

Teacher's Name Crowley

Cesar Chavez Academy High School

Lesson Plans for week of Jan. 26-30, 2015

Course: Academic Literacy

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Unit/Topic	Essential Questions	Text Structure	Text Study of "How to Mark a Book" (PP. 179-184)	Talking to the Text	Sustained Silent Reading
Content Objectives	SWBAT -expand their understanding of the role of reading in the lives of contemporary adults -synthesize information from across their various Interviews and relate the interviews to unit theme	SWBAT -describe the overall structure (chronology, comparison, cause/effect, , problem/solution)of events, ideas, concepts in a text or parts of a text	SWBAT - preview text that is long or appears challenging to mobilize strategies for dealing with it -monitor their reading process and identify problems	SWBAT -preview text that is long or appears challenging to mobilize strategies for dealing with it -monitor their reading process and identify problems	SWBAT -sustain silent reading for 20 minutes -monitor their reading processes and identify problems
Language Objectives	SWBAT -Present information, findings, and supporting evidence such that listeners can follow the line of reasoning -listen and learn from the reading interviews of others.	SWBAT -Practice saying the names of the different text structures as <i>clues</i> -Compete for who can orally speak the correct structure first	SWBAT -share their reading confusions and understandings to get and give help both orally and in writing	SWBAT -share their reading confusions and understandings to get and give help both orally and in writing	SWBAT -Respond to reading in complete sentences using metacognitive prompts
Common Core	SL.9-10.4 W.9-10.4,5	RI.9-10.4 W.9-10.2	SL.9-10.4 W.9-10.4,5	SL.9-10.6 W.9-10.4,5	SL.9-10.6
Key Vocabulary	Essential Questions	Description Chronology (Sequence, Time Order)	Chunking Signal Words	Active Reading Passive Reading Talking to the Text	Schema – Background Knowledge; Reader Identity

<p>Strategies/ Activity</p>	<p>1) Introduce idea of Essential Questions 1A. Introduce first Essential Question: <i>What sustains us?</i> 2) Review Classroom community sharing rules 3) Have students locate <i>My Partners Reading Interview - 10b</i> 4) Ask partners to interview each other about their interviews and <i>take notes</i>. 6) I model transferring interview info to the Essential Questions page By using a student's Reading Interview. 7) Quote from the interview And Think Aloud how the interview info fits one of the Ess Questions 8) Write quote on board. 9) Students complete the Ess Organizer for the person they interviewed 5) Students share out what they learned from the adults they interview</p>	<p>Review last week's text structure lesson. 2) Follow lesson format below but use new text examples: 3) Social Studies examples 4) Science examples 5) As a group, read thru description and example for ea. text structure. 6) Highlight clue words in the example 7) Repeat for all 5 text structures in this order: Description, sequence, problem & solution, cause and effect, and compare and contrast</p>	<p>1) Share transparency #4 and refer to yesterday's lesson. 2) Students share with class their Talking to the Text process. <ul style="list-style-type: none"> • What did you mark? • How did that help? • Which text signals did you use? 3) Have students continue Talking to the Text individually. 4) Periodically interrupt the reading and have students help each other clarify confusions. 5) Ask for partners roadblocks and write these on transparency Work through several of these as a class.</p>	<p>1) Hook: Who was the last person you talked to? What was the last book you "talked to"? 2) Put vocab terms on Word Wall. Explore their understanding. 3) Introduce concept of Talking to Text and set purpose for the reading. 4) Ask students to skim the text and predict what it will be about. 5) Show transparency 1, 2, 3, and 4. I will Talk to the text, modeling the strategy for T 1. 6) For T2 model chunking a complex sentence and using signal words. 7) For T3 have students individually mark the Text. Have them share their results with partner.</p>	<p>1) Students spend first 20 minutes in SSR 2) Teacher reviews idea and purpose of Metacognitive Log 3) Teacher passes out Metacognitive Logs 4) Read through sample of various prompts and how they could be applied 5) Teacher reads continuation <i>La Linea Ch Death and Chocolate</i> 6) Teacher models how to use Metalog prompts w/ch1. 7) Teacher reads <i>Ch Beside the Railway Line</i> 8) Students practice using meta log prompts with Ch2</p>
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Assessment	Assess Essential Questions Organizer for understanding of different categories and placing info from interview in correct box of G.O.	<i>Example WorkSheets</i>	Clarification Chart II	<i>Think Pair Share</i> -Have partners share and explain the marks they made. Have partners tell each other about roadblocks and how they cleared them up.	Evaluate Metacognitive Logs <i>Did the students respond completely and thoughtfully to two different prompts?</i> <i>Did they write two higher level questions or observations?</i>
Accommodations ELL	Partner work Graphic organizer	Allow extended time. Work toward longer passages as skills in English increase	Students will work in partners. Meta log to track reading Vocabulary will be previewed in advance	Students will be actively practicing with partner.	Students will do Peer Editing checklist
Accommodations Special Needs	Work with partner. Students may have extended time in completing graphic organizer	Teacher reads aloud Peer tutoring Gradual release model	Students will work in partners Meta log to track reading Graphic Organizer – clarification chart	Students work with partner scaffolding successful Talking to the text	Students work with partners and have G.O. of Peer Editing checklist

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Lesson Plans for Week of January 26-30, 2015

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Unit/Topic	Globalization	Globalization	Globalization	Globalization	Globalization
Content Objectives	SWLA the concept of globalization SWLA how other countries are impacted by developments in America	SWLA the concept of globalization SWLA the different issues in the supply chain of iPhones	SWLA the concept of globalization SWLA the different issues in the supply chain of iPhones	SWLA the concept of globalization SWLA the different issues in the supply chain of iPhones	SWLA the concept of globalization SWLA the different issues in the supply chain of iPhones
Language Objectives	SWBAT read definitions of globalization and create a definition that works best for them SWBAT ask questions they would like to learn about globalization	SWBAT watch and discuss a NY Times film clip about the supply chain of iPhones SWBAT work in teams to analyze one section of an NY Times article about supply chains	SWBAT report about their sections of the article SWBAT take notes on the entire supply chain and the issues at each point	SWBAT create an image of the different interests in the iPhone supply chain	SWBAT role-play the different interested parties in the supply chain SWBAT to debate the issues along the supply chain
Benchmark(s)	RI.11.1 SL.11.1	RI.11.1 SL.11.1	RI.11.1 SL.11.1	RI.11.1 SL.11.1	RI.11.1 SL.11.1
Key Vocabulary	Globalization, capitalism	Globalization, capitalism	Globalization, capitalism	Globalization, capitalism, terrorism	Globalization, capitalism, terrorism
Strategies/Activity	<ul style="list-style-type: none"> Think-pair-share definitions of globalization Mind maps related to globalization Student-generated questions 	<ul style="list-style-type: none"> Full-group discussion of the film clip Small-group textual analysis 	<ul style="list-style-type: none"> Full-class reporting from the discussion yesterday Note-taking from the share-outs 	<ul style="list-style-type: none"> Small-groups working to draw a picture of the supply chain that demonstrates the multiple parties with different interests 	<ul style="list-style-type: none"> Role-playing Small-group debates
Assessment	<ul style="list-style-type: none"> Notes 	<ul style="list-style-type: none"> Notes 	<ul style="list-style-type: none"> Notes 	<ul style="list-style-type: none"> Notes 	<ul style="list-style-type: none"> Notes
Accommodations ELL	• One-on-one assistance	• One-on-one assistance	• One-on-one assistance	• One-on-one assistance	• One-on-one assistance
Accommodations Special Needs	• One-on-one assistance	• One-on-one assistance	• One-on-one assistance	• One-on-one assistance	• One-on-one assistance

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How is the used to assess?

Cesar Chavez Academy High School

Teacher's Name: Medel/Gasparovic

Course: English 11

Lesson Plans for week of January 26-30, 2015

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Unit/Topic	Epic Poems	Epic Poems	Epic Poems	Epic Poems	Read Day
Content Objectives	Students will have a better understanding of what a hero is, the common characteristics of a hero, and the term 'epic' in relation to heroes and poems.	Students will have a better understanding and the ability to close read an excerpt from The Odyssey.	Students will have a better understanding and the ability to close read an excerpt from Paradise Lost, and have an example of allusion-Frankenstein.	Students will have a better understanding and the ability to close read an excerpt from Metamorphoses	Students will be learning about the plot of their novel of their choice.
Language Objectives	Students will complete 3 quickwrite questions and then complete the Hero Reaction Guide.	Students will close read an excerpt from The Odyssey, complete the 4 CCR ?s and then complete a skit.	Students will close read an excerpt from Paradise Lost and from Frankenstein-complete CCR?s.	Students will close read an excerpt from Metamorphoses and complete CCR?s.	Students will silently read their novel and then write a response-using CCR?s to guide them.
Common Core	RL 1,4,6 RI 1,5,6	RL 1,4,6 RI 1,5,6	RL 1,4,6 RI 1,5,6	RL 1,4,6 RI 1,5,6	RL 1,4,6 RI 1,5,6
Strategies/Activity	1. Quickwrite 2. Hero Reaction Guide 3. Class discussion	1. Excerpt/ CCR ?s/Skit	1. Excerpts/CCR ?s ???	1. Excerpt/CCR ?s	1. Silent read day/response
Assessment	Quickwrite & Hero Reaction Guide	Question responses & Skit	Question responses	Question responses	Written Response-HW-read their novel over the weekend, find an example of an allusion
Accommodations ELL	Extra help/support if needed	Extra help/support if needed/Teacher creates groups	Extra help/support if needed/Teacher creates groups	Extra help/support if needed/Teacher creates groups	N/A
Accommodations Special Needs	Extra help/support if needed	Extra help/support if needed/Teacher creates groups	Extra help/support if needed/Teacher creates groups	Extra help/support if needed/Teacher creates groups	N/A

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