**Lesson Plan – Day 23 of Unit (Wednesday)**

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| **Lesson Objective/s:** Students will discuss major themes of the novel and chart Montag’s progression through the novel, analyzing and creatively depicting the most important aspects of his character and how they relate to the overall themes of the book. |
| **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.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (music, visual, book quote) |
| **ELD Standard/s:** Understanding of imagery, analysis of character, and reflection on major themes. |
| **Formative Assessment/s:** Participation in class, work in groups. |
| **Summative Assessment/s:** “Open mind” diagram activity, responses to the anonymous survey. |

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 \_\_\_\_\_

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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. This Quick Write has two choices: “Can you think of any music that has themes that match the ones in Fahrenheit 451, or that are similar in style? What about these themes resonate with the audiences?” or “What are some of the defining images of the novel or actions that Montag took? What has stayed with you throughout the unit about his character and the experiences he goes through?”  2. Ask students to share their answers. | 5 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. Pair students into groups of four.  2. Explain to the class how to do an “Open mind” diagram activity.  3. Put a list of relevant page numbers on the board that can lead students back to passages that deal with Montag as a character, if they need to reference it.  4. Pass out all the supplies necessary. | 5 mins | Students will listen to the instructions, reread sections of the book before the activity if they need to, and get in their groups. | N/A | I will ask students whether the directions are clear before letting them moving on to their groups. | Butcher paper, coloring pencils, pens, or markers. |
| Guided Practice | 1. Students will complete the activity in their groups, asking me questions when necessary. | 30 mins0- | Students will complete the “open mind” diagram in their groups. | N/A | I will walk around the classroom to monitor progress. | Butcher paper, coloring pencils, pens, or markers. |
| Independent Practice | 1. When the groups have finished, pass out an anonymous survey for the students to fill out. This is a “Ranking and Consensus Building” activity that I will then compile and give them the results of (looking at the class as a whole).  2. The survey will have questions that ask them to rank the themes of *Fahrenheit 451* in terms of most important to them to least important. It also asks multiple choice questions similar to the exit slip given during the second lesson of this week (day 20 of the overall unit). | 5 mins | Students will complete the survey. | N/A | I will review these surveys and compile statistics of their answers, which will help inform me on their understanding and positions on the major topics. | Copies of the anonymous survey |
| **Extended Practice** | 1. If there is time left in class, have students give a quick one-minute summary of their “open mind” diagrams to the class. Either way, hang these diagrams up on the walls of the classroom. | 5 mins | Students will present their work to the class. | N/A | I will listen during discussion to check for comprehension. | None |
| **Lesson Closing** | If there is time, have a short class discussion of the book’s ending and the resolution of Montag’s character development. Discuss what students will be doing in the next day’s class. | 0-5 mins | Students will participate in discussion. | N/A | I will listen during discussion to check for comprehension. | 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 complete the activity and survey. |
| **Some** | Some students will participate in class discussion. Some will finish the activity and survey early and can either work on developing further the paper started yesterday, or read independently. |
| **Few** | A few present their diagrams to the class; the rest will present theirs at the beginning of the next class if they are interested but there is no time today. |