

EDU 575 -- Inquiry to Practice 2

Lesson Study Memorialization Document

Team Members

Chet, Robert, Ella

Lesson Study Team Excellence Norms

- **Keep it Kosher**
- **Hard on ideas, soft on people**
- **Embrace not knowing—don't be afraid to experiment and challenge**
- **Be nice! Practice kindness. Be a mensch**
- **Be respectful of time**
- **Invite others into the conversation**
- **Be open to new ideas**

“Building Towards the Research Lesson” Resources

Session 2 Agenda Link: Norming & Identifying a Problem of Practice

Session 3 Agenda Link: Study Phase - Knowing Our Students & Identifying an Equity Theme

Session 4 Agenda Link: Study Phase - PDSA Cycle 1

Session 5 Agenda Link: Study Phase - PDSA Cycle 2

Session 6 Agenda Link: Study Phase - Content Understanding Goal & Lesson Hypothesis

Session 7 Agenda Link: Study Phase - Studying the Curriculum



Resource adapted from:

The Lesson Study Group
at Mills College

Lesson Date:

Tuesday Feb 13
8:40 - 9:40 am

Instructor(s):

Chet

Grade Level:

9

Summary Box # 1: Title of the Research Lesson

Differentiation

Summary Box # 2: The Equity-Based Research Question and Rationale

How do we differentiate a lesson to make class engaging for all students? We will design tasks with open-ended questions to spark curiosity and creativity.

Summary Box # 3: What's the Research - Input Synthesis of Research Here

Finding out various strategies and methods to make sure that each student is challenged academically at their own level and in their own way, while still maintaining a collective environment where each student is part of the larger class community.

Summary Box #4: The Research Lesson Content Topic

Reading the essay "A More Normal Normalcy" by Alain De Batton, and having them answer questions about the essay



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Summary Box #5: Background and Research on the Content Topic

Students have been reading essays from this book that primarily ask them to think about big philosophical topics and reflect on them. This essay will do the same.

Summary Box #6: Theory of Action

If we employ differentiated levels of reading while students are making sense of the author's arguments, then students will have greater access to understanding the learning goals of the lesson.

We'll see if it's working by looking at students' writing.

Summary Box #7: Relationship of Unit Standards

Prior learning standards that unit builds on	Learning standards for this unit	Later standards for which this unit is a foundation
<i>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>	<p><i>RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the</i></p>	<p><i>SL.9–10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></p> <p><i>Come to discussions prepared, having read and researched material under study; explicitly draw on that</i></p>



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	<i>high end of the range.</i>	<p><i>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p> <p><i>Building towards Socratic Seminar</i></p>
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Summary Box #8: Goal of the Unit

We're reading excerpts from a book called *School of Life* to discuss social-emotional learning and its role in education. Learning goals for students include:
 Content goals: citing evidence to analyze the author's meaning; evaluating author's claims
 SEL goals: a better understanding of the self and more empathy for peers; better collaboration

Summary Box #9: Flow of the Unit/Rationale for the Design of Instruction

The unit is about working on creative assignments based on individual student interest with an emphasis on collaboration. The book *School of Life* supports learning about ourselves and our emotions to promote better collaboration.

To start the unit, students worked together on different creative challenges with an emphasis on iterative processes including a marshmallow tower, paper airplanes, and a collaborative piece of art. Students also read essays from *School of Life*.

In the focus lesson, students will read the text closely to ascertain the author's meaning, citing evidence to support analysis of the text. They will also understand that people outside themselves have rich inner lives in which they experience hopes, fears, and insecurities, contrary to the public image they present.




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Summary Box #10: Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (*) indicates when the research lesson will take place in the sequence.

Lesson	Learning goal(s) and tasks
Project Work	<i>Students are working on big 3 week projects from the book Wicked Arts Assignments. Below is our schedule for the project.</i>
Reading/ Writing	<i>Once a week students take a break from big project work to do a reading/writing activity that gets them to step back and think about important aspects of their work. Our Lesson will be one of these reading/writing assignments. February 13th is our Research Lesson.</i>



Monday	Tuesday	Wednesday	Thursday	Friday
			Jan 25 Day 1	Jan 26 Day 2
Jan 29 Day 3 + Create Time	Jan 30 Day 4	Jan 31 Day 5 + Create Time	Feb 1 Day 6 First Draft due for Critiques	Feb 2 Reading/Writing Vocab
Feb 5 Day 7 + Create Time	Feb 6 Day 8	Feb 7 Day 9 + Create Time	Feb 8 Day 10 Birch Aquarium Field Trip	Feb 9 Reading/Writing Vocab
Feb 12 Day 11 + Create Time	Feb 13 <i>Reading/Writing Vocab (Mr. Chet Grad School Work)</i>	Feb 14 Day 12 Third Draft due for Final Critiques	Feb 15 Day 13 Last day of work	Feb 16 Day 14 Present Final Piece



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Research Lesson Date

Summary Box #11: Content Understanding Goal

Students will be able to understand the argument that the author is trying to make and can cite text-based evidence as to why they think the author is trying to make that argument.

Students will understand that other people present a curated image, and internally, we are alike in our hopes, fears, and insecurities.

Summary Box #12: Scripting the Lesson

I don't script my lessons! Sorry... - Chet

General flow and slides for the lesson can be found here: [Chet's Research Lesson Slides](#)

Summary Box #13: Data Collection Plan

Observations

Student writing submitted through Google classroom: Level chosen, author's argument, evidence to support

Summary Box #14: End of Cycle Reflection

In general, things went pretty well. It didn't feel super related to the project (we made a bit of a connection to the act of working in groups; there was some meaningful



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connection) but it wasn't directly bridged to project content. But this makes sense, since the research lesson had to be planned out two weeks in advance to accommodate everyone's schedules.

Student engagement was pretty average. Not great, not terrible. Some students were glad to do "normal" academic content.

Focus question: How could we more regularly integrate this kind of reading into project work in a meaningful way?

Focus students: Dru (Vincent), Manny (he was absent that day), and Gi (green morphsuit)

11 Easy: Alyssa, Anthonie, Diego, Herberth, Indigo, Jaxon, Jojo, Remy, Cici, Yonal, Z

*8 Medium: Angie, **Gianni**, Grace, Hattie, Isaiah, Enzo, Mario, Valerie*

11 Difficult: Lili, Dwayne, Ixsaël, Jaden, Kendall, Mason, Miguel, Mika, Skye G, Skye S, Dru

4 Advanced: Julieta, KK, Novie, Ray,

*4 Pro: Chopra, James, JAC, Kailey**

Concern: a lot of students chose easy! Was easy actually meaningfully challenging for these students? (Still good data—can push the students who are ready for more challenge next time)

On the topic of "are we more alike or are we more different"--interesting to think about the student cliques and how they relate to each other. This will influence plans for student-to-student empathy interviews.

Idea to incorporate more reading: block it into the schedule and pick texts to support when planning for the next few days

Wish students could have more voice and choice in what they read. Have a conversation about choosing sources; how to understand content; how to contextualize



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Engagement has gone up drastically since giving voice and choice through the project, which is great! Maybe giving students the ability to share texts, like proposing texts for the class to read, would be cool. Have students come up with literature for “lit groups.” Mixing whole-class texts with small group texts. Teacher can still review the texts.

On the topic of engagement with text: It seems like the proficient students are bored with the task of identifying evidence, and the students who are not yet proficient are lost. Adaptation: do a paragraph of the original text for the whole class, work on annotations, and it’s challenging for everyone. Then offer modified versions of the text for students to read the rest of the article. Balancing direct instruction is very tough—the same “teach to the middle” problem we started at. How to scaffold annotation?

Idea for end of week reflection: fill out rubric with grows and glows

 KJN Copy of EDU 575- Knowledgeable Other (KO) Meeting #1



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