**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 1.2 Making Evidence-Based Claims -----Cesar Chavez**

**TASK 1 Activity 1**

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| **Date: Monday, September 22, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** read along as they listen to the text being read aloud and discuss a series of text-dependent questions. | | |
| **Language Objective:** | **SWBAT:** work independently reading a part of the text by using a text-dependent question to guide them through it. | | |
| **Relevance** | How do I support a claim using evidence from a text? | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | School lunches, thermometer, Tom Sawyer,  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Claims, evidence-based claims, Text-based claims, conclusions or inferences, central purpose, proficiency, | | |
| **Resources/Material/Technology** | Laptops, my LEARN page, & highlighters/markers | | |

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| **Do Now: (5)** | Rate the importance of each quality or characteristic by assigning it a number from 1 to 5 (with 1 being the most important and 5 being the least important).  **\_\_\_\_\_\_\_\_ Compassion \_\_\_\_\_\_\_\_ Selflessness \_\_\_\_\_\_\_\_ Fairness**  **\_\_\_\_\_\_\_\_ Honesty \_\_\_\_\_\_\_\_\_\_\_ Empathy \_\_\_\_\_\_\_\_\_\_\_ Open-mindedness**  **\_\_\_\_\_\_\_\_ Respect \_\_\_\_\_\_\_\_\_\_\_\_Humility \_\_\_\_\_\_\_\_\_\_\_ Determination** |
| **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 central purpose of the new unit and the idea of a “claim” someone might make.  T/W take the introduction by explaining the first characteristic of an evidence-based claim using the example of “school lunches”.  S/W brainstorm some claim statements they might make about the subject.  S/W give supporting evidence pointed out by discussion amongst their groups. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W moved from experience-based claims to claims in a field like science.  T/W used the Odell print outs to read the excerpts pertaining to science, Tom Sawyer, restating what the actual activity tomorrow will detail. Page 9  S/W follow teachers lead by remembering the process of close reading.  S/W give teacher a thumbs up / down for understanding.  T/W direct students to take Cornell Notes throughout the course of the three different claims. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | T/W instruct students to work with a partner making sure that they’ve covered all three claims in their notes. Quizzing one another for comprehension of the task.  S/W begin reviewing Cornell notes with their partner. |
| **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** | Per Mr. Mohamed’s request, all students need to have a library book, or the class novels to read at all times especially after all assessments. |
| **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 2 Activity 2**

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| **Date: Tuesday, September 23, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** independently read part of the text with a text-dependent question to guide them. | | |
| **Language Objective:** | **SWBAT:** independently read the first five paragraphs of the Chavez’ address by answering the question…”What story does Chavez tell to begin his speech?” | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Tunnel vision, savage, migrant, mortality, implements, chattel  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Primary purpose, textual details, inferentially, implicit & explicit evidence | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Laptops, my LEARN page | | |

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| **Do Now: (5)** | In the next 3 minutes, quickly write everything you know about the following question. What does self-sacrifice mean to you? |
| **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 speech.  T/W begin by naming Chavez, the speech, and the year and place where he delivered it. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W will remind students that they should approach the text freshly and to make their own inferences based on textual content.  T/W instruct students to read slowly and use the highlighting tool as the read.  S/W guide themselves throughout the reading to ensure comprehension has been mastered. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W work independently read the first five paragraphs of the Chavez’ address and answer the question…”What story does Chavez tell to being his speech?”  S/W will create a “Storm Check” to be used for this portion of the activity and tomorrow conclusion. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **Whip Around---**  **1. Question**  Pose a prompt that has multiple answers. Have students write down as many responses as possible.  **2. Whip Around**  “Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.  **3. Discuss**  After completing the whip around, have students discuss which ideas and themes showed up most in their responses. |
| **Homework**   * **Extra practice** * **Extensions** | Per Mr. Mohamed’s request, all students need to have a library book, or the class novels to read at all times and record in their Weekly Reading Logs. |
| **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 2 Activity 3**

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| **Date: Wednesday, September 24, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** follow along as they listen to the text being read aloud, and the teacher leads a discussion guided by a series or text-dependent questions. | | |
| **Language Objective:** | **SWBAT:** follow along as they listen to Cesar Chavez deliver the speech or as the teacher read’s it aloud. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Tunnel vision, savage, migrant, mortality, implements, chattel  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Primary purpose, textual details, inferentially, implicit & explicit evidence | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Laptops, my LEARN page. | | |

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| **Do Now: (5)** | Quickwrite to the following question.  What makes people willing to risk criticism, opposition, and condemnation by leading movements that challenge the **status quo**? |
| **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 will lead a discussion of the first five paragraphs guided by three text-dependent questions:   1. What story does Chavez tell to begin his speech? 2. What does Chavez say about the living conditions of the farm workers? 3. How does Chavez know about the living conditions of the farm workers? |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W explain that the close reading of these paragraphs serves three primary purposes:   1. To ensure comprehension of an important part of the text. 2. To orient students to the practice of close reading. 3. To guide students in searching for textual-evidence. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W work independently read the first five paragraphs of the Chavez’ address and answering the three questions above.  S/W will create a “**Storm Check”** to be used to conclude this activity. |
| **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** | Per Mr. Mohamed’s request, all students need to have a library book, or the class novels to read at all times and record in their Weekly Reading Logs. |
| **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.**   **Wednesday’s Ability grouping with teacher lead discussions:**  **2/4 GROUP**---James Fletcher, Alondra Ruelas, **Selena Sanchez**, Mirna Salazar, & **Jose Valdez**  **5/6 GROUP---**Andy Aguilar, Valarie Hart, Sergio Leon, **Ivan Lopez**, **Adrian Solis, Anjalo Reyes,** & Alcira Wofford  **7 GROUP**—Bianca Arvayo, Hosmar Bojorquez, Yanicia Casillas, Pablo Corral, Jennifer Lopez, //// Riana Lopez, Kimberly Nava, Diamond Noriega, Nestor Pereyra, & **Anay Robles**, Diana Sanchez **(Divided in two days for this group)** |

**TASK 3 Day 3 of Instruction**

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| **Date: Thursday, September 25, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** follows along as teacher models a critical reading and thinking process . | | |
| **Language Objective:** | **SWBAT:** fill in the three-step process for making a claim by following the teacher’s model. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Tunnel vision, savage, migrant, mortality, implements, chattel  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Primary purpose, textual details, inferentially, implicit & explicit evidence | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Cesar Chavez address, Forming evidence-based handout, evidence-based claims checklist 1, making evidence-based claim worksheet, laptops, | | |

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| **Do Now: (5)** | Honestly /truthfully, answer these two questions in 5 + sentences.  What issues have you struggled with in your life?  What did you do to bring about change? |
| **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 Forming EBC handout and introduce the three-step process.  T/W exemplify the process by making a claim with the EBC worksheet.  T/W refer to Odell page 12 for explicit directions. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W instructs students to copy exactly what is being modeled.  S/W follow teacher’s lead at this time.  T/W facilitate the classroom making sure that students are coping the forming EBC handout. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W go through the process of creating a claim using the forming EBC worksheet. |
| **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** | Per Mr. Mohamed’s request, all students need to have a library book, or the class novels to read at all times and record in their Weekly Reading Logs. |
| **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 3 Day 4 of instructions**

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| **Date: Friday, September 26, 2014** | | **Course: ELA/RP** | **Teacher: Anderson / Mohamed** |
| **Lesson Objective:** | **SWBAT:** read independently paragraph 6-19 of Chavez’ Commonwealth Club Address. | | |
| **Language Objective:** | **SWBAT:** complete the Making EBC worksheet by following the teacher’s example from previous day. | | |
| **Key Vocabulary:**  **~~~~~~~~~~~~~~~~~~~~~~~~~~~**  **Academic Vocabulary:** | Anglo, Chicano, union, assert, boycott, dismantle, ALRA  **~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**  Primary purpose, textual details, inferentially, implicit & explicit evidence | | |
| **Relevance:** | How do I support a claim using evidence from a text? | | |
| **Resources/Material/Technology** | Cesar Chavez address, Forming evidence-based handout, evidence-based claims checklist 1, making evidence-based claim worksheet, laptops | | |

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| **Do Now: (5)** | Define the word **“paternalism”** and use it in a quality sentence.  Make sure you begin your sentence with a capital letter, underline the word and use the correct end punctuation. |
| **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 Forming EBC handout and introduce the three-step process.  T/W exemplify the process by making a claim with the EBC worksheet.  T/W refer to Odell page 12 for explicit directions. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | T/W instructs students to copy exactly what is being modeled.  S/W follow teacher’s lead at this time.  T/W facilitate the classroom making sure that students are coping the forming EBC handout. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | S/W go through the process of creating a claim using the forming EBC worksheet.  This assignment can be complete as homework depending on the student’s level. Teacher will use discretion. |
| **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** | Per Mr. Mohamed’s request, all students need to have a library book, or the class novels to read at all times and record in their Weekly Reading Logs. |
| **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. |