**Lesson Plan**

Instructor: \_\_\_\_\_Jeanne Zeller\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson Objective/s:**   * + - Students will be able to critically read an academic article using strategies taught during class. |
| **State Standard/s:**  CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Class participation (while I walk around room), RT charts filled out |
| **Summative Assessment/s:** none |

Topic: \_\_\_\_\_\_\_ *Fahrenheit 451*\_\_\_\_\_\_ Subject: \_\_English\_\_

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

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

Duration of Lesson: \_\_\_\_\_\_\_50 min\_\_\_\_\_\_\_\_\_ Grade\_\_10\_

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) |
| Lizzie Taylor | Lizzie will be required to do everything that her peers do in this assignment, as she needs the practice for her own reading comprehension, as well as the fact that reading in a group will help to scaffold her reading. I will allow Lizzie to pick her group so that she is more comfortable reading in front of her peers. |
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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) | * Lesson goals/objective   + - Students will be able to critically read an academic article using strategies taught during class. * Anticipatory Set – activating prior knowledge –   + - Quick-write: Does your attitude towards Beatty change at all after the last pages of his life?     - In second part of direct instruction, make sure to establish with class what a graduation speech is. * Front loading concepts | 5 min | Students will be writing for the full 5 minutes | N/A |  |  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. After quick-write, discuss. Leading questions for discussion:    1. Did we learn anything new about Beatty in these pages?    2. If students are still giving very bland, “I don’t like him” answers without evidence, demand that you won’t listen to opinions unless they find and support it with evidence 2. Ok. We’re going to switch gears a little bit now. A lot has happened in the book for the past couple pages: Montag’s transforming into a rebel gone rogue, Faber is coming out of his shell and doing something with all of his cynical thoughts, for once in his life, Beatty, the captain of the firehouse, is dead….Throughout all of this, we’ve had a solid theme of thinking and leadership (on top of the importance of books, of course). What I’m about to hand out to you is an excerpt from a lecture by a guy named William Deresiewicz *(pull up picture).* This lecture was given to freshmen students at the United States Military Academy at West Point, both as some advice for college, as well as for life. In college, both smart people as well as sweet bands tend to be brought in to speak/perform to college students, and it is my understanding that this lecture was one of those: Deresiewicz was paid to come to West Point and give a speech to students. He was an English professor at Yale for a number of years, and now he’s a full time author. 3. The reason we are reading this article is because, although it was written decades after Fahrenheit 451, it has many of the same themes that we see in the book, some contradicting the book, some expanding on Bradbury’s ideas. And since literature is always in conversation with itself, and chances are, Deresiewicz, being an English professor, probably read Fahrenheit 451 at some point, or at least something that was influenced by it, it is reasonable to say that Deresiewicz is responding to some of its ideas. Maybe not consciously, but subconsciously. 4. (hand out article) | 5 min | Students will be actively participating  Students will be listening | N/A |  | Desks set up in groups of 4, ready to go  Picture of Deresiewicz on google images  Class copies of “Solitude and Leadership”  Class copies of RT worksheet |
| Guided Practice | 1. Today, you are going to get into groups of 5 and use Reciprocal Teaching to read two pages of it. What is Reciprocal teaching, you say? 2. Begin demonstration of Reciprocal teaching    1. Hand out worksheet.    2. Explain they should write down what I say under the column of whatever hat I’m wearing, as this will be their model.    3. Read the first paragraph. Reiterate should take notes.       1. Read first three sentences          1. Put on summarizing hat             1. Ok, since I’m the summarizer, I’ll summarize this. Basically he’s posing a problem with his own title, saying that solitude and leadership are two very different things—so how could this talk be about both?             2. *Hand hat silently to someone I can depend on to demonstrate on the next round*          2. Put on clarifier hat             1. Read rest of the paragraph             2. I wonder what he’s going to do to relate these things…             3. I wonder why he is starting his paper by telling us it doesn’t make sense…             4. *Hand hat silently to someone you can depend on to demonstrate on the next round*          3. Put on questioner hat             1. First of all, what do solitude and leadership have to do with eachother? That’s what I had written first before we started reading.             2. Second of all, who is Thoreau?             3. *Hand hat silently to someone you can depend on to demonstrate on the next round*          4. Put on predictor             1. I think that the next couple paragraphs is going to explain that solitude and leadership are actually related, and that he is going to give us reasons why.             2. *Hand hat silently to someone you can depend on to demonstrate on the next round*          5. Relator             1. When the author talks about multitudes of people following something, it reminds me of in *Fahrenheit 451* the entire people following along with what society tells them.             2. *Hand hat silently to someone you can depend on to demonstrate on the next round*       2. Read next paragraph          1. Have each student handed a hat to demonstrate their roles, imitating what you did last time.       3. Ask for questions on the roles.    4. Assign 2 groups pages 1-6, the other three 7-12    5. Tell students that after every page, they must switch roles    6. Each role should contribute something after every paragraph, but each person in the group only needs to write down one thing from each role for every page.    7. Tell students they have until the end of the period to work, and that they should aim to get through about 3-4 pages today | 10 min  25 min | Students will be watching and critically thinking about what I am doing  Group of students will be imitating what I just did, the rest of the class will watch  Students will work with their groups, switching roles after every page, and making sure they have something written for every role for ever page | N/A |  | 4 hats, each with different labels on them:  -Clarifyer  -Questioner  -Predictor  -Summarizer  -Relater |
| Independent Practice | 1. Each student works in their own specific role during reciprocal teaching independently |  |  | N/A |  |  |
| **Extended Practice** | Homework: finish “What do books do?” charts to be ready to turn in tomorrow |  |  | N/A |  |  |
| **Lesson Closing** | Tell students to mark their place to return to tomorrow. |  |  | N/A |  |  |

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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 participate in groups** |
| **Some** | **Students will demonstrate RT for the class** |
| **Few** | **Students will ask me questions about the article after class** |

* **Attach Classroom Profile (Highlight students in lesson for instructional focus**