***2014-2015 CHALLENGER DAILY LESSON PLAN***

***Task 8***

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| **Date: Monday, September 8, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** work in groups using their analyses of Texts #5 and #6 to come up with a comparative question. | | |
| **Language Objective:** | **SWBAT:** work in groups as they develop their questions in preparation for writing a paragraph. | | |
| **Key Vocabulary:** | Approach, Question/Questioning, Analyze/Analyzing, closely read,  Author’s perspective; relevant details, comparative analyses | | |
| **Relevance:** | How will you support the evidence of text explicitly as well as draw  inference? | | |
| **Resources/Material/Technology** | Text 5 & Text 6, analyzing worksheet, Venn diagram, | | |

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| **Do Now: (5)** | Correct the following sentence:  I gonna get five oranges six apples an ten peach at the store |
| **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** | Students draw from their notes, worksheets, annotated texts, and sentences from earlier activities (text 5 & text 6) to construct a paragraph answering their comparative question. Paragraphs should include:  **The comparative question:**   * 1-2 sentences explaining their analysis of Text #5 and key supporting details * 1-2 sentences explaining their analysis of Text #6 and key supporting details * 1-2 sentences explaining a connection they have made between the two texts that answers their comparative question |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | S/W: instruct the paragraph by:   * Introducing the topic, in this case the comparison made between the texts * Organizing their information to clearly and logically express their ideas * Developing the topic with appropriate supporting details * Linking sentences with appropriate transitional words and phrases to clarify relationships and establish coherence * Using precise language and an academic (formal) style of writing. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W: In small groups, read and peer-review their comparative paragraphs  Prior to submission, an optional revision may be asked of the students based on peer feedback.  • S/W: submit paragraphs and their supporting materials to google.drive |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | On the reverse side of students Do Now…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. |

***Task 9***

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| **Date: Tuesday, September 9, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** completed a Questioning Texts Worksheet for text #6 individually and in groups. | | |
| **Language Objective:** | **SWBAT:** completed an Analyzing Texts Worksheet based on of their own text-specific questions. | | |
| **Key Vocabulary:** | Topic; Supporting details; Comparative questions; Transition words; Coherence | | |
| **Relevance:** | How will I analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | | |
| **Resources/Material/Technology** | **Texts 7, 8, and 9, Questioning Texts Worksheet** | | |

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| **Do Now: (5)** | Correct the following sentence:  The cashere gave me two hundred and sixteen dollars sixty two cents |
| **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** | **INSTRUCTIONAL NOTES**  S/W…On their own, read Texts # 7, 8, & 9 - topic-related texts all written in a similar genre/mode, using Guiding Questions to set up a Questioning Texts Worksheet.  At this point, students do not need to study any of the three texts, rather simply be familiar with them, so they can prepare themselves for analyzing one of the texts through close reading and for leading a comparative discussion. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W…direct discussion to students to take part in a group discussion about connections between texts #5 and #6  S/W…Write a paragraph explaining their analysis of Texts #5 and #6 and making connections between them. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | T/W… Use these work samples to both assess how the class is doing overall in the skills of close reading, questioning, analyzing details, comparing, and explaining, and to help determine which of the three texts students might be assigned to read and analyze.  Thus, their paragraphs potentially serve both as formative and diagnostic assessment.  S/W…As before, student discussions provide opportunities to “listen in” and informally assess their speaking and listening skills. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | 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  Showing to teacher 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. |

***Task 10 will take three days to complete if all goes well.***

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| **Date: Wednesday, September 10,, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** listen to three related texts and discuss them with partner, then group and finally as a class. | | |
| **Language Objective:** | **SWBAT:** work in a academic panel group in order to listen to three related texts and discuss them as a class. | | |
| **Relevance** | How will you determine an author’s point of view in a text and analyze their position? | | |
| **Key Vocabulary:** | expert groups, jigsaw, culminating, academic panel | | |
| **Resources/Material/Technology** | Texts 7, 8 and 9, Questioning Texts worksheet, Analyzing Details worksheet | | |

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| **Do Now: (5)** | Define the word “forerunners” and use it in a quality sentence.  Make sure you begin your sentence with a capital letter, underline the word and use the correct end punctuation. |
| **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… lead a comparative discussion about the three texts. In the first stage, students are introduced to the texts and choose one to read closely with a small, “expert” group.  Building on their collaborative close reading, students independently analyze and write about their text.  In the second stage of the culminating activity, students return to their small groups to discuss their writing and draft a question that compares their text to the other texts in the unit.  S/W… then “jigsaw” to a new group and use their analysis, writing, and comparative question to facilitate and participate in a structured text-centered discussion with students who have analyzed the other two texts. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | S/W…work in groups by now with complete understanding of The culminating text-centered.  Discussions could be given in an “academic panel” format. In this format, student groups have their discussions in front of the class. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | INDEPENDENT READING   1. In the first stage, students are introduced to the texts and choose one to read closely with a small, “expert” group. 2. In the second stage of the culminating activity, students return to their small groups to discuss their writing and draft a question that compares their text to the other texts in the unit 3. Then “jigsaw” to a new group and use their analysis, writing, and comparative question to facilitate and participate in a structured text-centered discussion with students who have analyzed the other two texts. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | T/W…post a SOS over the three text and ask students to work with a partner to complete the strategy.  Remember this is **Statement**  **Opinion**  **Statement** |
| **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 10 day two***

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| **Date: Thursday, September 11, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** listen to three related texts and discuss them with partner, then group and finally as a class. | | |
| **Language Objective:** | **SWBAT:** read aloud the texts leading a discussion of the first impressions of the texts. | | |
| **Key Vocabulary:** | expert groups, jigsaw, culminating, academic panel | | |
| **Relevance:** | How will you determine an author’s point of view in a text and analyze their position? | | |
| **Resources/Material/Technology** | Text 7, 8, and 9, Questioning Texts worksheet, Analyzing Details worksheet | | |

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| **Do Now: (5)** | Define the word “endeavor” and use it in a quality sentence.  Make sure you begin your sentence with a capital letter, underline the word and use the correct end punctuation. |
| **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…introduce the three texts are all accounts from explorers who raced to the South Pole in 1911: Roald Amundsen's after-the-fact recounting of his arrival at the Pole in **December [#7]**  and two entries from Robert Scott's in-the-moment journal: one recounting his own, disappointing arrival in **January, 1912 [#8],**  and the other his last entries before expiring in **March, 1912 [#9].**  All **three texts** should be accessible to students, with Amundsen's seeming the most complex and Scott's last entries the most austere - in sharp contrast to his more complex "Impressions" recounted in Text #2.  Taken together, the three texts tell the story of how the race ended for each explorer, and also suggest both the extreme challenges and emotional moments they encountered. Each provides opportunities to read closely (and independently) for textual details, and illustrates how the author's perspective and situation when writing influence how he presents his account. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **INSTRUCTIONAL NOTES**  Students may be assigned a text based on their reading comprehension levels, interests, or developing skills (as demonstrated earlier in the unit), or they may be allowed to choose a text following their initial reading and small group discussion of the three. Either way, each student will be responsible for doing a close reading, questioning, analysis, and summary of one of the three related texts.  **SMALL GROUP CLOSE READING USING THE QUESTIONING TEXTS WORKSHEET**  • Small “expert” groups read one of the texts collaboratively using the Questioning Texts Worksheet.  • Each group member lls in his/her own Questioning Texts Worksheet for their assigned text, and each develops a separate text-specific question through their discussion.  **MODEL TEXT QUESTIONING SEQUENCE**  Guiding Question(s) (for all three texts):  1- What information/ideas are described in detail?  2- What is the author’s personal relationship to the topic or themes?  3- What does the text leave uncertain or unstated? Why? |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **INDEPENDENT ANALYSIS USING THE ANALYZING DETAILS WORKSHEET**  • Students independently complete an Analyzing Texts Worksheet using a text-specific question (his/her own or one from another group member).  • Students might optionally return to their expert groups to discuss their analysis.  **Text-specific Question(s):**  Roald Amundsen, The South Pole, Chapter XII "At the Pole", December 14, 1911  1- In paragraph 1, what details does Amundsen provide to suggest how challenging the final approach to the South Pole was? How do the details, and the mood, of paragraph 2 contrast with this opening description?  2- What do the details presented in paragraph 5 suggest about the moment of raising the first flag above the South Pole, and Amundsen's view of this historic event?  3- In paragraph 3, Amundsen says "Can anything more topsy-turvy be imagined?" What unstated ironies about his winning the race to the South Pole is he suggesting? |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | Continue with this strategy:  T/W…post a SOS over the three text and ask students to work with a partner to complete the strategy.  Remember this is **Statement**  **Opinion**  **Statement** |
| **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. |

***Conclusion Task 10 day three***

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| **Date: Friday, September 12, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** listen to three related texts and discuss them with partner, then group and finally as a class. | | |
| **Language Objective:** | **SWBAT:** read aloud the texts leading a discussion of the first impressions of the texts. | | |
| **Key Vocabulary:** | expert groups, jigsaw, culminating, academic panel | | |
| **Relevance:** | How will you determine an author’s point of view in a text and analyze their position? | | |
| **Resources/Material/Technology** | Text 7, 8, and 9, Questioning Texts worksheet, Analyzing Details worksheet | | |

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| **Do Now: (5)** | Define the word “indefatigable” and use it in a quality sentence.  Make sure you begin your sentence with a capital letter, underline the word and use the correct end punctuation. |
| **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…introduce the three texts are all accounts from explorers who raced to the South Pole in 1911: Roald Amundsen's after-the-fact recounting of his arrival at the Pole in **December [#7]**  and two entries from Robert Scott's in-the-moment journal: one recounting his own, disappointing arrival in **January, 1912 [#8],**  and the other his last entries before expiring in **March, 1912 [#9].**  All **three texts** should be accessible to students, with Amundsen's seeming the most complex and Scott's last entries the most austere - in sharp contrast to his more complex "Impressions" recounted in Text #2.  Taken together, the three texts tell the story of how the race ended for each explorer, and also suggest both the extreme challenges and emotional moments they encountered. Each provides opportunities to read closely (and independently) for textual details, and illustrates how the author's perspective and situation when writing influence how he presents his account. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **INSTRUCTIONAL NOTES**  Students may be assigned a text based on their reading comprehension levels, interests, or developing skills (as demonstrated earlier in the unit), or they may be allowed to choose a text following their initial reading and small group discussion of the three. Either way, each student will be responsible for doing a close reading, questioning, analysis, and summary of one of the three related texts.  **SMALL GROUP CLOSE READING USING THE QUESTIONING TEXTS WORKSHEET**  • Small “expert” groups read one of the texts collaboratively using the Questioning Texts Worksheet.  • Each group member lls in his/her own Questioning Texts Worksheet for their assigned text, and each develops a separate text-specific question through their discussion.  **MODEL TEXT QUESTIONING SEQUENCE**  Guiding Question(s) (for all three texts):  1- What information/ideas are described in detail?  2- What is the author’s personal relationship to the topic or themes?  3- What does the text leave uncertain or unstated? Why? |
| **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  **INDEPENDENT ANALYSIS USING THE ANALYZING DETAILS WORKSHEET**  • Students independently complete an Analyzing Texts Worksheet using a text-specific question (his/her own or one from another group member).  • Students might optionally return to their expert groups to discuss their analysis.  **# 2 Text-specific Question(s):**  Robert Falcon Scott, Scott's Last Expedition, January 16-18, 1912  1- Scott begins his January 16 entry by saying, "The worst has happened, or nearly the worst." What details does he present in this and the next entry that let us know what his party has discovered?  2- What perspective about the journey and emotions about its ending does Scott reveal in his January 17 entry when he says, "Great God! this is an awful place and terrible enough for us to have laboured to it without the reward of priority."?  3- When Scott lists the names of the five Norwegians he has found in the tent, what does he leave unsaid about his own party and their place in history?  **# 3 Text-specific Question(s):**  Robert Falcon Scott, Scott's Last Expedition, March 16-29, 1912  1- What details recorded in Scott's journal suggest how desperate their situation was during the last weeks?  2- In his final entries, Scott's writing becomes very different from in his earlier entries (compare these to Text #2). How are the writing and its presentation of details different? What does this change in his writing style suggest about how his "personal relationship" to the experience has changed in his final days?  3- The details of Scott's final entries suggest that his party got within eleven miles of the supply depot before they perished. What does Scott not say about how this information might have made them feel? Why does this make his near-final words "the end cannot be far" seem very ironic? |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | Students review the three 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  Showing to teacher 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 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. |