**Lesson Plan – Day 20 of Unit (Friday)**

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| **Lesson Objective/s:** Students will strengthen their skills at comparing and contrasting texts through the juxtaposition of Emerson’s *Nature* with a specific section of *Fahrenheit 451*. They will read and analyze the latter text collaboratively and work on a written response independently. |
| **State Standard/s:**  CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions  (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’  ideas and expressing their own clearly and persuasively.  CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **ELD Standard/s:** Text analysis and written analysis, following a “compare and contrast” theme. |
| **Formative Assessment/s:** I will check for student comprehension by observing their groups one-on-one throughout the lesson and through the exit slip. |
| **Summative Assessment/s:** I will assess students based on their responses to the writing activity. |

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 “Yesterday in the reading Montag imagines being caught by the police and the Mechanical Hound and tries to think of what he could say to ‘sear all their faces and wake them up’ (128). What are some things you would say to the people who live in the city in this book?”  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. Some will share their answers with the class. | 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. Pass out copies of the excerpt from Emerson’s *Nature*.  2. Read the first chapter of Emerson’s *Nature* aloud to the class.  3. Provide a Guiding Question for students to think about as we read the next section of *Fahrenheit 451*: “In what ways is Emerson’s journey into nature similar to Montag’s?”  3. Pass a handout to students with this question at the top of the page and instructions for them to write a short (2 paragraph) response, incorporating one quote from *Nature* and one from *Fahrenheit 451* after they have read*.* This will be a place for them to jot down notes as they read *Fahrenheit 451* before working on the writing assignment (as homework). | 10-15 mins. | Students will highlight sections they think are important in their own copies of *Nature* as they listen. | N/A | I will look up from reading to check comprehension from facial cues and body language, and will walk around the class as I read. | Copies of *Nature.*  *Nature/Fahrenheit* Comparative Response Handout |
| Guided Practice | 1. Break students into groups of four and have them read pages 130-138 in *Fahrenheit 451*, using the Directed Reading-Thinking Activity approach (students will already be familiar with this).  2. Explain that they can keep the *Nature/Fahrenheit 451* Comparative Response handout on their desks to write down quotes they want to use in their response or concepts their group brings up in discussion after reading.  3. Give them time to read in groups and time to brainstorm on their responses to the short writing prompt. | 30 mins | Students will read and discuss in groups of four. | N/A | I will sit with each group for five minutes as they work. | *Nature/Fahrenheit* Comparative Response Handout |
| Independent Practice | 1. If groups get finished early, they may take the rest of class to begin drafting their short written response. |  | Students will work on their responses, if they have time | N/A | I will be available if they have questions they want to ask me about the assignment | None |
| **Extended Practice** | 1. Students can work independently at the end of class on their assignment. Otherwise, it should be completed at home. |  |  | N/A | I will read and give feedback on these assignments, using them to check for comprehension. | None |
| **Lesson Closing** | 1. Students will quickly fill out a short multiple choice exit slip:  How often do you spend time outside? (not including walking  from the bus into school, etc)  a. Every day b. A few times a week  c. Every once in a while d. Almost never    Do you wish you had more time to spend outside?  a. Yes b. No | 1 min | Students will circle the answers that apply to them before leaving class. | N/A | I will read these responses after class. | Copies of the exit slip |

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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 read Fahrenheit 451 in their group, begin work on the writing activity, and complete the exit slip. |
| **Some** | Some students will have time to independently work on their written response. |
| **Few** | A few students may complete their written response by the end of class. |