**Lesson Plan - Day 19 of Unit (Thursday)**

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| **Lesson Objective/s:** Students will continue to read *Fahrenheit 451*, create and pose their own questions, and answer classmates’ questions. They will gain a larger understanding of Bradbury’s major authorial themes by reading one of his short stories. |
| **State Standard/s:** CC.9-10.R.H.5 Craft and Structure: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis (short story versus book) |
| **ELD Standard/s:** Creation and analysis of questions. |
| **Formative Assessment/s:** Monitoring student comprehension by walking around and working with them if they have questions during small group and independent activities. Informally evaluating student comprehension during a short class discussion before the small group activity. |
| **Summative Assessment/s:** Grading the students slips (from the *Fahrenheit 451* reading) and T-charts and their responses (from the short story). |

Instructor: \_\_\_\_\_\_\_Alexandra Bell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_Dystopian Societies and Literature as a Vehicle for Social Change\_\_\_\_ Subject: \_\_\_\_English\_\_\_

Check box if part of a larger unit: \_X\_

Where does the lesson fit in: Begin \_\_ Middle \_\_ End \_X\_

Duration of Lesson: \_\_\_\_\_50 minutes\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_Sophomores\_\_\_

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher\_\_\_\_\_\_\_ volunteer \_\_\_\_\_

**Understanding Your Learners through contextual details**

(ELLs & ELD levels, IEP/IDP, 504, GATE, Gender, Ethnicity)

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| In a snapshot narrative paragraph, describe the context of the instructional group. Describe major areas such as cultural, family structures, ELL levels. SES, etc.? What are the most important details that may inform your instruction and support your learners?  The school is located in a suburban area.  Our classroom is a diverse group of learners, with 24 students: 8 African Americans, 3 Asian Americans, 6 Hispanic Americans, and 6 White students.  About one third of the students in the class are on free and reduced lunch. One of these students is an English Language learner, and another has dyslexia.  Because this novel is written from the perspective of a White author during the 1950s, it may be relevant to discuss the implications of this, and the lack of representations from other races.  There is also a wealth of assets in a classroom so diverse, particularly in discussions about diversity, and these assets should be deliberately accessed during lessons.  Also, since there is such a range of socio-economic statuses, it is also to remember that all students may not have access to a computer and technology at home to complete writing assignments. |

**IEP Goals** Directions: List students’ goals as they apply to this lesson.

Large Group/Whole Class Instruction – Select 2-4 students for instructional focus.

Small Group / Individualized Instruction (< 5 students)

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| Student(s) | IEP Goal/Objective  (standards based) |
| Lizzy Taylor | Learning Disability. Class participation and retention/ comprehension of major themes and topics. |
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LESSON PLAN & PROCEDURES

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| Lesson Elements | Identify Formative Assessment as it occurs in the lesson | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | 1. Pull up the PowerPoint presentation, with this day’s Quick Write for students to answer. The question is “Montag put himself in danger and is running away – being chased by the Mechanical Hound – to protect books and the knowledge they symbolize. Faber admits that he was not brave enough to do this. Does this make you reevaluate the power of books? Would you act more like Montag or like Faber in this situation? Are there other things in life you would be this protective about?”  2. Ask students to share their answers. | 5-10 mins. | Students will begin working on individually answering this Quick Write as soon as they come in the room. | N/A | I will walk around the room to make sure students are working and answer any questions they may have. | PPT slide with Quick Write question. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Teacher will model the Reciprocal Reading activity students are about to do by reading the first two pages (115-117, ending with, “‘Police Alert. Wanted: Fugitive in city. Has committed murder and crimes against the State. Name: Guy Montag. Occupation: Fireman. Last seen…’”). Ask the class, “what are they implying he has done when they say, ‘crimes against the State’? Do you believe there should be such a category, and if so, what do you think qualifies as a crime against the state?” | 5 mins. | Students will listen as the teacher reads aloud and participate in the short class discussion on the question posed. | N/A | I will check for understanding by posing my question and gauging their responses. | None |
| Guided Practice | 1. Pair students up and tell them to take turns reading two pages at a time, pausing at the end of each section to ask the other student a question about what they just read. Have slips of paper for each student, with one person from each group getting slip A and one getting slip B. Slip A will have their page delineations written on it (118-119, 122-123, 126-127) and space for them to write their questions down. Slip B will have their page delineations (120-121, 124-125, 128-break on p.130) and space for their questions.  2. Give students time to read and create/answer questions in their pairs. | 20-25 mins. | Students will read aloud in turns with a partner and ask and answer questions they come up with. Students will record these questions on either slip A or B. | N/A | I will check for understanding by walking around the room as they work, and by looking over the questions they came up with when they turn slips A and B in to me at the end of the activity. | Slip A (12 copies)  Slip B (12 copies) |
| Independent Practice | 1. Pass out copies of “There Will Come Soft Rains” by Ray Bradbury.  2. Explain that you want students to read this independently. Help them make a T-chart before they begin and tell them to put two quotes in the left column and a corresponding question in the right column as they read. Show them a demonstration T-chart.  3. Explain that at the end of class they will turn them in, I will shuffle them, and give them out. Students will respond to their classmate’s chosen quotes and questions for homework.  4. Give students time to read and create their T-charts. | 15 mins. | Students will create a T-chart as they read “There Will Come Soft Rain” independently. | N/A | I will walk around class as students read and create their t-chart, and answer any questions they may have. | Copies of “There Will Come Soft Rains”  Example T-chart |
| **Extended Practice** | 1. Students will respond to their classmate’s chosen quotes and questions before the next day’s class. | HW |  | N/A |  |  |
| **Lesson Closing** | 1. Collect and shuffle up the students’ t-charts and then randomly pass them back out to students. Remind them to respond to the questions before class tomorrow.  2. Explain that for extra credit, they should write a short paragraph comparing and contrasting the effect the structure had on their impressions of the stories (novel versus short story). Have this prompt typed up on a handout that students can take as they leave class. | 2 mins. | Students will receive another student’s t-chart and answer those questions for homework. | N/A | I will collect the students’ questions and answers the next day and evaluate how well they comprehended the material. | Extra Credit Prompt Handout |

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| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | |
| **All** | All students will do the Quick Write, participate in class discussion, come up with questions to ask their partner, and create a T-chart as they read the short story. |
| **Some** | Some students will read aloud certain sections of Fahrenheit 451, while other students read a different section. |
| **Few** | A few students will have an outline of the major themes and examples of possible questions (if this is an applicable accommodation for them). |