**2014-2015 CHALLENGER DAILY LESSON PLAN**

**i-Ready Assessment**

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| **Date: Tuesday, September 2, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** demonstrate their knowledge of the i-Ready reading assessment. | | |
| **Language Objective:** | **SWBAT:** master their i-Ready reading assessment by demonstrating what they can recall from prior knowledge | | |
| **Key Vocabulary:** | Diagnostic , Assessment, Progress, theme | | |
| **Relevance:** | How can I show mastery on what I’ve learned about close reading? | | |
| **Resources/Material/Technology** | LEARN, i-Ready Assessment | | |

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| **Do Now: (5)** | Define the word **prophesy** 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 with entire class. S/W follow teacher’s lead as to preforming the necessary steps in walking through this task.  T/W then ask the student whom was selected at the greeting to come to the board and participate as the leader.  S/W then follows that students instructions. He/She says…students repeat.  T/W as a class, review reading closely in preparation for the i-Ready 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 mi-Ready assessment. 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 i-Ready. 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 i-Ready assessment occasionally reflecting on the preparation getting here. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W use the website provided to them by logging into i-Ready . |
| **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. |

**Introduction to Task 7**

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| **Date: Wednesday, September 3 , 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 in on text-specific questions. | | |
| **Language Objective:** | **SWBAT:** locate and highlight **RELEVANT** information from text 6. | | |
| **Relevance** | How are the details I find in a text related in ways that build ideas and themes? | | |
| **Key Vocabulary:** | Approach, Question/Questioning, Analyze/Analyzing, close read | | |
| **Resources/Material/Technology** | Guided Questions worksheet, text 6, Laptops, & LEARN | | |

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| **Do Now: (5)** | Define the word **precipitate** and use it in a quality sentence. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W review the new procedures as to conducting the BCC.  S/W model from teacher’s lead as to how the new procedure should be used.  T/W provide students with a model of close reading in which they will 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 element/points. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W present the Guiding Questions (s):   1. What information/ideas are described in details? 2. How are the details I find related in ways that build ideas & 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** | T/W begins reading aloud using the close reading strategy presented previously.  S/W read randomly  T/W stops sporadically to have students interpret what was just read on a storm check 4 square |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W engage by looking for amble examples of language that is the same & different in text 5 & text 6 by creating a Venn Diagram explaining why the authors writing of text 5 & text 6 where so much the same or different. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | On the reverse side of students Venn Diagram…have them justify how the language in both text are so different by starting off with an adverbial transition followed by 3 to 4 quality sentences. This will be turn in as they exit the room. |
| **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. |

**Continue Task 7**

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| **Date: Thursday, September 4, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | | |
| **Language Objective:** | **SWBAT:** recognize the author's stated or implied purpose (to inform, to persuade, to entertain, to explain) by recording answers onto their analysis sheet. | | |
| **Key Vocabulary:** | Theme, textual-evidence, inference, objective summary, author’s point of view or purpose or perspective, figurative connotative, technical meanings and annotate | | |
| **Relevance:** | How are the details I find in a text related in ways that build ideas and themes? | | |
| **Resources/Material/Technology** | Text 6, The North Pole (pages 12-15), Questioning texts worksheet, Analyzing details worksheet, Guided Questions worksheet, Laptops, & LEARN | | |

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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 the new procedures as to conducting the BCC.  S/W model from teacher’s lead as to how the new procedure should be used. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | INTRODUCE AND READ TEXT #6 ALOUD Students now engage a new text that presents a different point of view on the topic. As before, students listen to the text with no initial context provided other than what they have already learned from their study of previous, related texts. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | CLASS DISCUSSION  • Lead a discussion of the text focusing on difficult sections and key vocabulary.  • Students should draw on details they found related to their Guiding Questions in discussion.  • Have students develop text-specific questions about key details that emerge in discussion.  Students will begin Cornell Notes over specific details in order to help fill in Analyzing Worksheet |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | INDEPENDENT READING  • Students complete the first parts of the Questioning Texts Worksheet, selecting Guiding Questions that relate to the author’s perspective.  • Students read the text using their Guiding Questions to focus them on relevant details they can question  further. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | S/W work with a partner reviewing both Analyzing and Cornell Notes sheets before they exit the room. |
| **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. |

**Concluding of Task 7**

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| **Date: Friday, September 5, 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. |