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**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Introduction to “the Giver”**

**Day 1 TASK 1 & 2**

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| **Date: Monday, November 24, 2014** | **Course: ELA**  | **Teacher: Anderson ~ Mohamed** |
| **Lesson Objective:** | **IWABT:** read the first page of “The Giver”, and then write a 5 sentence inference of what the novel is going to be about. |
| **Language Objective:** | **IWBAT**: listen to and read aloud Chapter 1 & 2 of “The Giver” by showing confidence with their fluency. |
| **Key Vocabulary:**  | **Chapter 1:** rasping, palpable, unison, distraught, apprehensive, pondered, prominent**Chapter 2:** enhance, adherence |
| **Relevance:** | How would you react to a world much different from the one we live in today? |
| **Resources/Material/****Technology**  |  Laptops, Follett Shelf, Sunnyside LEARN, Do Now (hard copy), plot map, graphic organizers. |
| **Success Criteria:** | * Group proposal and/or Video
* Self-Evaluation Journal Response (create booklet)
* Evaluation Rubric for at least utopian presentation
* FISH & PBIS
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| **Do Now: (5)** | **Quick write:** Read the title of the book & the first page of the novel. Make a prediction about what you think you’re going to be reading.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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.
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| **Direct Instruction: (10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | **T/W** lead the discussion about how Americans live, from childhood to adulthood.**T/W** continue to discuss how we go to school until at least 12th. grade or further, then go out into the world and interview for a job. If you don’t like the job, you can try to find another.**T/W** explain that this is pretty much the opposite of how things are done in “The Giver”.**S/W** discuss the information presented above asking questions that they wrote by taking Cornell notes.**T/W** select sticks with names on them in referring to direct questions and answers.**T/W** has students log into Follett Shelf by way of Sunnyside LEARN. **T/W** post directions on the board for easy following.**S/W** follow directions as instructed.**T/W** review journal requirements and essential question. **S/W** listen to and read The Giver aloud. **T/W** pause to pull **questioning sticks** pertaining to the first two chapters.**S/W** write Cornell notes in their journal. **S/W** write a summary, question and connection to the chapters. **√ 4 Understanding**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** has students log into Follett Shelf by way of Sunnyside LEARN. **T/W** post directions on the board for easy following.**S/W** follow directions as instructed.**T/W** review journal requirements and essential question. **S/W** listen to and read The Giver aloud. **T/W** pause to pull **questioning sticks** pertaining to the first two chapters.**S/W** write Cornell notes in their journal. **S/W** write a summary, question and connection to the chapters.**T/W** call on students to read the novel aloud and give immediate feedback by using **questioning sticks.****T/W** prompt students with the following: Asking students their perspective.* Spouses are given to adults, not chosen by themselves.
* Each family is allowed one daughter and one son.
* The word “released”…
* The Ceremony of Twelve.
* Receiving Lily in the December Ceremony years before.
* Comfort objects (stuffed animals) being given to sleep with only at night.
* Stuffed animals described as imaginary creatures (bear and elephant.

**T/W** lead discussions about the setting of “The Giver” and hands out the **plot map** for instant filling in the setting thus far. |
| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 | **S/W** fill in the setting graphic organizer with at least 6 items of evidence from the novel.**T/W** have students review (think-pair-share) about Chapter 2 & 3.**S/W** begin above activity.**T/W** provide explicit instruction on elements of setting in literature and how this particular element interacts with the characters and the plot.* **T/W** work within small group during this time for critical readers.
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| **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**
 | Go over Chapters 1 & 2 again and see if you’ve missed any details / evidence left out on your graphic organizer pertaining to the setting. |
| **Modifications/Accommodations****(Specific to Lesson)** | 1. **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.
2. **Differential instructions** will be based on each IEP requirement and instructed accordingly. In other words, chunking information.
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**Day 2 TASK 3**

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| **Date: Tuesday, November 25, 2014** | **Course: ELA** | **Teacher: Anderson ~Mohamed** |
| **Lesson Objective:** | **IWBAT:** describe/write appearance, morals and personalities of all main characters. |
| **Language Objective:** | **IWBAT:** demonstrate an understanding of the main characters within “the Giver” by analyzing what each symbol means using a graphic organizer. |
| **Relevance:** | What is the value of having differences? |
| **Key Vocabulary:**  | Chapter 3: chastise, remorse, bewildered, nondescript, tunic  |
| **Resources/Materials/****Technology:** | Laptops, Follett Shelf, Sunnyside LEARN, Do Now (hard copy), plot map, graphic organizer over symbolism / characterization |
| **Success Criteria:** | * Group proposal and/or Video
* Self-Evaluation Journal Response
* Evaluation Rubric for at least utopian presentation
* FISH & PBIS
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| **Do Now: (5)** | Define the vocabulary word **palpable**, and use it in a quality 7 UP + sentence. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Anticipatory Set: (10)*** **BCC**
* **congruent to objective**
* **provide relevance**
* **activate prior knowledge**
 | 1. **T/W** Greet students at the door and select a student to do board “crosswalk” after attendance.
2. **S/W** restates in kid-friendly language the objective and language objective.
3. **S/W** selects vocabulary leaders to choose words familiar using their definitions/unfamiliar words teacher assists.
4. **T/W** take attendance and collect any homework that was/or any assigned.
5. **T/W** debrief students’ questions pertaining to the “Do Now” if any?
6. **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**
* **√ for understanding**
* **Preplanned questions**
* **Engagement strategies**
 | **T/W** review journal requirements and essential question. **S/W** listen to and read The Giver aloud chapter 3. **T/W** pause to pull **questioning sticks** referring back to this chapter**S/W** write Cornell notes in their journal. **S/W** write a summary, question and connection to the chapters.**T/W** facilitate throughout the room using the strategy below. This point is really clear One thing that squares with things I already know is...  An idea that is still going around in my head is… |
| **Guided Practice: (15)*** **√ for understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | **T/W** prompt students with the following: Asking students their perspective.* The incident with the apple when Jonas says it changed. He says the apple is “the same nondescript shade, about the same shade as his tunic.” (page 24)
* Explain the literary device of foreshadowing, and the passage. (Students should be recording all information onto Cornell Notes daily referring back to them occasionally)

**√ 4 Understanding**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)** |
| **Independent Practice: (10)*** **√ for understanding**
* **Student activities**
* **Technology** ---Students will follow step by step handout

provided |  **S/W** fill in the setting graphic organizer pertaining to symbolism & characterization items from the novel.**T/W** have students review (think/pair/share) about ch 3.**S/W** begin above activity.**T/W** provide explicit instruction on elements of setting in literature and how this particular element interacts with the characters and the plot. (this will be on a continuous basic)**T/W** checks 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.**T/W work with each group making sure that each one explicitly understands what the task is that has been asked from the group.** |
| **Closure/Assessment: (5)*** **Congruent to the objective**
* **Explain homework**
 | In their Giver journal, have students write about the parts of the story so far that may have confused them. Have them tell if they think Jonas lives in a perfect community? Why do they feel this way? Justify their answers with evidence from the novel. |
| **Homework*** **Extra practice**
* **Extensions**
 | Go over Chapter 4 & 5 again and see if you’ve missed any details / evidence left out on your graphic organizer pertaining to the setting & Rising Action |
| **Modifications/Accommodations****(Specific to Lesson)** | 1. **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.
2. **Differential** instructions will be based on each IEP requirement and instructed accordingly. In other words, chunking information.
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**Day 3 Begin TASK 3**

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| **Date: Wednesday, November 26, 2014** | **Course: ELA**  | **Teacher: Anderson~Mohamed** |
| **Lesson Objective:** | **IWABT:** read the fourth chapter of “The Giver”, and then write a 5 sentence inference of what the chapter is about. |
| **Language Objective:** | **IWBAT:** listen to and read aloud Chapter 4 of “The Giver” by showing confidence with their fluency. |
| **Key Vocabulary:**  | Chapter 4: regulated, invariably, hasten, serene, chortled |
| **Relevance:** | How do people’s differences impact your life? |
| **Resources/Material/****Technology** | Laptops, Follet Shelf, Sunnyside LEARN, Do Now (hard copy), plot map, graphic organizers. |
| **Success Criteria:** | * Group proposal and/or Video
* Self-Evaluation Journal Response
* Evaluation Rubric for at least utopian presentation
* FISH & PBIS
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| **Do Now: (5)** | Quick write: What do you infer that Jonas is thankful for? Write 2 to 3 quality 7 UP + sentences justifying 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** once again explain to students while they’re taking *Cornell Notes*:* Setting includes **three** closely related aspects of a work or fiction.
1. The **physical**, sensuous world of the work.
2. The **time** in which the action of the work takes place.
3. The **social environment** of the characters.
* **Questions about the setting:**
1. One should first get the details of the physical setting clear.
2. Where does the action take place?
3. In what planet, country, locale?
4. What does it look like, sound like, feel like?
5. Is there a dominant impression of the setting?
* **Questions about time:**
1. Three main types of questions about time are important.
2. What period in history does the action take place?
3. What historical events affect the characters?
4. How long does it take for the action to occur?
5. What clues does the author give for the passage of time?
6. Is the passage of time important to the theme?
7. Is the passage of time important to the believability of the story?
8. Is time used to structure the story?
9. How is the passage of time perceived by the characters?
10. Does the slow or fast passage of time help to understand the character’s actions and thoughts?
* **Questions about social environment:**
1. Sometimes the social environment is unimportant and others times it is very important.
2. What is the social environment of the story?
3. What does the author feel about the manners, mores, customs, rituals, or codes of conduct of the society?
4. How do they affect the character?

**√ 4 Understanding**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** guide students through Cornell notes and prepare for reading chapter 4.**T/W** prompt students with the following: Asking students their perspective.* When Jonas goes to do volunteer hours at the House of the Old, the attendant tells him they celebrated a release that day.
* Discuss the author’s way of describing a release by using the word “celebrated”. What does that say about release?
* This chapter describes a common practice in the society. Older people who cannot care for themselves are bathed by younger people, even children. Justify
* This chapter also may require some discussion as it may provoke some questions. Explain explicitly.
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| **Independent Practice: (10)*** **Check for Understanding**
* **Student activities**
* **Technology**
 | **S/W** fill in the setting graphic organizer pertaining to characterization items from the novel.**T/W** have students review (think/pair/share) about ch 4.**S/W** begin above activity.**T/W** provide explicit instruction on elements of setting in literature and how this particular element interacts with the characters and the plot. (this will be on a continuous basic)* **T/W** work within small group during this time for critical readers.
 |
| **Closure/Assessment: (5)****Congruent to the objective****Explain homework** | SW take a quiz on chapters 1-3 setting plot map.TW review answers and call on students for justification. |
| **Homework*** **Extra practice**
* **Extensions**
 | **N/A Happy Thanksgiving Break!!!!!!** |
| **Modifications/Accommodations****(Specific to Lesson)** | 1. **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.
2. **Differential instructions** will be based on each IEP requirement and instructed accordingly. In other words, chunking information.
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