passage. By explicitly modeling and providing guided practice on making inferences citing textual evidence, the lesson supports this key reading comprehension strategy. The word sort activity allows students to construct their understanding of how prefixes like fore-, inter-, and post- affect word meanings through an interactive, collaborative process. The formative assessments embedded throughout check for understanding of both making inferences and analyzing prefixed words. The graphic organizers provide a scaffolded way for students to record and organize their thinking. Overall, the design of this lesson directly targets areas my students need to develop - making inferences, using word analysis strategies, and building academic vocabulary knowledge. The instructional approaches get students actively constructing meaning through modeling, guided practice, discussion, and collaboration.

Administrator and teacher conducted a post-evaluation conference on the above items. Administrator and teacher conducted a post-evaluation conference on the above items.

Date Post Conference was conducted: _____   Administrator's Initials _____   Teacher's Initials: _____

Administrator's signature:_____ Date Form completed: _____ Date Form delivered:_____

Teacher's Comments (optional):

Evaluatee Signature: _____   Date: _____

Administrative Signature: Abbey, Barbara (Electronically Signed)_____   Date: _____