**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Mid-Term Assessment**

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| **Date: Monday, August 25, 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:** | Imagery, foreshadowing, flashback, central idea  Seductive, furrows, sledge, chides, wraiths, steeds | | |
| **Relevance:** | How can I show mastery on what I’ve learned about close reading? | | |
| **Resources/Material/Technology** | LEARN, Mid-Term Assessment, Text 2 | | |

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| **Do Now: (5)** | Define the word chides and use it in a quality sentence. |
| **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 T/W 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. For the finally portion, students will view once again the video…celebrating 100 years; and write a paragraph explaining why Amundsen changed his mind about traveling to the North Pole to the South Pole.  <https://www.youtube.com/watch?v=kW5p7ANwAU4&feature=youtu.be> |
| **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. |

**Task 5**

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| **Date: Tuesday, August 26, 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 Guided Questions…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 the word **wraiths** and use it in a quality sentence. |
| **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. |

**Task 5 Continues**

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| **Date: Wednesday, August 27, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** locate details in text 5 relating to a text-specific question, then write a summary of how the details connect. | | |
| **Language Objective:** | **SWBAT:** write details, explanations and a summary using the analyzing details graphic organizer. | | |
| **Key Vocabulary:** | Whence, intimacy, menacing, apprehension, yearned, imperative, recesses, sheath, freighted, rapidity, conflagration | | |
| **Relevance:** | How are the details I find in a text related in ways that build ideas and themes? | | |
| **Resources/Material/Technology** | Laptops, (LEARN) Texts 2 and 5, analyzing details (graphic organizer) | | |

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| **Do Now: (5)** | Explain the term **foreshadowing** and use it in a quality sentence. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W review DO NOW and BCC. Show youtube video and have students predict what the ending will be based on evidence in the video. Lead a discussion. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W Introduce the parts of the analyzing details graphic organizer and model how to use the organizer based on text 2.   * **Think aloud "**what details am I looking for?" * How do those details connect to one another?". * Students will complete the GO as teacher models. * Think-pair-share: what questions did I ask myself when I was going through the GO? |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W pose a text-specific question about text 5. Students will work in partners to locate details.  T/W ask students to stop and share details aloud and make a list on the board.  S/W partner up and continue to work together on the graphic organizer. T/W circulate room and asks clarifying questions to students. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | T/W give students a choice of a **new text specific question** to use. S/W choose a question and connect the details independently using the GO. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | On the back of students Do Now…T/W ask students “What knew information did you learn about the texts today”?  “How did you learn the new information”? |
| **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 and record in their Weekly Reading Logs. |
| **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. |

**Introduce Task 6**

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| **Date: Thursday, August 28, 2014** | | **Course: ELA** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** write a 1 paragraph explanation of one analysis of text 5. | | |
| **Language Objective:** | **SWBAT:** write the definitions of new vocabulary on dynamo.dictionary.com | | |
| **Key Vocabulary:** | Prophesy, floes, indications, naught, precipitate, buoyancy, contingency | | |
| **Relevance:** | How are the details I find in a text related in ways that build ideas and themes? | | |
| **Resources/Material/Technology** | Analyzing details worksheet, GO, text 6, Laptops, & LEARN | | |

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| **Do Now: (5)** | Correct the following sentence: |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W continue going over and reviewing DO NOW and BCC.  T/W play video on writing process for the website: <https://learnzillion.com/lessons/2279-plan-an-explanatory-paragraph-> using-a-graphic-organizer.  S/W participate in taking explicit Cornell notes as they follow teacher’s lead. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W present how to write an explanatory paragraph. (Use Wilda Storm)  S/W set up Cornell notes.  T/W model how to write the paragraph using text 2 and following teacher’s lead in the writing process. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W give a new analysis of text 5, S/W work to complete a paragraph with new information. S/W compare and trade papers with their group adding or fixing information. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W use their own analysis of text 5 to write an explanatory paragraph remembering how teacher instructed to do so. When students finish, they will preview new vocabulary words on dynamo.dictionary.com and play games with the words using their own imagination. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | Describe the portions / items of an explanatory paragraph. How should it be organized and used correctly. |
| **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 and record in their Weekly Reading Logs. |
| **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. |

**Introduce Task 7**

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| **Date: Friday, August 29, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** highlight and interpret text 6 based on guiding questions while working in groups to hone text-specific questions. | | |
| **Language Objective:** | **SWBAT:** locate and highlight **RELEVANT** information from text 6. | | |
| **Key Vocabulary:** | Approach, Question/Questioning, Analyze/Analyzing, closely read | | |
| **Relevance:** | How are the details I find in a text related in ways that build ideas and themes? | | |
| **Resources/Material/Technology** | Guided Question worksheet, text 6, Laptops, & LEARN | | |

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| **Do Now: (5)** | Explain the quote paragraph 2 line 11. Try to paraphrase your analysis. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W reviews DO NOW and BCC. Again, providing students with a model of close reading. Have students compare the model with a text they have already read and written on. Instruct students to share out things they did right and things they will work on for the next reading. S/W then approach a new text by highlighting key information. |
| **Direct Instruction: ( 10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W present the Guiding Question(s):  1- What information/ideas are described in detail?  2- How are the details I find related in ways that build ideas and themes?  Text-specific Question(s):  1- What key words and phrases does Peary use to describe the dangers of the "leads" that arctic travelers are likely to encounter?  2- In paragraph 8, what does Peary suggest are the "worst" of the "difficulties and hardships of a journey to the North Pole"?  3 - In the final paragraph, what does Peary suggest are the differences between his readers' experiences with blizzards and the challenges of surviving an intense storm in an arctic environment? |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | For the first time after registering an account, use classdojo to check for understanding of approach.  T/W begin reading aloud using the cloze reading strategy presented previously.  S/W read randomly strategies.  T/W stop sporadically to have students interpret. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | Students re-read the text and mark it with the following symbols:  • ?=I don't understand,  • !=this is really interesting to me,  • Star=this is important for me to remember |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | Teacher will post the SOS: "The North Pole" is more informational than "The Last Expedition". |
| **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 and record in their Weekly Reading Logs. |
| **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. |