**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 1.2 Making Evidence-Based Claims -----Rev. Martin Luther King**

**“I Have a Dream”**

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| **Date: Monday, October 6, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** “read like a detective” and discover what Martin Luther King Jr. was talking about in his “I Have a Dream” speech, given on August 28, 1963, at the March on Washington. | | |
| **Language Objective:** | **SWBAT:** “read like a detective” knowing what is explicitly stated, drawing logical inferences, and demonstrating these skills by writing a summary using the author’s words. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Symbolic, momentous, segregation, Emancipation Proclamation,  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  Making evidence-based claim | | |
| **Relevance:** | How do I support a claim using evidence from a text? (video, speech, etc.) | | |
| **Resources/Material/Technology** | Laptops, “I Have a Dream” abridged version, Graphic Organizer #1 | | |

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| **Do Now: (5)** | **Quick write to this questions…**   * How would you define discrimination? * In what ways are people discriminated against? * Where does such discrimination take place? |
| **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: (20)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | **T/W** inform to the students that they will be learning about Martin Luther King Jr.’s “I Have a Dream” speech, delivered on August 28, 1963, from the steps of the Lincoln Memorial in Washington, DC.  **T/W** Resist the temptation to put the document into too much context. Remembering that we are trying to let the students discover Dr. King’s message based solely on his words.  **S/W** be given an abridged copy of Martin Luther King Jr.’s **“I Have a Dream”** speech, and then are asked to read it silently to themselves. **T/W** make certain that students understand that the original text has been edited for this lesson. Explain the purpose and use of **ellipses**.  **T/W** “share reads” the document with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models **prosody, inflection, and punctuation**. The teacher then asks the class to join in with the reading after a few sentences while the teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).  **T/W** explains that the class will be analyzing the first part of the “I Have a Dream” speech today and that they will be learning how to do in-depth analysis for themselves. All students are given a copy of Summary Organizer #1. This contains the first selection from King’s address.  **T/W** put a copy of Summary Organizer #1 on display in a format large enough for all of the class to see (an overhead projector) and explains that today the whole class will be going through this process together.  **T/W** explain that the objective is to select “Key Words” from the first section and then use those words to create a summary sentence that gets at the gist of what Dr. King was saying in the first section of the document.  **T/W** Guidelines for Selecting Key Words: Key Words are very important contributors to understanding the paragraph. They are usually nouns or verbs. Don’t pick “connector” words (are, is, the, and, so, etc.). The number of Key Words depends on the length of the original paragraph. This selection is 249 words long so we can pick up to ten Key Words. The other Key Words rule is that we cannot pick words if we don’t know what they mean. As the class begins selecting words, there will be opportunities to teach students how to use context clues, word analysis, and dictionary skills to discover word meanings  S/W now select up to ten words from the text that they believe are Key Words and write them in the box to the right of the text on their organizer.  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  √ 4 Understanding  **Say Something**  After reading a section of a text or giving students information on a concept, stop and have students tell what they are thinking. I say to the students… “Say something you are thinking right now about the content”. They can tell a classmate sitting nearby or I’ll quickly call on 3-5 students to say something to the whole class using popstick for accruing random picks. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **T/W** now explains that the class will use the Key Words to write a sentence (or two) that gets at the gist of what Dr. King was saying. This should be a whole-class discussion-and-negotiation process. For example, “The Emancipation Proclamation brought hope, but segregation and discrimination are still part of Negro life, and that is shameful because the Declaration of Independence promised all people unalienable rights.” You might find that the class decides they don’t need some of the Key Words chosen to make the summary even more streamlined. This is part of the negotiation process. The final negotiated sentence(s) should be copied into the organizer in the third section under the original text and Key Word sections.  **T/W** explains that the students will now restate their summary sentence in their own words, not having to use Dr. King’s words. Again, this is a class discussion-and-negotiation process. For example “African Americans were promised the same rights as everyone else but that hasn’t happened yet.”  **S/W** begin reading and recording their key words to write a sentence or two and the graphic organizer.  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  **√ 4 Understanding**  **One to Five Rating**  Ask students to rate your statements (Graphic Organizer) on a scale of 1 to 5.   1. Not very frustrated. 2. Somewhat frustrated 3. Very frustrated |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **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.  S/W work independently complete Graphic Organizer # 1 and starting #2 remembering the step that were modeled to entire class. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **5-3-1**  5---on their own, ask students to list 5 words from the lesson or reading.  3---partner students up to share their 5 words. Partners then agree on the 3 important words from the lesson or reading.  1---Have partner groups join another partner group and share the 3 words each group came up with. Then, have the 2 groups agree on 1 **Key Word** that best represents the content.  Finally, each group shares that word with the entire class and tell why it is the best word to represent the content. |
| **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. |

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| **Date: Tuesday, October 7, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** “read like a detective” and discover what Martin Luther King Jr. was talking about in his “I Have a Dream” speech, given on August 28, 1963, at the March on Washington. | | |
| **Language Objective:** | **SWBAT:** “read like a detective” knowing what is explicitly stated, drawing logical inferences, and demonstrating these skills by writing a summary using the author’s words. | | |
| **Relevance** | How do I support a claim using evidence from a text? (video, speech, etc.) | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Brutality, presence, sweltering, interposition, nullification  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  Making evidence-based claim | | |
| **Resources/Material/Technology** | Laptops, “I Have a Dream” abridged version, Graphic Organizer #2 / 3 | | |

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| **Do Now: (5)** | Create your own **make belief comix** pertaining to Dr. Martin Luther King Jr. use the back of this paper. |
| **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 address all students to take out their abridged copy of the “I Have a Dream” speech and then are asked them to continue reading it silently.  T/W discuss what they did yesterday and what they decided was the gist of the first selection.  T/W follow the preview days lesson plans throughout this section.  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  **√ 4 Understanding**  **One to Five Rating**  Ask students to rate your statements (Graphic Organizer) on a scale of 1 to 5.  1. Not very frustrated.  3. Somewhat frustrated  4. Very frustrated |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W explains that the class will be analyzing the second /thirdpart of Dr. King’s speech today. All students are given a copy of Summary Organizer #2 & 3. These will contain the second & third selections from the speech.  T/W put a copy of Summary Organizer #2 / 3 on display in a format large enough for all of the class to see. Explain that today they will go through the same process as yesterday but as partners and small groups.  Explain that the objective is still to select Key Words from the second selection and then use those words to create a summary sentence that gets at the gist of what Martin Luther King Jr. was saying in the second and third section. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | 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.  S/W work independently complete Graphic Organizer # 2 and starting #3 remembering the step that were modeled to entire class.  **Wrap-up:** Discuss vocabulary that the students found confusing or difficult. If you choose you could even have students use the back of their organizers to make a note of these words and their meaning. |
| **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. |

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| **Date: Wednesday, October 8, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT: “**read like a detective” and discover what Martin Luther King Jr. was talking about in his “I Have a Dream” speech, given on August 28, 1963, at the March on Washington. | | |
| **Language Objective:** | **SWBAT:** “read like a detective” knowing what is explicitly stated, drawing logical inferences, and demonstrating these skills by writing a summary using the author’s words. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Vicious, prodigious, curvaceous, gentiles, protestants , rhetorical  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Making Evidence-Based claim | | |
| **Relevance:** | How do I support a claim using evidence from a text? (video, speech, etc.) | | |
| **Resources/Material/Technology** | Laptops, “I Have a Dream” abridged version, Graphic Organizer #3 & 4 | | |

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| **Do Now: (5)** | I’ve given you plenty of space to create a Diamante Poem about Dr. Martin Luther King Jr. Pay close attention to the directions, as you will need to use a resource text in order to choose correct synonyms. |
| **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** continue to ask students to take out the abridged copy of the speech and then are asked to read it silently to themselves.  **T/W** asks the students for their best personal summary of selection one. This is done as a negotiation or discussion. The teacher may write this short sentence on the overhead or similar device. The same procedure is used for selections two, three, and four. When they are finished the class should have a summary of Dr. King’s speech in only a few sentences. This should give the students a way to state what the general purpose of this primary document was.  **T/W** discuss with the students Dr. King’s rhetorical style, as well as how the speech is constructed.   1. How does repeating certain phrases strengthen his point or focus his arguments? 2. How does the speech’s construction help guide the audience? |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **T/W** decide to have the students write a short essay in response to one of the following prompts at this time or, if the students lack enough experience in writing an argumentative essay, the teacher can do a short lesson on constructing an argumentative essay before having the students address one of the prompts.  **T/W** tell the students that, first, they will review what Martin Luther King Jr. said in his “I Have a Dream” speech.  Second, the students will look closely at how Dr. King constructed his speech by the choice of words used.  Finally, they will write about Dr. King’s speech in a short argumentative essay.  Remind the students that their conclusions must be backed up by evidence taken directly from Martin Luther King Jr.’s own words.  Will follow the writing process and color coding.  **√ 4 Understanding**  **One to Five Rating**  Ask students to rate your statements (Graphic Organizer) on a scale of 1 to 5.  1. Not very frustrated.  3. Somewhat frustrated  4. Very frustrated |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | 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.  **Prompts**   1. What is Martin Luther King Jr.’s dream, and according to Dr. King how could it become a reality? 2. In his speech Dr. King says that “we have come to our nation’s capital to cash a check.” What does he mean by this and what, as he sees it, will be the result of this action? 3. In his speech, how does Dr. King respond to the question, “When will you be satisfied?” Explain both the reason for this question put to civil rights activists and Dr. King’s response |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | Quick Question Writing----Have students stop and write a question they think could be on a test. They have 90 seconds to write the question(s);  Include the **What? When? Where? Why? How? Who?** |
| **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. |

**Critical Reader for my “Ability Groupings:**

**Anderson/Lopez**

**Bianca Arvayo------early 7**

**Bojórquez Hosmar----Level 3**

**Casillas Yanicia -----Level 3**

**Pablo Corral ----Level 3**

**Jennifer Lopez ----Level 3**

**Riana Lopez -----Level 6**

**Kimberly Nava ------hasn’t taken the i-Ready Reading**

**Diamond Noriega ----Level 4**

**As I looked up the others, here are my concern students not on the list that could benefit in the groups:**

**Nestor Pereyra--- Level 1**

**Diana Sanchez ---Level 3**

**Adrian Gutierrez ---Level 3**

**Faith De Leon ----Level 4**

**Araceli Salazar ---Level 3**

**Rosa Soto ---Level 4**

**Luisa Grijalva---Level 3**

**Jade Pablo ---Level 3**

**Luis Martinez ---Level 4**