**Lesson Plan – Day 22 of Unit (Tuesday)**

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| **Lesson Objective/s:** Students will strengthen their analysis and comprehension skills of one of the novel’s themes in depth, reading academic articles as supplementary material.  |
| **State Standard/s:** CC.9-10.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.CC.9-10.R.H.9 Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources. |
| **ELD Standard/s:** Analysis and comparison of two literary works. |
| **Formative Assessment/s:** Participation in discussion, work observed while the teacher walks around the classroom. |
| **Summative Assessment/s:** Final paper (after unit). |

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, “By the end of the novel, Montag develops a passion for knowledge, and believes in freedom of speech and acceptance of diversity. Are there things that you have become more passionate about as you have grown up? What are they?”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. Hand out the Supplementary Reading Materials packet.2. Go over a PPT presentation that goes over the different thematic quotes that students put on the left side of the Reading Logs (or which you know connect to relevant quotes they may have picked). Introduce different aspects of these issues. Then, explain that students should pick one of these themes/one of the quotes from their Reading Log and read the corresponding article in the Supplementary Reading Materials packet. The theme will be paired with the correct article in the PPT. | 10mins | Students will listen to the PPT presentation, taking notes, and then they will pick which theme they would like to focus on.  | N/A | I will use facial cues and body language to check for understanding. I will ask whether students need further clarification and let them know to ask me questions whenever they arise. | PPT presentationArticles |
| Guided Practice | 1. Students will have the option of reading their article individually or with a partner. They will be given the option to work in different areas of the room than normal, but with the expectation that they will be working diligently the entire time.  | 35 mins | Students will read the corresponding article. | N/A | I will walk around the room as students work. | Articles |
| Independent Practice | 1. Students read their article and pick out two quotes from it that connect to their main theme and quote from *Fahrenheit 451*. |  | Students will look for connections between the two pieces of writing, picking out the most salient points. | N/A | I will walk around the room as students work. | Articles |
| **Extended Practice** | 1. This will be developed into a larger paper after the unit has ended.  |  | Students will write a longer, analytical paper that includes a secondary source. This will be one of the largest and most challenging papers of the year. | N/A | I will see how well they understood from their essays, once completed. |  None |
| **Lesson Closing** | 1. Discuss which theme students chose and why. Discuss whether they liked the supplementary articles that they read. Briefly describe the next day’s lesson and activity.  | 0-5 mins | Students will participate in the discussion. | N/A | I will gauge how well the activity worked and how much students understood from this discussion. | None |

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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 an article and begin the preparatory work for their final paper. |
| **Some** | Some students will participate in discussion. |
| **Few** | A few students will finish reading the article early. I will explain the final paper prompt more fully and encourage them to write out the important points of the article, finding more quotes to possibly use.  |