

Daily Strategic Lesson Plan

Subject: Reading Math Science **Social Studies** Elective

ACOS Standard: 4) Describe changing social conditions during the Progressive Period.

- Analyzing the impact of early civil rights movements on the lives of Americans

Resources: Chart paper, markers, jot note directions, textbooks, and First Lines graphic organizer

Before- Active Prior Knowledge/Build Prior Knowledge/Emphasize Concept/ Introduce or Discuss Key Vocabulary/Grab Attention/Generate Questions/Set Purpose

Strategy: Structured Quick Write (First Lines)

Purpose: Activate Prior Knowledge

Student Tasks: Complete parts 1-2 on the First Lines graphic organizer; identify important clues for making a reliable prediction; explain why their prediction is possible

During- Monitor Understanding/Make Connections/Infer *Draw Conclusions/ Summarize/Analyze/Synthesize/Create Mental Images

Strategy: Think aloud with Jot Notes (Skim and Scan)

Purpose: Determine important information(people, events, dates, and causes and effects) in each section

Student Tasks: Actively listen to teacher's demonstration; do a close read of text looking for answers to the Jot Note Guiding Questions; contribute important information to the Process Poster

After-Confirm or Adjust thinking / Document Learning/Identify Helps or Hindrances

Strategy: Structured Quick Write (First Lines)

Purpose: Confirm prediction or clear up misconceptions

Student Tasks: Complete part 3 on the First Lines graphic organizer; assess the quality of their predictions; confirm or refute their predictions

Next Steps:

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Subject: Reading Math Science **Social Studies** Elective

ACOS Standard: 4) Describe changing social conditions during the Progressive Period.

- Analyzing the impact of early civil rights movements on the lives of Americans

Resources: Process Poster, Process Poster Pyramid, and Big note cards

Before- Active Prior Knowledge/Build Prior Knowledge/Emphasize Concept/Introduce or Discuss Key Vocabulary/Grab Attention/Generate Questions/Set Purpose

Strategy: Vocabulary Cards

Purpose: Discuss Key Vocabulary words / Active Prior Knowledge

Student Tasks: Complete each section of the card; review yesterday's big ideas; talk with partner; write and illustrate examples and non-examples

During- Monitor Understanding/Make Connections/Infer *Draw Conclusions/Summarize/Analyze/Synthesize/Create Mental Images

Strategy: Think aloud with Process Poster

Purpose: Analyze information and draw conclusions about which events most clearly demonstrates the target word from the Vocabulary Card - anti

Student Tasks: Actively listen to teacher's demonstration; do a close read of text looking for facts to complete the Process Pyramid; share rationale for including their 3 facts - in the reasons box

After- Confirm or Adjust thinking / Document Learning/Identify Helps or Hindrances

Strategy: *Say Something Sticky Notes*

Purpose: *Demonstrate Learning - respond to one of the following tasks:*

- 1. The next time I hear or see the word anti- I will know...*
- 2. 3 ways people were discriminated against during the late 1800s and early 1900s*
- 3. Use the graphic on pp. 629 to answer this question: how does population effect anti-immigrant feelings?*

Student Tasks: *Complete part 3 on the First Lines graphic organizer; assess the quality of their predictions; confirm or refute their predictions*

Next Steps: