**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 1.2 Making Evidence-Based Claims -----Cesar Chavez**

**Unit 1.2 Mid-Term Assessment**

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| **Date: Monday, September 29, 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 during the test, Cesar Chavez’ speech by double checking answers for accuracy. | | |
| **Key Vocabulary:** | Making evidence based –claim, text-dependent | | |
| **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** Greet students at the door and select a student to do board “crosswalk” after attendance.  **S/W** restates in kid-friendly language the objective and language objective. S/W selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists.  **T/W** take attendance and collect any homework that was/or any assigned.  **T/W** debrief students’ questions pertaining to the “Do Now” if any?  **S/W** write on their Do Now sheets presented as a copy or electronically and record findings on “Do Now” sheet and share / discuss with elbow partner. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W model how to get to the Unit 1.2 Mid-Term 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 Cesar Chavez’ speech.  S/W open the test and take out their copy of Cesar Chavez’ speech 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 Cesar Chavez’ speech and double check their answers for accuracy.  S/W write the to the following writing assessment:  **Read paragraphs 8-20 of Cesar Chavez Commonwealth Club Address and write an evidence based claim using the Forming EBC graphic organizer.**  *Evidence should be in quotation marks and the reference recorded. Using quotation marks helps students make the distinction between quotes and paraphrases. It also helps them to eventually incorporate quotes properly into their writing. Recording references is critical not only for proper incorporation in writing, but also because it helps students return to text for re-evaluating evidence and making appropriate selections.*  **Ability Grouping** will commence during the testing to those students’ at risk. I will sit them at the table and give extra assistance as they go through each question. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | S/W rates 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 4 Part 2 Activity 1**

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| **Date: Tuesday, September 30, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:**  independently read part of the text and use the  [Making EBC Worksheet](http://odelleducation.com/wp-content/uploads/2012/08/Making-EBC.pdf) to look for evidence to support a claim made by the teacher. | | |
| **Language Objective:** | **SWBAT**: independently work on paragraphs 6-19 of Chavez's Commonwealth Club Address by listening, developing & answering text-dependent questions. | | |
| **Relevance** | How do I support a claim using evidence from a text? | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Perseverance, Anglo, Chicano, union & assert  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Making EBC, commonwealth, | | |
| **Resources/Material/Technology** | Laptops, my LEARN page | | |

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| **Do Now: (5)** | I claim that Cesar Chavez had a rough childhood. Do you agree or disagree? Why? Justify your answer by writing a 5+ quality sentence. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | **T/W** Greet students at the door and select a student to do board “crosswalk” after attendance.  **S/W** restates in kid-friendly language the objective and language objective. **S/W** selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists.  **T/W** take attendance and collect any homework that was/or any assigned.  **T/W** debrief students’ questions pertaining to the “Do Now” if any?  **S/W** write on their Do Now sheets presented as a copy or electronically and  record findings on “Do Now” sheet and share / discuss with  elbow partner. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W ask students to think about 3 questions written on the board. Teacher will read the questions aloud and ask students to think outside the box, what it is actually stating.  T/W model the “storm check” for students to use in answering the 3 questions. The fourth box will be used for a 3-2-1 conclusion of the lesson.  **Hand Signals**  Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process  I understand\_\_\_\_\_\_\_\_\_\_\_\_ and can explain it ( thumbs up)  I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (thumbs down)  I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (wave hand). |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | S/W discuss the questions with their group.  T/W call on students to share their answers and lead a discussion.  S/W answer the 3 questions that are on the board and share aloud as time allows. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | Given a new claim, students will complete the EBC organizer using evidence from the text.  T/W selects students **for “Ability Grouping”** and model the making EBC worksheet in order for those to understand what a claim actually is. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **3-2-1**  This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.  **3-**Write three things they learned.  **2-**Write two things they found interesting.  **1-**Write one question they still have about the topic. |
| **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 4 Activity 2**

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| **Date: Wednesday, October 1, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** follow along as they listen to the same part of the text being read aloud and discuss a series of text-dependent questions. | | |
| **Language Objective:** | **SWBAT:** listen & follow along while reading Cesar Chavez's Commonwealth Club Address. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Anglo, Chicano, union, assert & commonwealth  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Address, EBC organizer | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Laptops, my LEARN page | | |

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| **Do Now: (5)** | Since you’ve been exposed to the word “evidence” writes 5 synonyms for “evidence”. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W Greet students at the door and select a student to do board “crosswalk” after attendance.  S/W restates in kid-friendly language the objective and language objective. S/W selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists.  T/W take attendance and collect any homework that was/or any assigned.  T/W debrief students’ questions pertaining to the “Do Now” if any?  S/W write on their Do Now sheets presented as a copy or electronically and record findings on “Do Now” sheet and share / discuss with  elbow partner. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W instruct students to take out their questions on the storm check and be ready to discuss amongst their groups their response.  T/W check for understanding by having students have red, yellow, and green objects accessible (e.g. popsicle sticks, poker chips, cards or a homemade light), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, and then move to yellows and greens. Students change their colors as needed to describe their statue. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W – direct students to beginning reading paragraph 6, Chavez describes how to overcome the unfair treatment of farm workers.  T/W instruct students to create a storm check and to write the first question in box 1 and so on.   1. What solution does Chavez discover to the problem the farm workers faced? 2. Chavez introduces the United Farm Workers union in paragraph 9. What are some of the things the union did and how did it affect the Chicano society in general? 3. After a long description of the successes of the UFW, Chavez discusses Governor George Deukmejian. What effect does Chavez say that Governor George Deukmejian had on the farm worker’s movement? |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W listen to the Cesar Chavez by following along working through the text using the above three text-dependent questions on their storm check.  T/W monitor and adjust to those that seem needy, and direct the **Ability group** of the day to bring out their text and storm checks in order to help understand the process. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **Whip Around---**  **1. Question**  Pose a prompt that has multiple answers. Have students write down as many responses as possible.  **2. Whip Around**  “Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.  **3. Discuss**  After completing the whip around, have students discuss which ideas and themes showed up most in their responses. |
| **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 4 Activities 3 & 4**

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| **Date: Thursday, October 2, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** in pairs, use the Making EBC Worksheet to look for evidence to support additional claims about the text made by the teacher. | | |
| **Language Objective:** | **SWBAT:** connect it to the skill of making claims and support them with evidence by presenting a few main claims. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Anglo, Chicano, union, assert  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  EBC worksheet, Cesar Chavez Commonwealth Club Address | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Laptops, my LEARN page. | | |

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| **Do Now: (5)** | Quick write to this question…”What do you think made Cesar Chavez an effective leader?” |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W Greet students at the door and select a student to do board “crosswalk” after attendance.  S/W restates in kid-friendly language the objective and language objective. S/W selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists.  T/W take attendance and collect any homework that was/or any assigned.  T/W debrief students’ questions pertaining to the “Do Now” if any?  S/W write on their Do Now sheets presented as a copy or electronically and  record findings on “Do Now” sheet and share / discuss with  elbow partner. |
| **Direct Instruction: ( 10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W collect each student’s Making EBC Worksheet with the evidence they found for the first claim. These should be evaluated to get an assessment of where each student is in the skill development.  S/W use their worksheets for their work in groups—repeating the first claim and refining their evidence based on the read aloud and class discussion.  Students should get into the habit of using quotation marks when recording direct quotes and including the line numbers of the evidence. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W instruct the focus to the student to develop familiarity with claims about texts and the use of textual evidence to support them.  S/W not be expected to develop complete sentences to express supporting evidence.  S/W develop pieces of evidence necessary in focusing as possible. The idea is for students to identify the precise points in the text that support the claim. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W continue listen to the Cesar Chavez by following along working through the text using the above three text-dependent questions on their storm check.  T/W monitor and adjust to those that seem needy, and direct the **Ability group** of the day to bring out their text and storm checks in order to help understand the process. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **3-2-1**  This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.  3-Write three things they learned.  2-Write two things they found interesting.  1-Write one question they still have about the topic. |
| **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 5**

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| **Date: Friday, October 3, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | After being given an incorrect claim **SWBAT:** disprove the claim and write a correct claim using the EBC organizer. | | |
| **Language Objective:** | **SWBAT:** read the text closely to disprove the claim. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Anglo, Chicano, union, assert, commonwealth  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Text-Centered Discussion Checklist, Forming EBC Worksheet | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Cesar Chavez address, Forming evidence-based handout, evidence-based claims checklist 1, making evidence-based claim worksheet, laptops, | | |

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| **Do Now: (5)** | Quick write the next 5 minutes the following question…”Why did Cesar Chavez believe that farm workers should be treated fairly?” Justify your response. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | T/W Greet students at the door and select a student to do board “crosswalk” after attendance.  S/W restates in kid-friendly language the objective and language objective. S/W selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists.  T/W take attendance and collect any homework that was/or any assigned.  T/W debrief students’ questions pertaining to the “Do Now” if any?  S/W write on their Do Now sheets presented as a copy or electronically and record findings on “Do Now” sheet and share / discuss with  elbow partner. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | T/W After students have finished their work in pairs, regroup for a class discussion. Have pairs volunteer to present their evidence to the rest of the class. Discuss the evidence, evaluating how each piece supports the claims.  T/W begin by modeling the evaluation, referring to the checklist, and then calls on students to evaluate the evidence shared by the other pairs. They can other their own evidence to expand the discussion. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W guides the exchanges, explicitly asking students to support their evaluations with reference to the text. These constructive discussions are essential for the skill development.  S/W Listen to and evaluating the evidence of others and providing text-based criticism expand students’ capacity to reason through the relationship between claims and evidence.  S/W Use the Text-Centered Discussion Checklist in participation in class and pair discussions... If not, time can be taken (if desired) to introduce them to some or all of the criteria of effective text-centered discussions. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W read paragraphs 20-29 from the speech and uses the Forming EBC Worksheet to make a claim and support it with evidence.  S/W support quotation marks to helps make the distinction between quotes and paraphrases. It also helps them to eventually incorporate quotes properly into their writing.  T/W guide students in recording references for proper incorporation in writing, but also because it helps students return to text for re-evaluating evidence and making appropriate selections.   * Thumbs up /down and sideways for clarification to this portion of EBC. * Ability Grouping will commence during this time frame. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **3-2-1**  This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.  3-Write three things they learned.  2-Write two things they found interesting.  1-Write one question they still have about the topic. |
| **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. |