**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.1 Utopian & Dystopian Societies**

Catch them being **QUINTESSENTIAL**:

Motivation for students will be used throughout the course of each period!

**TASK 1**

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| **Date: Monday, October 13, 2014** | | **Course: ELA** | **Teacher: Lettie Anderson** |
| **Lesson Objective:** | After taking Cornell notes while watching the power point, **SWBAT…** describe 3 differences between an Utopian societies and Dystopian societies. | | |
| **Language Objective:** | **SWBAT:** write a timeline with dates to show the history of a Utopian society. | | |
| **Relevance** | How is a Utopia portrayed on TV, movies and in books? | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Individuality / conformity, societies, communities, Utopian  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Evidence Based-Claim, Utopia/Utopian, Dystopian | | |
| **Resources/Material/Technology** | **Presentation:** <https://docs.google.com/a/students.susd12.org/presentation/d/1tb-9j4mF3lPEbvGfAP16q64wqgVs2nNJYNHkrBdIFek/edit?usp=sharing>  **origins of utopia:** <https://docs.google.com/a/students.susd12.org/document/d/1a1r3vPjbxQu2-rVfQGlUbfbM-uSEdTzsec0sGaMPng4/edit>  Cornell Notes template, Laptops, LEARN page | | |

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| **Do Now: (5)** | **Quick write…**If you could dream of the perfect school, what would it look like? Be specific with your description. |
| **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** introduce the new vocabulary words for this unit by asking them to create a “Storm Check”.  **S/W** listen and write the definitions for new words and complete the two additional areas for each word.  **T/W** check 4 understanding by asking students to share their Cornell notes with their partner to compare information.  **S/W** add one detail to their notes. (Discuss and Write)  **T/W** instruct students to take Cornell Notes while watching PowerPoint over Utopia.  **S/W** take Cornell notes using the PowerPoint provided on the LEARN page.  **Closure:** summarize your notes on the differences between a Utopia and a Dystopia (writing) |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **T/W** direct students to begin reading the “Rustin Quade’s origins of Utopia following with a hard copy provided.  **S/W** read Rustin Quade’s origins of Utopia. Highlight/annotate in the text events and dates that are important for their timelines.  **T/W** read aloud, partner read, cold call read  **S/W** illustrate the definition of unknown words.    **T/W** model how to fill in the timeline  S/W discuss with a partner the dates and significant events  Check for understanding: **(Questioning)**   * What is the difference between A.D. and B.C. * What is chronological order? |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W use a graphic organizer to write a timeline from the article “Rustin Quade’s origins of Utopia.  T/W pull ***critical reading*** students for small group reading using Origins of Utopia aloud together. T/W guide them through the process of annotating. |
| **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** | ● For homework, have students brainstorm a list of things that would make a “**perfect society.”** Instruct students to bring their list of things to class tomorrow for a discussion. |
| **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 2**

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| **Date: Tuesday, October 14, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | After reading an excerpt from Thomas Moore's Utopia, **SWBAT…** write a claim with 3 supporting reasons. | | |
| **Language Objective:** | **SWBAT:** read aloud fluently by writing 3 distinct supporting claim from the excerpt provided. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | utopia, dystopia, norms, origins  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Evidence Based-Claim | | |
| **Relevance:** | How is a Utopia portrayed on TV, movies and in books? | | |
| **Resources/Material/Technology** | Excerpt of Thomas Moore's Utopia  Evidence Based-Claim worksheet,  <http://odelleducation.com/wp-content/uploads/2012/08/Making-EBC.pdf> | | |

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| **Do Now: (5)** | Pick two new word from either yesterday or today and use them in quality ***Seven Up*** plus sentences. |
| **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** introduce guiding question:   * What inferences can we make about Thomas Moore? Calling on students randomly to read aloud.   **S/W** re-read Thomas Moore's Utopia aloud focusing on making inferences.  **T/W** use questioning to **check for understanding**   * How do you write a claim? * How do you prove your claim is correct? |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **S/W** work in their groups to come up with a common claim they all want to focus on (using their word in order to show their work).  **T/W** call on groups to read their claim aloud.  **T/W** choose a claim for the entire class to focus on.  Closure: S/W copy the claim on their EBC organizer. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **S/W** work independently to complete the EBC worksheet with 3 reasons and 3 pieces of supporting evidence.  Again, teacher will pull a small group to work together in order to reintegrate the process of selecting a common claim. |
| **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. (Which word does not describe a Utopia? 1. Perfect 2. Apocalypse 3. Paradise 4. Ideal)  **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** | ● For homework, have students continue brainstorming a list of things that would make a “perfect society.” Instruct students to bring their list of things to class tomorrow for a discussion. |
| **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 3**

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| **Date: Wednesday, October 15, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **SWBAT:** after reading & listening to “Ray Bradbury’s biography, complete the claim, “Ray Bradbury’s argument is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” | | |
| **Language Objective:** | **SWBAT:** write a claim and three reasons using the Evidence based-claim graphic organizer. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Utopia, dystopia, distinguish, distinction, diligent, idle  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Evidence Based-Claim | | |
| **Relevance:** | How is a Utopia portrayed on TV, movies and in books? | | |
| **Resources/Material/Technology** | Laptops, my LEARN page, Biography, EBC organizer, audio argument, animated video.  <http://www.biography.com/people/ray-bradbury-9223240>  <https://www.youtube.com/watch?v=gd6JFuDTwYs&feature=youtu.be> animated version of “the Pedestrian”  <https://www.youtube.com/watch?v=LzhlU8rXgHc> audio  <http://englischlehrer.de/texts/pedestrian.php> text | | |

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| **Do Now: (5)** | Justify this statement in your own words by using your Cornell Notes from Monday… “What is a Society?” |
| **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** | S/W compare their "perfect society" with their groups and share out anything that was not the same.  T/W pose the question, "Why are we not a perfect society?"  T/W lead a discussion.  S/W practice referencing what the previous speaker said to build listening skills  T/W introduce the guiding question "What is Ray Bradbury's argument?" |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W read aloud as students follow along  S/W work with assigned groups to re-read the biography and determine what is the author's argument.  ● Have students in groups of three or four read a summary of Ray Bradbury’s life. (<http://www.biography.com/print/profile/ray-bradbury-9223240>)  ● Students should also highlight or star important facts or surprising statements that they find interesting. Students then share one or two facts with the class as we review Bradbury’s life.  ● Point out to students that Bradbury had different visions of the dystopian society.  As the students read, instruct them to analyze the society that Bradbury depicts in this short story  T/W call on students randomly to share their answers aloud.  Closure: S/W watch Bradbury's argument and write a claim using the EBC organizer. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | T/W review objectives and have students rate their progress.  S/W work independently on writing reasons and evidence to support their claim.  T/W continue pulling a small group for a chart instead of the EBC organizer. |
| **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** | Any work not completed during class grouping, will be considered homework. |
| **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**

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| **Date: Thursday, October 16, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | After reading and listening to The Pedestrian, **SWBAT** write 5 questions, 5 facts and 5 emotional reactions. | | |
| **Language Objective:** | **SWBAT:** read along, listen to, and watch The Pedestrian. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Utopia, dystopia, Evidence Based-claim, murmurs, parallel, entranced, regressive, ebbing, alibi  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Evidence Based-Claim, | | |
| **Relevance:** | How is a Utopia portrayed on TV, movies, and in books. | | |
| **Resources/Material/Technology** | QFR chart, <http://englischlehrer.de/texts/pedestrian.php> (text)  <https://www.youtube.com/watch?v=gd6JFuDTwYs&feature=youtu.be> animated video, biography of Ray Bradbury <http://www.biography.com/people/ray-bradbury-9223240> | | |

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| **Do Now: (5)** | Which word does not describe a dystopia society: Justify your answer with unquestionable validity.   1. Miserable 2. Technological 3. Structured 4. peaceful |
| **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 introduce the **QFR** handout and what each section is used for.  S/W repeat instructions and explain them to their neighbor.  T/W refer to the “thumbs up/down or sideways for clarity of activity. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W begin playing the video “The Pedestrian”.  S/W watch and write 5 things on their QFR chart.  Closure:  S/W summarize what they watched in exactly 10 words.  T/W pass out The Pedestrian reading & ask students to create a “storm check” with writing down the questions on the board.  S/W preview the text by highlighting.  T/W read aloud and call on students to read aloud. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W re-read “The Pedestrian” and complete the QFR chart independently based on the text. Also, complete the “Storm check”  T/W pull students to re-read a section in a small group.  **Storm Check Questions for Assignments:**  1. Describe the atmosphere in the city which Leonard is walking through.  2. Why do you think is Leonard different from most of the other citizens?  3. Why was 'crime ebbing'?  4. What is life like in the city described and what circumstances might have led to such a situation? |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **SOS**  **S/W** write on the back of their QFR chart their reaction to the their story that they just read whether independently or in teacher pull out groups the following:  S= Leonard Mead thinks he lives in a Utopian society.  S/W will give a high five if the agree or fist if they disagree. Line up accordingly to the more in either circumstance. |
| **Homework**   * **Extra practice** * **Extensions** | Have students write a reaction to the story that they just read in class today whether it was independently or in the teacher pull out group. “What was Ray Bradbury saying about the world in 2053? What were his opinions on technology and television”? |
| **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 18, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | After silently reviewing “the Pedestrian” **SWBAT** write a claim that answer the question…Why would Ray Bradbury’s “the Pedestrian” be considered an example of a dystopian society?” | | |
| **Language Objective:** | **SWBAT:** write answers to 5 comprehension question about the Pedestrian in complete seven up quality sentences. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Utopia, dystopia, Evidence Based-claim, murmurs, parallel, entranced, regressive, ebbing, alibi  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Evidence Based-Claim | | |
| **Relevance:** | How is a Utopia portrayed on TV, movies, and in books? | | |
| **Resources/Material/Technology** | <http://englischlehrer.de/texts/pedestrian.php> (text)  <https://www.youtube.com/watch?v=gd6JFuDTwYs&feature=youtu.be> animated video, biography of Ray Bradbury <http://www.biography.com/people/ray-bradbury-9223240>  Evidence Based-Claim graphic organizer, comprehension questions. | | |

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| **Do Now: (5)** | Today you’re going to try something different. I want each one of you to check your grades on Power School. Record them all, and do exactly what is asked by you. Then, turn in this paper and begin reviewing “the Pedestrian” from yesterday. |
| **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 review 5 comprehension questions with the class.  S/W raise their hand to ask questions pertaining to the 5 questions.   1. What is the setting of this society? 2. What are the similarities and differences to this society and to our society? 3. Why does Leonard Mead not fit into this society? 4. What are some rules in this short story? 5. Why would this short story be classified as a dystopian work of literature? |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | S/W work in partners to answer the 5 comprehension questions in complete sentences with a reference to the text.  T/W lead a discussion based on the questions  T/W have student groups share their responses with the class checking for understanding as facilitating throughout the room.  Technology----see above. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W write a claim, reasons and evidence based on the question, "Why is The Pedestrian an example of a dystopian society?"  T/W continue to pull a high level group to work together.  T/W pose high level questions to the group to elicit higher level thinking. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **Buddy Journal**  **1. Explain**  Partner A explains to his or her partner a problem, process, concept, etc. assigned by the teacher.  **2. Write**  Partner B writes down his or her partner’s explanation.  **3. Check**  Partner A checks Partner B’s writing for accuracy, making sure Partner B has captured his or her explanation correctly and that they both agree on the response.  **4. Repeat**  Students reverse roles with another problem, process, concept, etc. so that Partner B has the opportunity to explain verbally. Partner A records the explanation and Partner B checks for accuracy. |
| **Homework**   * **Extra practice** * **Extensions** | T/W Instruct students that they are going to be reading a poem by Sara Teasdale on Monday.  T/W explain the purpose for the reading will be to focus on figurative language and sound devices found within this poem and later on the short story that accompanies this poem.  T/W have students focus on this poem, analyzing the author’s perspective of how important mankind is to nature and vice versa.  T/W have students read the poem, “There Will Come Soft Rains,” by Sara Teasdale. <http://www.poemhunter.com/poem/there-will-come-soft-rains/> over the weekend in order to be familiar for class discussion. |
| **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. |