

Sierra Zielinski + Theresa Cosgriff

November 3, 2021

Reading Engagement Strategy: Seed Discussion
Microteaching Lesson Plan
Grade Level: 7th Grade

Title of Lesson	Seed Discussion - A Two-Part Reading Strategy
Focus Standards	<p><i>Standards relating to comprehension, retention, and connections between reading and writing</i></p> <p><u>7.1.4.1 R4</u> Read critically to comprehend, interpret and analyse themes and central ideas in complex literary and informational texts. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.</p> <p><u>7.1.8.1 R8</u> Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.</p> <p><u>7.2.5.2 W5</u> Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the use of informational and literary text, considering audience. Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).</p>
Essential Questions	<p><i>Unit Essential Questions:</i></p> <ol style="list-style-type: none"> 1. How do readers interact with, comprehend, and reflect on texts? 2. How can reading strategies aid students in engaging with ELA as a disciplinary practice? <p><i>Lesson Essential Question:</i></p> <ol style="list-style-type: none"> 1. How does identifying unfamiliar concepts within a text aid student comprehension of that text? <p>(As teachers, we would also reflect on our own about what we can do to guide students in their understanding of texts, particularly as they</p>

	explore unfamiliar aspects of those texts.)
Learning Objectives/ Essential Understandings	<p><i>List 1-2 specific objectives -- what will learners know or be able to do after your lessons? Consult Bloom's Taxonomy to select appropriate verbs.</i></p> <p>Learners will know how to:</p> <ol style="list-style-type: none"> 1. Identify and articulate unfamiliar concepts in a text individually and in small groups. 2. Communicate and respond to classmates' questions about, and come to a shared understanding of, the text. <p>Additionally, the students will be able to explain how they can apply the seed discussion strategy to acquire knowledge about texts they are reading.</p>
Prior Knowledge/ Pre-assessment	<p><i>What are you assuming learners already know? If you plan to find out what they know before you begin your lesson, how will you do so?</i></p> <ul style="list-style-type: none"> - Students will need to know how to read and draw inferences from texts. - Students will need to know how to conduct small group conversations. - Students will have read up to page 49 in <i>The House on Mango Street</i>
Lesson Opening	<p><i>How will you begin your lesson in order to get learners to be motivated?</i></p> <ul style="list-style-type: none"> - To help us determine the order of who will be speaking later on in the lesson, we will open our lesson with a community building activity that gets the students up out of their seats. - We will begin by asking the students to arrange themselves in their groups by arranging themselves in order of oldest to youngest. This will determine the order of who is speaking later on in our lesson. <p><i>***Note: In a normal classroom when we have more time, we would ask the students to do this without speaking, but in our classroom setting we are going to allow talking to speed up the process. The purpose of having them do this silently is to work on communication skills and body language without using their voice as a way to get the students moving their bodies during a day where they mostly sit in classrooms.</i></p>

Learner Engagement and Participation

How will you engage learners in your lesson? How will they be participating? Describe the specific learning activities you are planning. (This is where the bulk of your lesson plan design will go.)

Prior to beginning the lesson, distribute the organizer sheets and the cards to each t

Opening: Theresa: Lesson Opening Activity (2 minutes)

Step 1: (10 minutes)

- *Theresa:* Introduce students to the seed discussion strategy.
 - State the definition: A Seed Discussion is a two-part strategy used to teach students how to engage in discussions about assigned readings. In the first part, students read selected text and identify “seeds” or key concepts of a passage which may need additional explanation.
 - In the second part, students work in small groups to present their “seeds” to one another. Each “seed” should be thoroughly discussed before moving on to the next. We will not have time to do this second part today in full during our micro-teach, but just so you are aware of where this strategy is heading towards we wanted to explain the full activity.
- *Sierra:* Model how to use the Graphic Organizer
 - Slide 4, tell students to open to page 43. Then, we will explain how we filled in the two boxes of the graphic organizer to model how to use it.
- *Sierra:* Context:
 - Each student will have their books open to “A Rice Sandwich” and we will refer the students to their [graphic organizer](#) we provided for students to fill out to help them compartmentalize their “seeds” of understanding.
 - The questions the graphic organizer refers to are as follows: state verbally
 - *What information do you not understand?*
 - *What was surprising or interesting about the selected reading?*
 - *What vocabulary was new or might you want to refine your definition of?*
 - *What did the reading remind you of? What outside connections might you have thought about during your reading of the selected text?*
- Students will have 5 minutes to go through the discussion organizer individually for the vignette “A Rice Sandwich”

- Ask: What questions do you have?

Step 2: (5 minutes)

- *Theresa:* Call back students to the large group to introduce how they would use the graphic organizer now in their small groups for discussion
- *Theresa:* Remind the students that earlier we mentioned that the seed discussion strategy is a two-step process. They just completed step 1. Now we are moving onto the second step, small group discussion.
 - Reference the cards on the tables and ask the students to each take one. The cards communicate the roles for each groups
 - For microteaching purposes, students will work in their existing 5451/5441 table groups. Each student will be assigned a role within the group. (In a live classroom setting, each student would be assigned to a group composed of varying skill levels.) Each seed discussion group will include the following four roles played by students:
 - *Leader:* responsible for calling on each person to share his/her discussion seeds
 - *Manager:* ensures that everyone has all materials for the discussion (books, journals, seeds, etc.)
 - *Checker:* ensures that every group member has a chance to talk about his/her seed and that each group member comments on each seed before the next person presents a new seed for discussion
 - *Communicator:* the only person to leave the group; notifies the teacher when the discussion is complete

****Note: We will give each student a card containing a description of their role.*

Step 3: *Theresa: We would do this actively in a normal classroom, but due to time in our micro-teach we will only explain Step 3 and 4 of the lesson. In a normal classroom we would allot 10 minutes for discussion*

- The next step is to provide students with an opportunity to discuss and refine their target “seeds.”
 - Within their groups, students will assume their assigned roles. Students begin the discussion by presenting their “seeds” to one another in an order guided by the leader (based on birthday, as determined

	<p>in the lesson opening).</p> <ul style="list-style-type: none"> - Each “seed” should be discussed by all group members before moving on to the next. The checker will ensure that everybody has had a chance to speak before the communicator lets the teacher know that the entire group has discussed their seeds. <p><u>Step 4: Sierra:</u> <i>In a normal classroom we would allot 5-6 minutes for this step</i></p> <ul style="list-style-type: none"> - In a live classroom, we teachers would ask students to determine the strongest and weakest “seeds.” <ul style="list-style-type: none"> - This discussion should include criteria for deciding upon quality “seed” ideas. Students can then use those criteria when developing “seeds” for their next discussion. - For our micro-teaching purposes, we will simply inform the class that the above is what we <i>would</i> do in a live classroom. <p>***Instructions modified from Adlit.org</p>
<p>Supporting Materials/Resources</p>	<p><i>Resources used during lesson:</i></p> <ul style="list-style-type: none"> - Information will be shared with the class using this GoogleSlides presentation. - Students will each need their copy of <i>The House on Mango Street</i>, a blank copy of the seed discussion organizer (from AdLit), and a writing utensil to complete the organizer. - Graphic Organizer, in a physical or digital format <p><i>Sources used:</i></p> <ul style="list-style-type: none"> - Adlit.org - Printable Graphic Organizer from ReadWriteThink.org - Digital Graphic Organizer
<p>Technology Integration</p>	<p><i>Are you using technology to enhance this lesson? If so, how (refer to PICRAT, SAMR, etc.)? If you decided not to use technology for this lesson, what is your reason?</i></p> <ul style="list-style-type: none"> - Utilizing GoogleSlides, and having the mobility of moving the lesson to an online learning format if needed. (Through Zoom, breakout rooms and Google Slides) - If a classmate is joining virtually, they can coordinate with their base groups through the Zoom chat feature. We will also have Google Slides available to be shared with anyone joining in virtually.

	<ul style="list-style-type: none"> - We also are providing a digital and a physical graphic organizer for students who prefer an online format of learning and students who prefer to write with a physical paper
Post-assessment	<p><i>How will you assess that learners met your objectives? (This can happen in class or it can happen later on.)</i></p> <p>We will assess learners meeting our objectives in the following ways:</p> <ul style="list-style-type: none"> - Observing students' graphic organizers - Listening to the comments students make about their questions and/or understandings to the text while in small group discussions - Listening to the group discussions and organization of students in their assigned roles - As part of their reading homework, we will ask students to engage with this reading strategy. In the next assigned reading, we will ask the students to use the same graphic organizer and write down any seed questions they might have in a different color in and continue in these groups for the next lesson, but assign different roles for each student. - We will assess as teachers in the next lesson how engaged students appear to be while in these roles to determine if we will continue utilizing this reading strategy throughout the rest of the novel - In the next lesson, we will ask students if they see this strategy as helpful to their understanding and if the students seem to react positively, we will use this strategy as an opening to the rest of our classroom discussions on <i>The House on Mango Street</i>
Lesson Closure	<p><i>How will you end your lesson?</i></p> <p>We will conclude our lesson on November 3 by calling the class together after the small group seed discussions (which is step 3 noted above). We will explain that, were we to execute this lesson plan in a classroom with our 7th grade students, we would move from step 3 to step 4 above. We will then ask the class to share what they learned from their seed discussions.</p> <p>Students would be asked to engage with the seed discussion strategy while they complete their assigned reading homework. We will ask them to use the same graphic organizer and write down any seed questions they might have. We will suggest they use a different color pen than what they used in class to differentiate their seeds.</p>

	Tomorrow, they will return to their small groups, albeit with different assigned roles.
--	---

Slides:

1. Title
2. Overview/agenda
3. Seed discussion strategy explained
4. Model part 1
5. Let's practice
6. What would happen next