

Resource G Co-Teaching Lesson Featuring the Paraprofessional Role

Date: Three consecutive days **Co-Teachers:** Mr. Jeffries, fourth-grade classroom teacher

(Names)

Content Area(s): Language arts

Ms. Katz, paraprofessional

Lesson Objectives:

Given lecture, guided practice, and numerous examples, students develop their own stories with attention to character development and plot.

Language Objectives:

Speaking-Listening Standard 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.⁵

Content Standards Addressed:

Writing Standard 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 5.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.⁵

Underline the Co-Teaching Approach(es) Used:

Supportive

Parallel

Complementary

Team Teaching

What is the *room arrangement*? Will other spaces outside of the classroom be used?

Students initially are seated in table arrangements of four. Following the opening of the lesson, students are assigned to one of three stations. Over the course of 3 days, all students rotate through all three stations.

What *materials* do the co-teachers and/or students need?

Co-teachers need a variety of books at different reading levels. They use computers, text-to-speech software, and Alpha Smart technology. Paper, colored markers, and paint also are collected.

How is student *learning assessed* by co-teachers?

Co-teachers assess student engagement, participation, knowledge, and products from each station. In addition, behavior checklists are used to assess behavior for Andreas and Wendy.

What *specific supports, aids, or services* do *select students* need?

No additional supports, aids, or services are needed.

What does each co-teacher do before, during, and after the lesson?

Co-Teacher Name	Mr. Jeffries, classroom teacher	Ms. Katz, paraprofessional
<p>What are the specific tasks that I do BEFORE the lesson?</p>	<ul style="list-style-type: none"> • Meet beforehand with Ms. Katz, Ms. Hoosokawa, the Title I teacher, the ESL teacher, and the gifted and talented consultant to select appropriate materials for diverse learners • Assign students to groups 	<ul style="list-style-type: none"> • Meet beforehand with Mr. Jeffries, Ms. Hoosokawa, the Title I teacher, the ESL teacher, and the gifted and talented consultant to select appropriate materials for diverse learners • Assign students to groups
<p>What are the specific tasks that I do DURING the lesson?</p>	<ul style="list-style-type: none"> • Greet students as they enter • Open lesson with anticipatory set, minilecture, and reading • Prompt Wendy to solicit peer support before adult support • Day 1 and 2: Facilitate Station 1 (students all read the same book) • Day 3: Facilitate Station 3 (students write and illustrate their own stories) • Monitor Station 2 (independent station) • Check behavioral data and send home to Andreas's and Wendy's families 	<ul style="list-style-type: none"> • Greet students as they enter • Add comments, ask questions, record, and illustrate while Mr. Jeffries leads discussion • Assign students to stations • Prompt Wendy to solicit peer support before adult support • Provide support to Andreas and Wendy, if needed • Day 1 and 2: Facilitate Station 3 (students write and illustrate their own stories) • Day 3: Facilitate Station 1 (students all read the same book) • Monitor Station 2 (independent station) • Record Andreas's and Wendy's behavioral data daily
<p>What are the specific tasks that I do AFTER the lesson?</p>	<ul style="list-style-type: none"> • Meet to debrief daily after the lessons • Select materials to include in student portfolios 	<ul style="list-style-type: none"> • Meet to debrief daily after the lessons

Where, when, and how do co-teachers debrief and evaluate the outcomes of the lesson?

Mr. Jeffries and Ms. Katz meet to plan the next lesson sequence in a weekly 45-minute planning meeting.