**2014-2015 CHALLENGER DAILY LESSON PLAN**

Parent ~ Teacher Conferences this Week

Tuesday ~ Friday Early Release

**Unit 2.1 Utopian & Dystopian Societies**

**Continue TASK 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Monday, October 20, 2014** | | **Course: ELA /RP** | **Teacher: Anderson / Mohamed** |
| **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> | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | Write a reaction to the biography that we read last Friday…   * What was Ray Bradbury saying about the world in 2053? * What were his opinions on technology and television? |
| **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 & asks 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** | 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** | 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.  **Be ready to discuss tomorrow within your pull out group.** |
| **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. |

**Conclude TASK 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Tuesday, October 21, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **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. | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | Take a few minutes to summarize what you know about a dystopia. |
| **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.  T/W pull students to re-read a section in a small group. |
| **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 tomorrow.  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.  **(S/W be given a handout over figurative language in order to prepare for tomorrow’s lesson)**  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 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. |

**Introduce TASK 6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Wednesday, October 22, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** read "There Will Come Soft Rains" and identify  10 examples of figurative language from the poem and story. | | |
| **Language Objective:** | **SWBAT:** take Cornell Notes over figurative language using the proper format. | | |
| **Key Vocabulary:** | Metaphor, simile, personification, hyperbole, idioms, alliteration,  assonance, consonance, & onomatopoeia. | | |
| **Relevance:** | What would the world as we know it today be like without humans? | | |
| **Resources/Material/Technology** | LEARN, laptops, PowerPoint, graphic organizer,  (<http://www.poemhunter.com/poem/there-will-come-soft-rains/>)  by Sara Teasdale.  <https://docs.google.com/a/students.susd12.org/document>  /d/1PhxttrEIInpICXy5cfTkBwD5eRGau8SNRlCpxPsVasc/edit by Ray Bradbury. | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | Take a few minutes to summarize what you know about a Utopia. |
| **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 open or use a paper template of Cornell Notes on figurative language. Whichever they fill most comfortable using.  T/W give direct vocabulary instruction using a PowerPoint presentation over figurative language.  S/W write Cornell Notes and summarize their understanding in 3-5 sentences. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W pass out a figurative language chart and read aloud "There Will Come Soft Rains".  T/W call on students to read aloud .  T/W provide examples of figurative language from the PowerPoint.  S/W write the examples on their chart.  T/W write 3 more examples on the board.  S/W work within their group to decide which type of figurative language is represented from the story/poem.  T/W call on students to share answers aloud using engagement strategies and repeat answers and asking "why". |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W read the next paragraph independently and write 3 to 5 more examples of figurative language on their chart.  T/W pull a small group to read aloud and answer together.  S/W share some of their findings with the group / class.  T/W provide chart papers around the room for students to record their findings. |
| **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** | Work on any portion of today’s activities that they did not complete along with re-reading the story/poem. Will use this for tomorrow opening 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.** |

**Conclude Task 6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Thursday, October 23, 2014** | | **Course: ELA/RP** | **Teacher: Anderson /Mohamed** |
| **Lesson Objective:** | **SWBAT:** compare and contrast the short story, “There Will Come Soft Rains,” with the poem, “There Will Come Soft Rains.” | | |
| **Language Objective:** | **SWBAT:** explain what message both of these texts are saying about human life, nature, and technology. | | |
| **Key Vocabulary:** | Compare, contrast, utopia, dystopia, societies | | |
| **Relevance:** | What would the world as we know it today be like without humans? | | |
| **Resources/Material/Technology** | Laptops, graphic organizers,  (<http://www.poemhunter.com/poem/there-will-come-soft-rains/>)  by Sara Teasdale.  https://docs.google.com/a/students.susd12.org/document  /d/1PhxttrEIInpICXy5cfTkBwD5eRGau8SNRlCpxPsVasc/edit  by Ray Bradbury.  Making evidence based claim, Venn diagram | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | Explain in three 7up + quality sentences 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** | T/W instruct to answer the question  “What do these two texts say about utopia and dystopia societies”?  T/W have students explain what message both of these texts are saying about human life, nature, and the world of technology on the back of their making evidence based-claim and Venn diagram.  S/W use **hand signals** to clarify understanding:  T/W 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 of the hand) |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W instruct students to begin comparing and contrasting their two version of “There Will Come Soft Rain”  T/W check for understanding by having students use their traffic light signs. (RED stop and re-explain, YELLOW slow down just a bit, GREEN continue I got it.  S/W change their colors as needed to describe their statue. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | T/W direct students to begin skimming over each story/poem, and add precise information to fill in their graphic organizers / EBC.  T/W pull out groups during this time in order to help understand the claim. |
| **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** | Re-read “The Pedestrian” again this evening and highlight important details in order of importance to help in taking the Mid-Unit assessment tomorrow. |
| **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 7 Mid-Unit Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Friday, October 24, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** review the test format & pass the mid-unit assessment with 80% accuracy by giving 100% effort. | | |
| **Language Objective:** | **SWBAT:** re-read during the test, “The Pedestrian” by Ray Bradbury 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 my grade level in my reading? | | |
| **Resources/Material/Technology** | Google form, laptops | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | Write a quality paragraph explaining just what is the difference between a Utopia and a Dystopia? Be specific in your explanation. |
| **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 Mid-Unit assessment.  **T/W** review the format of the test, and read over the questions briefly in order for students to fully check for understanding. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **T/W** instruct students they have 2 to 3 minutes to get to the test download, and get prepared with the short story to use for reassurance in the clarity of their answers. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **S/W** begin taking the mid-term assessment and recalling that they must pass this assessment with 80% and 100% effort.  **S/W** re-read the story understanding the **claim** being…   * Our society today is similar to that of Ray Bradbury’s “The Pedestrian” with the amount of time we spend on computers and cell phones.   **S/W** write a paragraph that supports this claim. They will use their evidence from their own experiences with technology. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | As the student’s submit their mid-term assessment, they will be asked to write on the back of their Do Now the following:   * Rate yourself 1-5 1 the lowest and 5 the highest on the effort you gave on this assessment. Justify your reasoning as to why you gave this score. |
| **Homework**   * **Extra practice** * **Extensions** | N/A |
| **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. |