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| **Date: Monday, December 8, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **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:** | * FISH & PBIS | | |

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| **Do Now: (5)** | Explain each year of age, the children in the community have new responsibilities, clothes, and possessions. Create a **Venn diagram** describing the similarities and differences between the way you are grouping up, and the way the children in the giver are growing up. |
| **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**  |  |  | | --- | --- | | **Square 2**  **Assignment** | **Square 1**  **Apprehensive**  **Frightened** | | **Square 3**  **1.**  **2.** | **Square 4**  **1.** | | **T/W** says “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 1-5 (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. What do you think Jonas witnessed when he tossed the apple to Asher?   **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** guide students through the above storm check as a class and prepare them for the graphic organizer to be directed independently.  **S/W** continue to finalize their storm checks and begin the graphic organizer for identifying setting in the plot.  **T/W** have students review Chapter 1-5 (think-pair-share)  **T/W** provide explicit instructions on element of setting of the Giver that interacts with the characters and the plot.  **T/W** have students analyze the elements of setting in chapters 1-5 including Time-Place-Characters-Conflicts along with protagonist & antagonist.  **S/W** use a graphic organizer provided to help them organize their evidence for analysis. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W continue finalizing storm check and begin filling in the graphic organizer on setting.  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. |

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| **Date: Tuesday, December 9, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWABT:** apply a variety of strategies for ***independent use*** to analyze, evaluate & synthesize text **while reading chapters 6-10** | | |
| **Language Objective:** | **IWBAT**: demonstrate prior knowledge of chapters, by creating a graphic organizer to enhance comprehension of the giver. | | |
| **Key Vocabulary:** | Chapters 6-10 reprieve, meticulous, integrity, interdependence,  exuberant, integral | | |
| **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:** | * FISH & PBIS | | |

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| **Do Now: (5)** | Why do you think Birthmothers, or biological mothers, held such a low status in the community? The community’s role of birthmother is similar to our society’s role of surrogate mothers. What kind of status does a surrogate mother have in our 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** direct students to group read aloud Chapters 6-10.  **T/W** review characterization and how it interacts with other elements in the novel.  **T/W** have students mark phrases and passages that describe Jonas and Asher as the read. As the read, have them fill out graphic organizer.  **S/W** begin reading and filling out graphic organizer.  **√ 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** pass explain to student the process of completing the graphic organizer and how this will play into their comprehension in taking the quiz over chapter 6-10.  **S/W** begin working with partner reading chapters 6-10 and completing the graphic organizer.  **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… |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W continue reading and completing the graphic organizer over Jonas and Asher.  T/W work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | Wrap-up, Discuss the qualities identified as necessary in the Receiver. Why are these important qualities for this position? |
| **Homework**   * **Extra practice** * **Extensions** | Wrap-up chapter 6-7 and read tonight chapter 8 and be able to identify character traits over “The Receiver of Memory, & Jonas’ newly assigned job. |
| **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: Wednesday, December 3, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT:** review the test format & pass the Chapter quiz 1-10 with 80% accuracy by giving 100% effort. | | |
| **Language Objective:** | **IWBAT:** use previous strategies in the pass and give 100% effort to pass with at least an 80% or higher. | | |
| **Relevance:** | What strategies will help me understand what I am reading | | |
| **Key Vocabulary:** | 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)** | Quickly explain the following questions.  What is the theme in Chapters 1, 3, 5, & 7?  What does stated and/or implied theme mean?  Name a few examples of theme? |
| **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 quiz over chapter 1-10  **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 quiz over chapters 1-10.  **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 quiz over chapter 1-10 of the Giver with 80% accuracy by giving 100% effort and scoring an 80% or higher.  **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 1-10 on the effort they gave on the quiz 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. (Chapters 11-13) |
| **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: Thurs & Fri, Dec. 11 & 12, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWABT:** apply a variety of strategies for ***independent use*** to analyze, evaluate & synthesize text **while reviewing chs.11-15** | | |
| **Language Objective:** | **IWBAT**: write a prediction of the meaning of **different symbols in** The Giver by creating a graphic organizer. | | |
| **Key Vocabulary:** | Exhilarating, deftly, conveyance, admonition, mutilated, sinuous, electrode. | | |
| **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:** | * FISH & PBIS | | |

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| **Do Now: (5)** | **Thursday…**Read the following sentences. Explain in your own words the meaning of the italicized word or group of words. Write your response of the line below each sentence.   1. As Jonas recalled his dream, the same feelings ***flooded*** him again. 2. Jonas remembered Asher taking a pill once when they were ***heading*** off to school.   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  **Friday…**The Giver tells Jonas that to be the Receiver of Memory is an honor. Later he tells him that it is also a burden. What can you infer about how The Giver really feels about this job? |
| **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** | **Thursday:**  **T/W** review symbolism with students by using Cornell Notes to help assist tomorrow’s creation of anchor paper.  **T/W** ask students to think-aloud and use examples for their reading of chapters.  **S/W** begin listening and following direct instructions of symbolism.  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  **Friday:**  **T/W** review the theme of The Giver focuses on the importance of memories you are going to be creating Jonas’ memory scrapbook using symbols to represent different aspects of the novel.  **T/W** pass out a “Think Sheet” to help you brainstorm ideas.  **T/W** remind students that these must be turned in as a sort of “rough draft” with your scrapbook.  S/W create a scrapbook consisting of 7 symbols, including one for the title of the novel. Each symbol must be printed out or neatly drawn.  **T/W** provide construction paper and white paper if you need.  **S/W** create if desire, online.  **√ 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** | **Thursday:**  **T/W** guide students in preparing paper for Cornell Notes.  **S/W** set up their Cornell Note paper.  **S/W** write 5 possible symbols in The Giver.  **T/W** call on students to share aloud.  **T/W** model the thinking process for the 1st symbol the class chose.  **S/W** work in groups to predict the meaning of the next symbol. **T/W** call on students (using questioning sticks) randomly to check for understanding.  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  **Friday:**  **T/W** guide students through the contents of the scrapbook:   1. A title at the top 2. A picture of the symbol 3. The name of the symbol 4. A description of why you chose that symbol. 5. Color 6. Neat and visual 7. Can bind it any functional way you wish 8. It’s encouraged to be creative and think outside of the box for this project.   **S/W** ask question pertaining to the project. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | **Thursday:**  **S/W** work independently to write a prediction of what the symbols could possibly mean.  T/W work within small group during this time for critical readers.  **Friday:**  **T/W** directs students to begin organizing their project and deciding on their symbols.  **S/W** being working on their project that will be due Dec. 17th. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **S/W** share their explanation of the symbols with a partner and change answers as necessary.  **T/W** call on students to line up to be dismissed. |
| **Homework**   * **Extra practice** * **Extensions** | Students need to continue reading chapters 11-15 for preparing for tomorrows discussion. |
| **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. |