Green Run High School/ODU Spring 2016

Daily Learning Plan

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| **Teacher: Erica Guardino & Becky Burnsworth** | | **Date:** February 4 and 5 | | **Unit: P2 Unit 1** | |
| **Enduring Understandings: Adolescence is a challenging time during which teenagers must learn new social skills and ways of interacting with others** | | | **Essential Questions: What two factors make adolescence a time of stress and storm? What is the main reason that relationships with parents change during adolescence? Why are relationships with peers so important to adolescents?** | |  |
| **Strategies / 21st Century Skills** | **Learning Target(s): I can explain why adolescence is a time of stress and change for adolescents, their families, and their peers.** | | | **Assessment(s)** | |
| *The Suggested Strategies*  ☐ [3-2-1](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/3_2_1.docx)  ☐ [Acrostic](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Acrostic%2520Poems.docx)  ☐ [Annotation](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Close%2520Reading_Annotation)  ☐ [Anticipation Guide](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Anticipation%2520Guide.docx)  ☐ [Chalk Talk](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Chalk%2520Talk.docx)  ☐ [Character Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Character%2520Map.docx)  ☐ [Close Reading & Written Response](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Close%2520Reading_Annotation)  ☐ [Cloze](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Cloze%2520Procedure.docx)  ☐ [Content Frames](http://www.readingquest.org/strat/storymaps.html)  ☐ [Cornell Notes](https://schools.vbcps.com/sites/MLK/litcor/_layouts/15/start.aspx#/Curriculum%2520R%2520%2520W/Forms/AllItems.aspx?RootFolder=%252Fsites%252FMLK%252Flitcor%252FCurriculum%2520R%2520%2520W%252FLiteracy%2520Strategies%2520Index%252FAdditional%2520Strategies%252FCornell%2520Notes&FolderCTID=0x012000D974138935C79B4DACC78A12)  ☐ [Critical Thinking](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Critical%2520Thinking.docx)  ☐ [Diamante/Cinquain](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Diamante_and_Cinquain.docx)  ☐ [Entrance/Exit Ticket](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Entrance%2520and%2520Exit%2520Tickets)  ☐ [Fact Storming](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Fact%2520Storming.docx)  ☐ [Frayer Word Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Frayer%2520Vocabulary%2520Model.docx)  ☐ [Graphic Organizer](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Graphic%2520Organizers.docx)  ☐ [GIST](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/GIST_Summary.docx)  ☐ [Guided Reading](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Guided%2520Reading%2520Procedure.docx)  ☐ [Insert](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/INSERT)  ☐ [Kaplan’s Icons](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/one_page_icons.pdf?Web=1)  ☐ [Kahoot](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Kahoot.docx)  ☐[K**3**C](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/K3C%2520Vocabulary)  ☐ [KWL Plus](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/KWL%2520plus%2520Summary.docx)  ☐ [MAB/E](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/MABE%2520Vocabulary%2520Strategy.docx)  ☐ [Magic Square](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Magic%2520Squares.docx)  ☐ [Philosophical Chairs](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Philosophical%2520Chairs)  ☐ [Placemat Consensus](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Placemat%2520Consensus.docx)  ☐ [Plickers](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Plickers.docx)  ☐ [Possible Sentences](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Possible%2520Sentences.docx)  ☐ [QAR](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Q%2520A%2520R.docx)  ☐ [Quick Write](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Quick%2520Writes_Learning%2520Logs%2520and%2520Journals.docx)  ☐ [RAFT](http://www.readingquest.org/strat/raft.html)  ☐ [RATA](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/RATA_Read%2520Aloud-Think%2520Aloud.docx)  ☐ [ReQuest](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/ReQuest%2520Strategy.docx)  ☐ [RT](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/RT_Reciprocal%2520Teaching.docx)  ☐ [Say Something](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Say%2520Something)  ☐ [Socratic Seminar](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Socratic%2520Seminars%2520Procedures.docx)  ☐ [Story Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Story%2520Map.docx)  ☐ [SQ3R](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/SQ3R.docx)  ☐ [THIEVES](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/THIEVES.docx)  ☐ [Think Aloud](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Think%2520Aloud.docx)  ☐ [Walkabout](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/WalkAbout.docx)  ☐ [Webbing](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Webbing.docx)  ☐ [Word Sort](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Word%2520Sorts.docx)  ☐ [Word Splash](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Word%2520Splash.docx)  ☐ Other | **BEFORE LEARNING:** [Before Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/Before%2520Learning%2520Strategies%2520Index.docx)   * Teacher focuses attention and sparks curiosity; students are caused to think about what they already know * Set the purpose (not the agenda) for why students will be doing what they’re doing | | | | |
| Journal questions for Flowers for Algernon progress reports 1-8 (questions 6-10) | | | Formative; journal entry (submitted digitally) | |
| **DURING LEARNING:** [During Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/During%2520Learning%2520Strategies%2520Index.docx)   * Strategies for active engagement with the new content * What are students doing **while** reading, viewing, or listening? | | | | |
| PowerPoint presentation on the material from Chapter 11 Section 2. Discussion of phenomenon of “storm and stress” in adolescent development (see “storm and stress/sturm und Drang” on text page 312). Also cover cognitive development while assessing students own cognitive development with an examination of facial expressions. | | | Formative; simple hand-raising poll taken of students as they examine peoples’ facial expressions (http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/onereason.html) | |
| **AFTER LEARNING:** [After Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/After%2520Learning%2520Strategies%2520Index.docx)   * How will students apply the new knowledge? * How will students be prompted to reflect on what they learned and how they learned it? | | | | |
| Modified Quick Lab (page 313), Analyzing adolescents on television: Show an early episode of the series *Glee*. As they watch, have them draw a two column chart with headings “accurate/fair” and “inaccurate/unfair” to record their evaluations of the teens the see on TV. Discuss their responses. Ask them what they think the purpose was of each negative portrayal and what attitude in society it reflects. | | | Formative; two column chart of their observations of adolescent behavior in the media. | |
| **CLOSURE:** | | | | |
| **Section 2 assessment questions (1-3) delivered orally**  **-When does adolescence end?**  **-With which parent are adolescents more likely to interact?**  **-Why are adolescents influence by their peers?** | | | | |
| **LESSON REFLECTION:** | | | **Homework:** | |
| The audiobook for Flowers for Algernon ran longer than I thought it would (read progress report 8). Need to check in advance to see how long each progress report runs. The students enjoyed the facial expression experiment and were excited that they beat the national average (correctly interpreted 70% of the time). It took much more convincing to get them to watch Glee; CF pointed out that there are not many black adolescents on this show—not representative of their personal reality. Will need to consider this if I give the lesson again in the future, but I still hold that the program was selected not for entertainment but for the purpose of picking out stereotypes. Got through the first 11 minutes of it (which seemed like enough) but ran out of time to go over their results. Offered 5pts extra credit to anyone who fills up the whole sheet and can tell me the ending of the episode. | | |  | |

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| **Short Description of Lesson**  This lesson is designed to explore how our students see themselves and how society sees them. Students will gain basic information about social and cognitive development through a short PowerPoint presentation. They will then take part in a simple experiment to test their ability to understand the feelings of others with their current level of cognitive understanding. They will then watch an episode of a popular television show that focuses on adolescent development. After they watch, we will discuss elements that seemed accurate and those that seemed unfair and why they felt this way or thought society felt this way. We will close by returning to the learning target. |
| **Focus**  ***Virginia Beach Standards (\*there are not state or national standards for psychology or sociology)***  PSYII.1.2 Describe the cognitive and social development of adolescents.  Content specifications:   Relationship with peers |
| **Procedures**  **Lesson Set**  *Independent journaling*  *Gauge understanding by simple poll*  *Two column chart to record analysis and observations of film*  *Oral assessment*    **Rationale**  *This lesson ties in with the previous lesson covering physical development in adolescence. A connection is made early in the lesson when we discuss the physical development of the adolescent brain and how this corresponds to cognitive and emotional development; the transition to social development is easy from here. This lesson will also draw on material they learned earlier in the year when they studied neuroscience. The will be able to consider all of the changes happening in their own bodies and minds, determine how they feel about this, and analyze what society thinks of this.*    **Techniques and Activities**   1. Read along with “progress report 8” in novel *Flowers for Algernon* by Daniel Keyes book-on-tape (20 minutes) 2. Independent journaling activity (8 minutes) 3. Learn new terminology and copy down relevant vocabulary words (use as study guide later) (20 minutes) 4. Watch video on major topics covered (22 minutes) 5. Discussion of student findings from video (15 minutes) 6. Oral assessment of comprehension (5 minutes)     **Student Products**  *Journal entries- help me gauge their understanding of the literature*  *Vocabulary guide- keep them engaged in the presentation and provide a study tool for summative assessment*  *Two-column chart- assess student’s critical thinking skills and ability to analyze popular media in a scientific way*  **Differentiated instruction**    *To help students reading below grade level, guided reading notes will be provided for the novel reading activity. Additional resources can be provided to assist learners in following the presentation; other handouts with the vocabulary completed that ask students to do things like matching and true/false may be more appropriate here. For students who are having difficulty analyzing the video, I can provide a sheet with the specific characters names listed and ask the students to describe what they see and hear from each of these characters while we watch the video; connections between the characters in the program and adolescents in real life can be drawn out further in class discussion.* **Collaboration with Families** *Families will have received a letter with a copy of the syllabus as well as my contact information. Students who experience difficulties or disruptive behavior can expect to receive a phone call and/or email from me as is deemed appropriate by the clinical faculty.* |
| **Resources**    **Materials and Additional Resources**  Rathus, S. A. (2010). *Holt McDougal psychology: Principles in practice*. Austin, TX: Holt McDougal.  Keyes, D. (1966). *Flowers for Algernon*. New York: Harcourt, Brace & World.  Laptop  Promethean board  Cables to connect computer and board  Teacher created handout (two column chart)    **Web and Attachment Resources**  Internet connection  Login information and access to Netflix  Brennan, I., Falchuk, B., & Murphy, R. (Writers). (2009, May 19). Pilot [Television series episode]. In Glee. Fox. |
| **Self-Assessment Reflection** The audiobook for Flowers for Algernon ran longer than I thought it would (read progress report 8). Need to check in advance to see how long each progress report runs. The students enjoyed the facial expression experiment and were excited that they beat the national average (correctly interpreted 70% of the time). It took much more convincing to get them to watch Glee; CF pointed out that there are not many black adolescents on this show—not representative of their personal reality. Will need to consider this if I give the lesson again in the future, but I still hold that the program was selected not for entertainment but for the purpose of picking out stereotypes. Got through the first 11 minutes of it (which seemed like enough) but ran out of time to go over their results. Offered 5pts extra credit to anyone who fills up the whole sheet and can tell me the ending of the episode. |