**Lesson Plan**

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

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| **Lesson Objective/s:*** + - Students will be able to draw connections between Fahrenheit 451 and article
		- Students will be able to critically read an academic article, and compare its content to another piece of work
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| **State Standard/s:** CC.9-10.R.H.6 Craft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Class participation—particularly presentations and answer to question linking article to book, work during class in groups (I will assess as I go around the room) |
| **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 draw connections between Fahrenheit 451 and article
		- Students will be able to critically read an academic article, and compare its content to another piece of work
 |  |  | N/A |  |  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Direct students to continue reciprocal reading with the article, and tell them that they have 20 minutes to finish. Reiterate that they need to switch roles after every page, and sum up the roles’ responsibilities
	1. Summarizer—sum up in your own words
	2. Clarifier—wonder about something
	3. Questioner—ask a direct question about a specific thing you are confused about or don’t know
	4. Predictor—predict what he is going to talk about next
	5. Relater—Relate/link ideas to Fahrenheit 451
2. Once they finish, direct them to gather with the other group(s) that did their section, and give them 5 minutes to prepare how they will present their summaries and things they related to Fahrenheit 451 to the rest of the class.
 | 20 min5 min | Students will return to their groups, pull out their RT tables and articles, and continue working, finishing to the end of the article | N/A |  | Extra articles/RT worksheets |
| Guided Practice | 1. Groups present their half of the article
2. Begin discussion
 | 10 min | Students will have at least two students presenting information from charts | N/A |  |  |
| Independent/Guided Practice | 1. Write, pair, share: Do Montag and Faber fit Deresiewicz’s descriptions of what it takes to be a good leader?
2. Discuss question as a class
 | 5 min8 min | All students will wrte their answer for1 min, andthen discuss with a partner for 1 min, then discus with the class for 8 minutes | N/A |  | Student notebooks |
| **Extended Practice** | Extra credit questions for tomorrow: -Check out page 112: What is the image of flying near the sun a reference to?-Can you find references to other works of literature in this book? Specify. | 2 min | Students will write down extra credit questions | N/A |  |  Questions ready on projector screen |
| **Lesson Closing** | Wrap up, tell students to bring reciprocal notes and “What do books do” chart with them to class the next day. |  |  | 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** | **Students will participate at some point during class, and write for quick-write and exit slips.** |
| **Some** | **Some students will present their information** |
| **Few** | **Few students will not be required to present their information, and instead be required to actively listen during presentations** |

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