**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.2 “The Giver”**

**RAPS 360 / i-Ready Reading BM2 / Reading + Assessments windows open 12/1-12/14**

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| **Date: Monday, December 1, 2014** | | **Course: ELA**  **Reading Plus** | **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:** | Vocabulary for **Chapters 1 –** 5: intrigued, adherence, aptitude, gravitate, serene, palpable, chastise, transgression, nurture, infraction, remorse | | |
| **Relevance:** | What strategies will help me understand what I am reading? | | |
| **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 * FISH & PBIS * Questioning sticks | | |

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| **Do Now: (5)** | **Quick write:**  Think back to the first three chapters, of “the Giver” and write a 3 sentence inference of what this chapter 4 is going to be about.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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. |
| **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 chapter 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** | 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 1-4 again, and see if you’ve missed any details or evidence left out on your graphic organizer pertaining to the setting and events. |
| **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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| **Date: Tuesday, December 2, 2014** | | **Course: ELA**  **Reading Plus** | **Teacher: Anderson ~ Mohamed** |
| **Lesson Objective:** | **IWABT:** apply a variety of strategies for independent use to analyze, evaluate & synthesize text while reading chapter 5 | | |
| **Language Objective:** | **IWBAT**: explains ways in which the author conveys mood and tone through word choice & figurative language by discussing “euphemisms” with the class. | | |
| **Key Vocabulary:** | Vocabulary for **Chapters 1 – 5:** intrigued, adherence, aptitude, gravitate, serene, palpable, chastise, transgression, nurture, infraction, remorse | | |
| **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)** | Do you think Jonas’ community is a utopia or dystopian? Explain your rationale. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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 concept that must be understood before students begin reading is that of “euphemisms.”  **T/W** ask students if they know what a euphemism is – tell them that they use them every day. A euphemism is the act or an example of substituting a mild, indirect or vague term for one considered harsh, blunt or offensive.  For example, sometimes we do not want to say someone “died” so we use euphemisms. Have the students generate euphemisms for dying. (Passed on, went on to a greater reward, cashing in, checking out, met the grim reaper, cashing in his chips, reached his journey’s end). Explain that in this story the author uses a number of euphemisms and one of their assignments will be to determine what is really meant by some of the euphemisms used in the story.  **√ 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** 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.  **EUPHEMISMS**  **(yoo-fa-mizzums)**  What does Jonas’s community really mean by the following words:  1.Release (page 2)  2.Feelings (page 4)  3.Animals (page 5)  4.Nurturer (page 7) |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **T/W** ask students’ to re-read Chapters 1-4 silently and complete the Euphemism I worksheet independently.  **S/W** begin re-reading the assigned chapters and completing the worksheet on euphemism.  **T/W** work within small group during this time for critical readers.  The instructional level readers read Chapters 1-4 in pairs and  independently complete the Using Short Vowels / Base Words worksheet. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | * Have the students make predictions about how the story will continue. Encourage students to explain, based on what they have already read, what direction the story will take and why. Write the predictions on the board/chart paper. * When students have finished the text, discuss how close these predictions were to what actually happened. |
| **Homework**   * **Extra practice** * **Extensions** | * How does Jonas’s community use euphemism to distance itself from the realities of their world? Be specific. * How does our society use euphemism to distance the realities of death, bodily functions, aging, etc.? Give examples |
| **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. |

**Wednesday---RAPS 360 & Friday --- i-Ready Reading Testing-Days**

**Reading Plus Testing will be determined next week!**

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| **Date: Wednesday, December 3, 2014**  **Friday, December 5, 2014** | | **Course: ELA**  **Reading Plus** | **Teacher: Anderson ~Mohamed** |
| **Lesson Objective:** | **IWBAT:** review the test format & pass the RAPS 360 with 80% accuracy by giving 100% effort. | | |
| **Language Objective:** | **IWBAT:** use previous strategies in the pass and give 100% effort to score a “Gold Medal” | | |
| **Relevance:** | What strategies will help me understand what I am reading | | |
| **Key Vocabulary:** | Vocabulary for **Chapters 1 – 5:** intrigued, adherence, aptitude, gravitate, serene, palpable, chastise, transgression, nurture, infraction, remorse | | |
| **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)** | **Wednesday:**  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.  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  **Friday:**  Write about a time when you felt “different” or did not feel that you quite fit in with everyone else. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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** model how to get to the RAPS 360 assessment.  **T/W** review the format of the test, and read over the questions briefly in order for students to fully understand.  **S/W** ask questions for clarification of format.  **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** Instruct students they have 2 minutes to get to the test and prepare for the RAPS 360 & i-Ready Reading.  **S/W** begin the assessment by applying their ear buds and having the assessment opened.  **√ 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** pass the RAPS 360 & i-Ready Reading assessment with 80% accuracy by giving 100% effort and scoring a “Gold Medal”  **S/W** double check their answers for accuracy before submitting.  **√ for understanding:**  Use a simile approach today.  What we learned today is like \_\_\_\_\_\_\_\_ |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **S/W** rate themselves 1-5 on the effort they gave on the RAPS & i-Ready assessment and write a comment justifying their score on todays Do Now worksheet. |
| **Homework**   * **Extra practice** * **Extensions** | Is it better for all people to be alike or for people to be different? List reasons for each opinion in preparation for continuing **“the** **Giver”** reading tomorrow. (Review Chapters 1-4) Fri. chapter 5 |
| **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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| **Date: Thursday, December 4, 2014** | | **Course: ELA**  **Reading Plus** | **Teacher: Anderson ~ Mohamed** |
| **Lesson Objective:** | **IWABT:** apply a variety of strategies for ***independent use*** to analyze, evaluate & synthesize text **while reviewing chs.1-5** | | |
| **Language Objective:** | **IWBAT**: demonstrate prior knowledge of chapters, by creating a graphic organizer to enhance comprehension of the giver. | | |
| **Key Vocabulary:** | Chapter 1-5 intrigued, adherence, aptitude, gravitate, serene, palpable, chastise, transgression, nurturer, infraction, & remorse. | | |
| **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)**  **(Will go over the directions before taking attendance)** | |  |  | | --- | --- | | My Routines, Schedule & Rituals | Consequences | |  |  |   **Directions:** List 3-5 routines, rituals or schedules that your family follows daily. What, if any, are the consequences of these routines, rituals and schedules are not followed? |
| **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**   I like the Accountable Talk Rules-Say something meaningful, listen with intent (SLANT), Be flexible with your thinking, address the point not the person | **T/W** say “We are going to ***continue reading*** The Giver today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”  **T/W** review the Accountable Talk bookmarks.  **T/W** refer students to Chapters 1-4 (use storm check)  **T/W** use the teacher Accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the Accountable talk moves.  Acknowledge students who are using the Accountable talk moves correctly.  **T/W** remind students of the point where Jonas decides he is **“apprehensive”** rather than **“frightened.”**  **Square 1** of storm check…Discuss the differences between these two words with the students.  **Square 2** of storm check…Skim the end of Chapter 2 and discuss “Assignments.”  **Square 3** storm check…**Chapter 3 discuss:**   1. Why were Gabe’s eyes of such interest to Jonas? 2. How did Lily react to the word “hippo”? Why did she react this way?   **Square 4** storm check…**Chapter 4:**   1. Why did Jonas risk the public humiliation of public chastisement for taking an apple from the recreation area?   **Square 5** on the back storm check…At the end of **Chapter 5 discuss:**   1. What effect did the pills have on Jonas and the other people who took them? 2. Why do you think all adults were required to take them?   **√ 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** 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 on EUPHEMISMS 1 & 2  **S/W** begin working with partner answering the worksheets handout.  **T/W** facilitate throughout the class looking for total comprehension and discussion. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **T/W** introduce chapter 5 by explaining to students they will read silently and independently & then work with partner to complete Euphemism worksheet. Remind students that they will need to use Accountable Talk moves as they discuss this chapter together and with teacher.  T/W work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | Wrap-up todays lesson by beginning a discussion with the question…   * “Is it better for all people to be alike or for people to be different? List reasons for each opinion. |
| **Homework**   * **Extra practice** * **Extensions** | Write your opinion on the question asked during the  Wrap-up activity. Provide support for your opinion novel, from other stories you have read from the utopia unit. |
| **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. |

