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| **Team/Teacher: Dunmire** | **Subject: ELA 10**  | **Date: 10/14/13** |
| **Monday** | **Topic:** |
| **Standard and Element(s):** *List* ***ONLY*** *the standard and elements used on this particular day.* | **Learning Targets/Lesson Goals:** *What will students learn at the end of the lesson (refer to the elements listed)? The student will …* |
|  | **PLU Day**  |
| **Essential Question:** *Question should be clear and precise. It should compel the student to seek an answer.* | **Do Now** *(5 – 10 min) Clearly describe the activity students will be expected to do upon entering the classroom* |
|  |  |
| **Opening:** *(15- 20 min) How will you open your lesson and engage students?* *State the purpose and relevance of the lesson.* | **Work Session:** *(45 – 60 minutes) Clearly explain, in detail, what both the teacher(s) and the students will be doing during the work session.* |
|  |  | **Instructional Methods**[ ]  Discussion[ ]  Flexible Grouping[ ]  Guided Practice[ ]  Scaffolding[ ]  Thinking Maps[ ]  Differentiation[ ]  Peer Teaching[ ]  Think/Pair/Sharing[ ]  [ ]   |
| **Closing:** *(15 – 20 minutes) Student summarizing, student sharing and student feedback related to the standard/element.* | **Assessment:** *Clearly describe the assessment tool or the process by which you will be assessing students and/or collecting data.* |
|  | **Closing Activities**[ ]  Ask the Teacher Questions[ ]  Exit Ticket[ ]  Journal Writing[ ]  K-W-L[ ]  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Type of Assessment**[ ]  Formative[ ]  Summative |
| **Accommodations for Students with Special Needs/Co-teaching Model:** *(504’s, IEP’s, Tier Intervention, etc.) Accommodations change with each lesson plan, this section may be changed daily. Please be specific.* |
|  | **Co-Teaching Model**[ ] One Teach, One Assist[ ]  Alternative Teaching[ ]  Parallel Teaching[ ]  Station Teaching [ ]  Team Teaching | **Response to Intervention**[ ]  Extended Time[ ]  Follow Up Activities[ ]  More Practice[ ]  One-to-One Re-Teaching[ ]  Small Group Re-Teaching[ ]  Whole Group Re-Teaching |
| **Content Vocabulary:** *List the content vocabulary used for this particular lesson.* | **Technology Used:**[ ]  Computers[ ]  Calculators[ ]  Document Camera[ ]  Clickers[ ]  SmartBoard[ ]  Slate[ ]  Websites [ ]  Software  | **Materials Used:**[ ]  Textbook pp. [ ]  Handouts [ ]  Journals[ ]  Learning Centers[ ]  Books/Novels[ ]  Manipulatives[ ]  [ ]   |
| **Team/Teacher: Roath**  | **Subject: ELA 10**  | **Date: 10/15/13** |
| **Tuesday** | **Topic: Animal Farm**  |
| **Standard and Element(s):** *List* ***ONLY*** *the standard and elements used on this particular day.* | **Learning Targets/Lesson Goals:** *What will students learn at the end of the lesson (refer to the elements listed)? The student will …* |
| **ELACC9-10SL4:** **Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of** **reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task** | **Students will learn about individual Russian leaders and politicians as well as Russian History**  |
| **Essential Question:** *Question should be clear and precise. It should compel the student to seek an answer.* | **Do Now** *(5 – 10 min) Clearly describe the activity students will be expected to do upon entering the classroom* |
| **How does history drive the future?**  | **Do you agree with the theories of the politician you made your powerpoint about?**  |
| **Opening:** *(15- 20 min) How will you open your lesson and engage students?* *State the purpose and relevance of the lesson.* | **Work Session:** *(45 – 60 minutes) Clearly explain, in detail, what both the teacher(s) and the students will be doing during the work session.* |
| **Teacher will review expectations for class presentations.**  | Students will present their powerpoints in their groups. Students will individually complete the Animal Farm webquest after presentations have ended. Teacher will ensure that webquests are completed and all students answers correctly.  | **Instructional Methods**[ ]  Discussion[ ]  Flexible Grouping[x]  Guided Practice[ ]  Scaffolding[ ]  Thinking Maps[ ]  Differentiation[x]  Peer Teaching[ ]  Think/Pair/Sharing[ ]  [ ]   |
| **Closing:** *(15 – 20 minutes) Student summarizing, student sharing and student feedback related to the standard/element.* | **Assessment:** *Clearly describe the assessment tool or the process by which you will be assessing students and/or collecting data.* |
| **Students will share one surprising fact from their webquest.**  | **Closing Activities**[ ]  Ask the Teacher Questions[ ]  Exit Ticket[ ]  Journal Writing[ ]  K-W-L[x]  \_\_\_Discussion\_\_\_\_\_\_\_\_\_\_\_\_\_ | WebquestPresentations | **Type of Assessment**[x]  Formative[ ]  Summative |
| **Accommodations for Students with Special Needs/Co-teaching Model:** *(504’s, IEP’s, Tier Intervention, etc.) Accommodations change with each lesson plan, this section may be changed daily. Please be specific.* |
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| **Content Vocabulary:** *List the content vocabulary used for this particular lesson.**Stalin**Lenin**Trotsky**Revolution**Soviet Union**Rebellion* | **Technology Used:**[ ]  Computers[x]  Calculators[ ]  Document Camera[ ]  Clickers[ ]  SmartBoard[ ]  Slate[ ]  Websites [ ]  Software  | **Materials Used:**[ ]  Textbook pp. [ ]  Handouts [ ]  Journals[ ]  Learning Centers[ ]  Books/Novels[ ]  Manipulatives[ ]  [ ]   |
| **Team/Teacher: Roath**  | **Subject: ELA 10** | **Date: 10/16/13** |
| **Wednesday** | **Topic: Animal Farm**  |
| **Standard and Element(s):** *List* ***ONLY*** *the standard and elements used on this particular day.* | **Learning Targets/Lesson Goals:** *What will students learn at the end of the lesson (refer to the elements listed)? The student will …* |
| ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Students will be able to explain relationships between Orwell’s writing and history.**  |
| **Essential Question:** *Question should be clear and precise. It should compel the student to seek an answer.* | **Do Now** *(5 – 10 min) Clearly describe the activity students will be expected to do upon entering the classroom* |
| **How does history drive the future?**  | **Why did Orwell choose animals?**  |
| **Opening:** *(15- 20 min) How will you open your lesson and engage students?* *State the purpose and relevance of the lesson.* | **Work Session:** *(45 – 60 minutes) Clearly explain, in detail, what both the teacher(s) and the students will be doing during the work session.* |
| **Teacher will review vocab associated with the text.**  | Students will read chapters 1 and 2 and take a quiz over the reading. Students will complete discussion questions. Teacher will facilitate discussion about the text and the reasons Orwell chose animals. Students will complete timeline of events.  | **Instructional Methods**[x]  Discussion[ ]  Flexible Grouping[x]  Guided Practice[ ]  Scaffolding[ ]  Thinking Maps[ ]  Differentiation[ ]  Peer Teaching[ ]  Think/Pair/Sharing[ ]  [ ]   |
| **Closing:** *(15 – 20 minutes) Student summarizing, student sharing and student feedback related to the standard/element.* | **Assessment:** *Clearly describe the assessment tool or the process by which you will be assessing students and/or collecting data.* |
| **Students will make predictions about the next section in the book.**  | **Closing Activities**[ ]  Ask the Teacher Questions[x]  Exit Ticket[ ]  Journal Writing[ ]  K-W-L[ ]  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | DiscussionQuizzes | **Type of Assessment**[x]  Formative[ ]  Summative |
| **Accommodations for Students with Special Needs/Co-teaching Model:** *(504’s, IEP’s, Tier Intervention, etc.) Accommodations change with each lesson plan, this section may be changed daily. Please be specific.* |
|  | **Co-Teaching Model**[ ] One Teach, One Assist[ ]  Alternative Teaching[ ]  Parallel Teaching[ ]  Station Teaching [ ]  Team Teaching | **Response to Intervention**[ ]  Extended Time[ ]  Follow Up Activities[ ]  More Practice[ ]  One-to-One Re-Teaching[ ]  Small Group Re-Teaching[ ]  Whole Group Re-Teaching |
| **Content Vocabulary:** *List the content vocabulary used for this particular lesson.**Stalin**Lenin**Trotsky**Revolution**Soviet Union**Rebellion* | **Technology Used:**[ ]  Computers[ ]  Calculators[ ]  Document Camera[ ]  Clickers[ ]  SmartBoard[ ]  Slate[ ]  Websites [ ]  Software  | **Materials Used:**[ ]  Textbook pp. [ ]  Handouts [ ]  Journals[ ]  Learning Centers[ ]  Books/Novels[ ]  Manipulatives[ ]  [ ]   |
| **Team/Teacher: Roath**  | **Subject: ELA 10**  | **Date: 10/16/13** |
| **Thursday** | **Topic: Animal Farm**  |
| **Standard and Element(s):** *List* ***ONLY*** *the standard and elements used on this particular day.* | **Learning Targets/Lesson Goals:** *What will students learn at the end of the lesson (refer to the elements listed)? The student will …* |
| **ELACC9-10L3:****Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning****or style, and to comprehend more fully when reading or listening.****a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline****and writing type.** | **Students will learn the importance of grammar and its usage.**  |
| **Essential Question:** *Question should be clear and precise. It should compel the student to seek an answer.* | **Do Now** *(5 – 10 min) Clearly describe the activity students will be expected to do upon entering the classroom* |
| **How does the use of grammar impact our writing?**  | **Grab computers.** |
| **Opening:** *(15- 20 min) How will you open your lesson and engage students?* *State the purpose and relevance of the lesson.* | **Work Session:** *(45 – 60 minutes) Clearly explain, in detail, what both the teacher(s) and the students will be doing during the work session.* |
| **Teacher will review policies for compass learning activities.**  | RTI  | **Instructional Methods**[ ]  Discussion[ ]  Flexible Grouping[ ]  Guided Practice[ ]  Scaffolding[ ]  Thinking Maps[ ]  Differentiation[ ]  Peer Teaching[ ]  Think/Pair/Sharing[ ]  [ ]   |
| **Closing:** *(15 – 20 minutes) Student summarizing, student sharing and student feedback related to the standard/element.* | **Assessment:** *Clearly describe the assessment tool or the process by which you will be assessing students and/or collecting data.* |
| **Students will put computers away.**  | **Closing Activities**[ ]  Ask the Teacher Questions[ ]  Exit Ticket[ ]  Journal Writing[ ]  K-W-L[ ]  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | RTI Grades  | **Type of Assessment**[x]  Formative[ ]  Summative |
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| **Team/Teacher: Roath**  | **Subject: ELA 10**  | **Date: 10/18/13** |
| **Friday** | **Topic: Animal Farm** |
| **Standard and Element(s):** *List* ***ONLY*** *the standard and elements used on this particular day.* | **Learning Targets/Lesson Goals:** *What will students learn at the end of the lesson (refer to the elements listed)? The student will …* |
| ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Students will be able to explain relationships between Orwell’s writing and history.**  |
| **Essential Question:** *Question should be clear and precise. It should compel the student to seek an answer.* | **Do Now** *(5 – 10 min) Clearly describe the activity students will be expected to do upon entering the classroom* |
| **How does history drive the future?** | **Why are all of the politicians referred to as pigs?**  |
| **Opening:** *(15- 20 min) How will you open your lesson and engage students?* *State the purpose and relevance of the lesson.* | **Work Session:** *(45 – 60 minutes) Clearly explain, in detail, what both the teacher(s) and the students will be doing during the work session.* |
| **Review parts of speech.**  | Students will read chapters 3 and 4 and take a quiz over the reading. Students will complete discussion questions. Teacher will facilitate discussion about the text and discussion questions. Students will complete timeline of events. | **Instructional Methods**[x]  Discussion[ ]  Flexible Grouping[ ]  Guided Practice[ ]  Scaffolding[ ]  Thinking Maps[ ]  Differentiation[x]  Peer Teaching[ ]  Think/Pair/Sharing[ ]  [ ]   |
| **Closing:** *(15 – 20 minutes) Student summarizing, student sharing and student feedback related to the standard/element.* | **Assessment:** *Clearly describe the assessment tool or the process by which you will be assessing students and/or collecting data.* |
| **Students will choose one character to analyze.**  | **Closing Activities**[x]  Ask the Teacher Questions[ ]  Exit Ticket[ ]  Journal Writing[ ]  K-W-L[ ]  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Discussion questions. | **Type of Assessment**[x]  Formative[ ]  Summative |
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