**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.2 “The Giver”**

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| **Date: Monday, December 15, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT:** review the test format & pass the Unit 2.2 “The Giver” with 80% accuracy by giving 100% effort. | | |
| **Language Objective:** | **IWBAT:** use previous strategies in the past and give 100% effort to  accurately pass the unit 2.2 assessment with 80%. | | |
| **Relevance:** | What strategies will help me understand what I am reading | | |
| **Key Vocabulary:** | All unit vocabulary Chapters 1-10 | | |
| **Resources/Materials/**  **Technology:** | Test, Follett shelf, The Giver, notes | | |
| **Success Criteria:** | * Evaluation Rubric for at least utopian presentation * FISH & PBIS | | |

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| **Do Now: (5)** | * **Reread pages 32 and 33. Answer the 5 Ws and 1 H about release.**   + ***Who* is released?**   + ***When* are they released?**   + ***What* happens when they are released?**   + ***Where* do they go?**   + ***Why* are they released?**   + ***How* does the rest of the community look at release?** |
| **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 Unit 2.2 assessment over chapters 1-10 of “The Giver”.  **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 Unit 2.2 Assessment on “The Giver”.  **S/W** begin the assessment by applying their knowledge and using notes and novel.  **√ 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** --- | **S/W** pass the Unit 2.2 Assessment on “The Giver”  **S/W** double checks 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** rates themselves 1-5 on the effort they gave on the Unit 2.2 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 11-15) |
| **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 16, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | After visiting the Holocaust museum tour, IWBAT write 3 facts, 2 suggestions and 1 question. | | |
| **Language Objective:** | **IWBAT:** listen to and read aloud Chapters 11-15 of “The Giver” by showing confidence with their fluency. | | |
| **Key Vocabulary:** | All unit vocabulary through chapter 15 | | |
| **Relevance:** | What strategies will help me understand what I am reading? | | |
| **Resources/Material/**  **Technology** | google form, Follett shelf, The Giver, LEARN, QFR graphic organizer | | |
| **Success Criteria:** | * FISH & PBIS * Questioning sticks | | |

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| **Do Now: (5)** | Based on what you have read of the book so far, compare and contrast your world with Jonas’ word. How are the communities similar? How are the communities different? Fold your paper into three-columns. The two outside columns are to document the differences. The center column is to record the similarities. |
| **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** debriefs 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** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | **T/W** review QFR requirements and essential question from the Holocaust tour.  **T/W** pauses to pull questioning sticks.  **S/W** answers their QFR after they come back from the Holocaust tour with a partner.  **S/W** listens to and read The Giver silently after completing their QFR.  **√ 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** | **S/W** write a 3-2-1 summary of what it would have meant to them if they were part of this persecution and murder of six million Jews by the Nazi regime. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W continue writing their summary of the tour & reading silently chapters 11-15.  **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** | N/A |
| **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 17, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWABT:** apply a variety of strategies for independent use to analyze, evaluate & synthesize text while reading chapter16-20 | | |
| **Language Objective:** | **IWBAT**: demonstrate prior knowledge of chapters, by creating a graphic organizer to enhance comprehension of the giver. | | |
| **Key Vocabulary:** | All vocabulary words through Chapters 1-20 | | |
| **Relevance:** | How would you react to a world much different from the one we live in today? | | |
| **Resources/Material/**  **Technology** | LEARN, Follett shelf, graphic organizer | | |
| **Success Criteria:** | * FISH & PBIS * Questioning Sticks | | |

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| **Do Now: (5)** | Draw a picture of one of the main scenes in The Giver. |
| **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** 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 16-20 (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  **√ 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**  |  |  | | --- | --- | | **Square 2** | **Square 1** | | **Square 3** | **Square 4** | | **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.  **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 16-20 (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 plot map for The Giver.  **T/W** work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | * Have the students make predictions about how the story will end. Encourage students to explain, based on what they have 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** | N/A |
| **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 18, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT:** write what they have learned during semester 1 on their ABC timeline. | | |
| **Language Objective:** | **IWBAT**: listen to and read the final three chapters of The Giver aloud fluently. | | |
| **Relevance:** | What have I actually LEARN in school this first semester? | | |
| **Key Vocabulary:** | All vocabulary throughout this school year so far. | | |
| **Resources/Materials/**  **Technology:** | LEARN, Do Now, | | |
| **Success Criteria:** | * Evaluation Rubric for at least utopian presentation * FISH & PBIS | | |

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| **Do Now: (5)** | I want each one of you to check your grades on Power School. Record them all onto the back of the Do Now. |
| **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** | S/W begin composing their timeline over the Giver and prepare for presentations.  **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 give direct instruction on ABC timeline.  S/W rephrase directions to partner.  **√ 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** --- | **S/W** work in their group to complete ABC timeline based on the chapters they read of the Giver.  S/W create using google or hard copy to present to the class.  **√ for understanding:**  Use a simile approach today.  What we learned today is like \_\_\_\_\_\_\_\_ |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | Sing  “Wish you a Merry Christmas…And a Happy New Year”! |
| **Homework**   * **Extra practice** * **Extensions** | N/A  **JUST A FUN OVER THE BREAK… & BE SAFE!** |
| **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. |