**2014-2015 CHALLENGER DAILY LESSON PLAN**

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| **Date: Monday, August 18, 2014** | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** use guiding questions to look closely for details in a multi-media text. |
| **Language Objective:** | **SWBAT:** write with confidence, text-specific questions. |
| **Key Vocabulary:**  | images, paraphrase ( Review of the previous weeks vocab) |
| **Resources/Material/Technology** | Reading Closely Checklist, multi-media text [#3] is a 10 minute video. |

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| **Do Now: (5)** | In your own words…explain what is paraphrasing? |
| **Anticipatory Set: (10)*** **BCC**
* **congruent to objective**
* **provide relevance**
* **activate prior knowledge**
 | Review BCC. w/ whole class., explain the purpose that we’re continuing part 1 of last week’s unit in order to develop skills and habits of close readers. S/W view the video with no additional context provided other than what they bring from previous texts. S/W think about a guiding question by reviewing text #2 before watching video (text #3). |
| **Direct Instruction: (10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | **CLASS DISCUSSION AND RE-VIEW OF VIDEO**• Before re-viewing the video, briefly discuss students’ initial observations • Use some of students’ observations to craft a specific question about the video to guide the re-view. Alternatively, additional guiding questions can be used. • Students record key details in a two-column notes format. Note details sequentially in the **first column** of their notes, then highlight details they see as important, and explain in the **second column** why they see those selected details as important. |
| **Guided Practice: (15)*** **Checking for Understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | • Student work in small groups discusses the details they have selected and their thinking about the importance of those details in helping them understand the video. • Students share their notes and collaboratively write a few sentences explaining something they have learned from the video, referring to key details that have led to their understanding. Ask for volunteers from each group to paraphrase, what they learned from the video. |
| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 | S/W within their groups, continue writing their answers to the following by creating a storm check:**Guiding Question(s):**1. How is the text (video) organized?
2. What do I learn about the topic as I read (view)? Text-specific Question(s):
3. What details from the video suggest how difficult it was to survive the journey to the Pole?
4. Why does Amundsen say "it was like being a boy again" to reach the Pole first?
5. At the end of the video, what does Amundsen suggest when he says, **"Victory awaits him, who has everything in order? Luck we call it."?**
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| **Closure/Assessment: (5)*** **Congruent to the objective**
* **Explain homework**
 | • Reflect on the “close reading” experience of watching a video, using the Reading Closely Checklist to guide the reflective discussion. This reflective discussion is an opportunity for students to self-assess their ability to read closely and identify areas where they can improve as a reader over the course of this unit. |
| **Homework*** **Extra practice**
* **Extensions**
 | Practice reading Guided Questions to fully understand each area. |
| **Modifications/Accommodations****(Specific to Lesson)** | SPED students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. Differential instructions will be based on each IEP requirement and instructed accordingly. In other words, chunking information. |

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| **Date: Tuesday, August 19, 2014** | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** pinpoint certain details in “How to Build a Fire” based guided questions. |
| **Language Objective:** | **SWBAT:** write specific questions in order to expand their comprehension and understanding. |
| **Relevance** | From your GQ…What do I think this text is mainly pertaining to? |
| **Key Vocabulary:**  | Approach, Question/Questioning, Analyze/Analyzing |
| **Resources/Material/Technology** | Text # 5, Questioning text worksheet, vocabulary flash cards/slideshow for text 5 |

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| **Do Now: (5)** | Define paraphrase.After class clarifies definition, model one from text 2, line 25. |
| **Anticipatory Set: (10)*** **BCC**
* **congruent to objective**
* **provide relevance**
* **activate prior knowledge**
 | Continue reviewing the BCC and clarifying the DO NOW. S/W be prosed a question from teacher instructing them to think silently for several reasons to their possible answers. |
| **Direct Instruction: (10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | T/W review questioning texts procedure from previous days and ask for volunteers to paraphrase what was said. T/W continues to guide students through explaining the differences between guided questions and text-specific questions. Call on students by using popsicle sticks and share aloud to entire class. For extra reinforcement…instruct students to add new vocabulary terms to flash cards. |
| **Guided Practice: (15)*** **Checking for Understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | T/W hand out text 5 in preparation of reading the text aloud together paying close attention to highlighting the main ideas. S/W will follow teachers lead as performed using projector. Call on students to share their completed text to class in order to check for understanding. |
| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 | For checking for clarity, direct students to re-read the text 5 and create a storm check with 2 questions pertaining to what they would like to know about the guided questions, and 2 questions referring to text-specific questions. This strategy will be used to checking for understanding in order to advance to next activity. |
| **Closure/Assessment: (5)*** **Congruent to the objective**
* **Explain homework**
 | Use the DO NOW for students to reflect on if definition needs to be changed or left alone. In addition…students will write a few sentences summarizing why it’s important to develop questions when reading. |
| **Homework*** **Extra practice**
* **Extensions**
 | Per Mr. Mohamed’s request, all students need to have a library book, or the class novels to read at all times especially after all assessments. |
| **Modifications/Accommodations****(Specific to Lesson)** | SPED students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. Differential instructions will be based on each IEP requirement and instructed accordingly. In other words, chunking information. |

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| **Date: Wednesday, August 20, 2014** | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** perform at a level of 100% on taking the district benchmarks/RAPS360/iReady. |
| **Language Objective:** | **SWBAT:** direct them to remembering all test-strategies from previous times and double check answers to mastery. |
| **Key Vocabulary:**  | Approach, Question/Questioning, Analyze/Analyzing |
| **Relevance:** | What can I do in order to make sure I’m progressing on my assessments |
| **Resources/Material/Technology** | Laptops, LEARN & iReady |

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| **Do Now: (5)** | When you are preparing for a test, what sort of surroundings do you what the room to look like, sound like and possibly feel like? |
| **Anticipatory Set: (10)*** **BCC**
* **congruent to objective**
* **provide relevance**
* **activate prior knowledge**
 | T/W prepare students for taking their assessments by sharing their AIMS results if applicable, and enhance the outcome for each student to know what their goal for this year needs to be. Discuss one-on-one explaining each level and where they hope to be. |
| **Direct Instruction: (10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | T/W instruct students on how to login to the RAPS 360 & iReady websites along with the appropriate passwords. T/W also reminds students that today they should have a reading book per Mr. Mohamed with them so that when finished, they can read silently. |
| **Guided Practice: (15)*** **Checking for Understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | This portion will reinforce students giving 100% on their assessments. |
| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 | S/W read silently when completion of assessment has been recognized by submission.  |
| **Closure/Assessment: (5)****Congruent to the objective****Explain homework** | T/W facilitate during closure of assessment and ask student if there were any questions they seem to struggle with? |
| **Homework*** **Extra practice**
* **Extensions**
 | Non-applicable |
| **Modifications/Accommodations****(Specific to Lesson)** | SPED students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. Differential instructions will be based on each IEP requirement and instructed accordingly. In other words, chunking information. |

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| **Date: Thursday, August 21, 2014** | **Course: ELA** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** examine explicit details in order to make an inference pertaining to the man in “To Build a Fire” |
| **Language Objective:** | **SWBAT:** paraphrase explicitly quotes throughout text 5. |
| **Key Vocabulary:**  | Approach, Question/Questioning, Analyze/Analyzing, closely read |
| **Resources/Material/Technology** | Text 5 and worksheet to go along with it.  |

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| **Do Now: (5)** | With your elbow partner, quiz each other over vocabulary words so far. |
| **Anticipatory Set: (10)*** **BCC**
* **congruent to objective**
* **provide relevance**
* **activate prior knowledge**
 | T/W provide students with a text-specific question. In their groups, S/W once again highlight words and/or phrases that relate to the new text-specific questions in text 5. T/W facilitate throughout room stopping and asking direct questions in order to provide differential instruction for those needed. |
| **Direct Instruction: (10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | T/W begin instructions through modelling specific analyzing details by reviewing their storm check text #2 question from last week…”How did Scott contrast the marching column vs. the blizzard”? S/W follow teacher’s lead and fill in graphic organizer provided. |
| **Guided Practice: (15)*** **Checking for Understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | T/W instruct student while in groups, find evidences relating to the guided questions handout “What details in paragraph 2-7 text 5 suggest that the dog may be right when he thinks, this man did not know cold”? In groups S/W complete their analyzing detail sheet together for preparing to share with class. T/W assist throughout groups and give immediate feedback. |
| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 | S/W be given a new guided question sheet and asked to re-read paragraph 8 from text 5. “What events detailed in this paragraph caused the man first to be shocked and then grow very calm”? Students should be able to complete the specific analyzing detail worksheet without any assistance. |
| **Closure/Assessment: (5)*** **Congruent to the objective**
* **Explain homework**
 | On the back of the DO NOW, student will complete this question….How do you feel the analyzing details went? Did you follow the necessary step in writing them? |
| **Homework*** **Extra practice**
* **Extensions**
 | In preparation for the mid-term assessment tomorrow, S/W Re-read “The Last Expedition” and review their storm check. |
| **Modifications/Accommodations****(Specific to Lesson)** | SPED students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. Differential instructions will be based on each IEP requirement and instructed accordingly. In other words, chunking information. |

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| **Date: Friday, August 22, 2014** | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** demonstrate their knowledge of close reading on the mid-term assessment. |
| **Language Objective:** | **SWBAT:** master their mid-term assessment by demonstrating what they can recall about close reading. |
| **Key Vocabulary:**  | Approach, Question/Questioning, Analyze/Analyzing, closely read |
| **Relevance:** | How can I show mastery on what I’ve learned about close reading? |
| **Resources/Material/Technology** | Laptop/mid-term assessment sheet |

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| **Do Now: (5)** | With partner, take out your reading closely worksheets “The Last Expedition” and quiz each other. |
| **Anticipatory Set: (10)*** **BCC**
* **congruent to objective**
* **provide relevance**
* **activate prior knowledge**
 | T/W as a class, review reading closely in preparation for the mid-term assessment. |
| **Direct Instruction: ( 10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | T/W instruct students on how to login to the website in preparing for the mid-term. T/W direct students through steps by projecting those steps onto the wall using projector. The teacher will also at this time, remind students as to what they should do after they’ve completed the mid-term. Refer back to Mr. Mohamed’s reminder to read. Bring a book or use the ones provided. |
| **Guided Practice: (15)*** **Checking for Understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | By this point of the lesson, S/W begin their mid-term occasionally reflecting on the preparation getting here. |
| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 |  S/W use the website provided to them to work independently answering guided questions and then, writing their own questions for further investigating. S/W recall the techniques learned as a detective on a crime scene |
| **Closure/Assessment: (5)*** **Congruent to the objective**
* **Explain homework**
 | S/W use the back of their DO NOW reflecting the process they took in answering the guided questions from the mid-term. Seeing what might have been difficult or easy. |
| **Homework*** **Extra practice**
* **Extensions**
 | Not applicable for today. They could continue reading and recording into their reading logs for extra credit. |
| **Modifications/Accommodations****(Specific to Lesson)** | SPED students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. Differential instructions will be based on each IEP requirement and instructed accordingly. In other words, chunking information. |