**Level: Developing – Challenges**

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| **Stage 1 – Desired Results** | |
| **Established Goals:** | |
| **Understandings:**  *Students will understand that*   * There are many kinds of challenge * Challenges are part of everyone’s life. * People respond to and resolve challenges in a variety of ways. * Challenges can make us stronger | **Essential Questions:**   * How does a person change as a result of challenge? * How does a challenging situation influence how one thinks and acts? * How do people respond to and resolve challenges? |
| Students will know÷   * The structure of a short story * Story elements | Students will be able to ÷  *(Language functions)*  Recognize: Main idea and supporting ideas from a paragraph and short stories  Analyze: character traits- strengths and weaknesses  Identify: the elements of a story   * Title ␣ * Setting ␣ * Characters   (antagonist/protagonist)   * Plot * Conflict (person vs. person, Person vs. nature, Person vs. fate, Person vs. society, person vs. self.   Cause and Effect: Students will understand cause and effect  Infer: Predict events in story. Use details to infer what’s happening in the story (read between the lines). |
| *Unit Vocabulary: challenges, obstacle, disability, strive, overcome, goals, long-term goals, short-term goals, aspiration, expectation, courage, bravery, success, failure, expectation, conflict, struggle, resolution*  *Organize according to parts of speech i.e. Noun: aspiration Verb: aspire Adjective: aspiring* | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**   * Write a well-developed paragraph about three challenges you experienced immigrating to the US. * Write a letter to a friend who is facing a challenge. Give advice to him/her on how to solve the problem. * Debate (See *The Big Wave*)   Note:   * Used graphic organizers * Topic sentence is clear * Ideas are developed: * Facts,Reasons, Examples, Details * Appropriate grammar and mechanics | **Other Evidence:**   * Use content vocabulary * Vocabulary quizzes * Note: Beginning of the year writing prompt to be placed in ELL folder:   \*Write a well-developed paragraph(s) about a challenge you or someone you know has faced or is facing. Explain how that person dealt with the challenge. (Note: Refer to Kate Kinsella, Empower, etc.) |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**   * Brainstorm challenges that people face (students, immigrants, etc.) and how they might overcome those challenges * Create a map of personal goals for the year (hope, should, If÷then, cause and effect: because, etc.) * Role play a situation where students have to solve a problem. * Create a Reader’s Theater skit based on one of the short stories. * Create a web to illustrate the traits of characters or people who have overcome challenges * Read and report on a biography of a famous person who has overcome challenges * Responding to a writing prompt * Read and report on current events ( local, national, global) * Interview parents, teachers, adults about a challenge they face. | |
| **Materials and Resources:**  “Helen Keller”( Launch into Reading or Reading Power (purple) p. 49-55)  “The Diary of Anne Frank” (excerpt, Launch into Reading, p. 112 and VIL Bronze)  “No Speak English” (Launch into Reading, p. 124)NSHS  “Black Boy” (Spotlight on Literature, Collection #3, p.34)  “David and Goliath” (Spotlight on Literature 1- p. 80)  “The Mystery of Heroism” (Spotlight on Literature- 1 (p.2)  “Rikki Tikki Tavi” (Spotlight on Literature- 1 (p. 10)  “The Revolt of Mother” (Spotlight n Literature- 1 (p. 21)  “La Bamba” by Gary Soto (Brown)  Newspapers, magazines (Time for Kids, etc)  *The Big Wave* by Pearl Buck Number the Stars by Lois Lowry Note: \*Debate Should Jiya live with the old gentleman?  *Lyddie* by Katherine Paterson Island of the Blue Dolphins by Scott Dell  *Letters from Rifka* by Karen Hesse  *Hatchet* by Gary Paulsen  *Sign of the Beaver* by Elizabeth G. Speare  *Sadako* by Eleanor Coerr | |
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