**Lesson Plan One**

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| **Lesson Objective/s:** Students will be able to use critical thinking skills to explore the meaning behind the title of the novel and understand it more personally through an in-class demonstration. |
| **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.R.I.2*Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the  text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Use the free-writing activity to monitor and assess student progress. |
| **Summative Assessment/s:** This lesson will build up to summative assessments regarding comprehension of the book in its entirety. |

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 minutes Grade Sophomore

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher X 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. Warm up with a mini-science presentation about fire and the temperature at which things burn. Explain and watch a short video demonstrating that fire burns at 451 degrees Fahrenheit, relating to the title of the book.  2. On the end of the PowerPoint presentation regarding the mini-science lesson, there will be a prompt that the students will respond to in a quick write. The prompt will be on pages 40-48 which students should have read for this class. The prompt will focus on whether Montag should have gotten Mildred involved and a prediction activity of what they think will happen/what they would like to see.  a. Lizzy will receive a copy of the powerpoint with a place for  note-taking.  b. She will also have the prompt early so that she has time to digest the information. | 7 mins.  8 mins.  5 mins.  . | Taking notes on the presentation in their discussion packets.  Writing responses to the prompt. | One other adult will be walking around the room monitoring the students while the 2 other adults will be stationary in a certain point in the classroom. They will be available to answer questions while the other teacher is monitoring, but we don’t want to overwhelm the students with teachers. | √  √ | For class I will need the Mini-Science experiment, containing the prompt for the quick write. For the demonstration we will need materials to light a fire (match, paper [special paper for the demonstration] and have an extinguisher on hand for safety. Students will have their discussion packets to take notes / facilitate discussions. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. While students are quick writing, I will choose one student at random to participate in the presentation, yielding their consent first. I will hand that student a sheet of paper which explains what will happen in the presentation and ask students if they have any questions about their role in the activity. The activity consists of students sharing their responses following the quick write activity. When the student who has been selected beforehand goes to share their response, I will take their sheet and say that the ideas are harmful and burn (or rip…) their assignment in a dramatic way. After everyone “calms down,” we will debrief the activity and relate the act of burning work in the book to this activity.  2. Following the activity, we will open books and the discussion leaders for that day will lead a short discussion on the chapter read for that class.  3. We will discuss specifically the act of Montag stealing a book.  4. Montag’s interaction with Mildred and continue sharing responses using citations from the book.  5. The use of a mechanical hound and what that means. I will ask the students how they believe Montag feels about the hound. | 5 mins.  20 mins. | Sharing their responses as a whole-class discussion.  Students will pay attention to the demonstration in class and then debrief.  Student-leaders will lead discussion. |  | √  √  √ |  |
| Guided Practice | 1. Much of the class will focus on a mixture between class discussion and independent writing, and thus, I will facilitate the class in this way.  2. For discussions I will make sure that each student is participating by explaining that students (as part of the syllabus) are required to participate in each discussion in some way. |  |  |  |  |  |
| Independent Practice | 1. Students will independently free-write on the prompt in class. |  |  |  |  |  |
| **Extended Practice** | When students have completed the above, they will have the opportunity for independent reading. |  |  |  |  |  |
| **Lesson Closing** | As a class we will review the objective of today, to learn more about the title of the book and gain personal experience in the purpose of books and the importance of reading as a theme in the novel. | 3 mins |  |  |  |  |

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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 class discussions, writing, and reading. They will all be involved in the presentation and class activity.** |
| **Some** | **Will be a participant in the class activity.** |
| **Few** | **Few will have time for independent reading.** |

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