**2014-2015 CHALLENGER DAILY LESSON PLAN**

On the 15th of each month (give or take a couple of days) our critical readers need to take a progress monitoring short test. It is given through RAPS 360.

It is a SHORT (5-10 min) formative test. This will tell us how the students are progressing in between RAPS360.

Students login to RAPS 360 and it automatically comes up.

**Task 10**

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| **Date: Monday, September 15, 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 an 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 **“sastrugi”** 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 reviews 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 provides 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 approaches a new text by highlighting key element/points. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W… leads 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…works 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. |

**Task 10 continue**

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| **Date: Tuesday, September 16, 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 **“monotony”** 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 reviews 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 provides 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, approaches 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 fills 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: Wednesday, September 17, 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, topsy-turvy | | |
| **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 **“pannikin”** 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 reviews 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 provides 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 approaches 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 fills 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 labored 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.**   **Wednesday small grouping with teacher lead discussions:**  **2/4 GROUP**---James Fletcher, **Alarik Morrow**, Alondra Ruelas, **Selena Sanchez**, Mirna Salazar, & **Jose Valdez**  **5/6 GROUP---**Andy Aguilar, Valarie Hart, Sergio Leon, **Ivan Lopez**, **Adrian Solis, Anjalo Reyes,** & Alcira Wofford  **7 GROUP**—Bianca Arvayo, Hosmar Bojorquez, Yanicia Casillas, Pablo Corral, Jennifer Lopez, Riana Lopez, Kimberly Nava, Diamond Noriega, Nestor Pereyra, & **Anay Robles**, Diana Sanchez |

**Task 11**

**Unit 1.1 Final Assessment**

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| **Date: Thursday, September 18, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** review the test format & pass the unit final assessment with 80% accuracy by giving 100% effort. | | |
| **Language Objective:** | **SWBAT:** re-read text 7 during the test by double checking answers for accuracy. | | |
| **Key Vocabulary:** | analyze, inference, mood, chronological | | |
| **Relevance:** | How do I know if I’m getting close to grade level in my reading? | | |
| **Resources/Material/Technology** | Google Forms, Laptops | | |

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| **Do Now: (5)** | What do you do when you come upon a word that you do not know, and it’s difficult to figure out? Name 2 to 3 approaches you’ve used. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W reviews 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 provides 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, approaches a new text by highlighting key element/points. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W model how to get to the Unit 1.1 Final Assessment.  T/W review the format of the test, and read over the questions briefly in order for students to fully understand. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W Instruct students they have 2 minutes to get to the test and get prepared with unit 7.  S/W open the test and take out their copy of text 7 with all the highlighting marks and all their notes to help answer the questions. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W pass the unit final assessment with 80% accuracy by giving 100% effort.  S/W re-read text 7 and double check their answers for accuracy. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | S/W rate themselves 1-5 on the effort they gave on the final assessment and write a comment justifying their score. |
| **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. |

**Task 11 Extension**

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| **Date: Friday, September 19, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** choosing a text and determining the mood by highlighting those words/phrases and then illustrate the mood on the page. | | |
| **Language Objective:** | **SWBAT:** write a 3 sentence explanation of their illustration by selecting words or phrase from one of the text previously read. | | |
| **Key Vocabulary:** | analyze, inference, mood, chronological | | |
| **Relevance:** | How will you determine an author’s point of view in a text and illustrate their definition. | | |
| **Resources/Material/Technology** | Texts 2,5,6 & 7, crayons or colored pencil, construction paper | | |

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| **Do Now: (5)** | Think about the word “irony” and come up with one unfamiliar and then write a humorous short story. Refer to your notes. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W reviews 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 provides 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 approaches a new text by highlighting key element/points. |
| **Direct Instruction: ( 10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W present a Mini-lesson on ironies by presenting several youtube videos and then lead a class discussion about these ironies .  S/W take Cornell notes over each video in order create their representation of irony for their illustration.  **The word irony maybe changed to mood and tone or possibly…author’s purpose. Persuasive, inform, entertain & explain due to difficulties in illustrating irony.** |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W have students choose a page from one of their texts 2, 5, 6, & 7 to illustrate irony.  T/W clarify requirements and rubric before actual starting task. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W locate words that describe the irony of their passage and get a check to move on to illustrating their renditions of irony. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | S/W self-reflect on how they found the irony of the passage by describing what types of words they looked for on the page. |
| **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. |