**Lesson Plan**

Instructor: Adina Mann, Jeanne Zeller, Ari Kravetz, Alex Bell

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| **Lesson Objective/s:** Students will be able to relate the novel to other dystopian novels and explore key concepts in dystopian societies.  |
| **State Standard/s*:*** *CC.9-10.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide* *an accurate summary of how key events or ideas develop over the course of the text.* |
| **ELD Standard/s** |
| **Formative Assessment/s:** Monitor for student progress. |
| **Summative Assessment/s:** Assess students on their correlation between dystopian societies work.  |

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 short presentation on dystopian societies 2. Have note sheets for students to fill out (fill in the blank style) throughout presentation.  a. Provide to Lizzy ahead of time.  | 10 mins.  | The students will pay attention and take notes throughout presentation  | The other adults will help monitor class and answer questions while the teacher is pre-occupied.  | √ | Presentation on dystopian societies, packet with excerpts from various works.  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Following the dystopian society presentation, separate students into groups by counting off by 6’s. 2. Assign each group a different dystopia.3. Give each group the packet corresponding to their dystopia.  | 3 mins.  | Students will get into groups and be given a dystopian society to work with.  |  | √ |  |
| Guided Practice | 1. In each student’s packet there is an excerpt and summary from another dystopian novel. 2. The teacher will model instruction of how to go through a dystopian novel and prepare a short presentation on it compared to *Fahrenheit 451.*  3. Students will be expected to use quotations to show similarities.  | 20 mins.  | Students will prepare a presentation comparing the novels.  |  | √ |  |
| Independent Practice | 1. Students will work in groups.  |  |  |  | √ |  |
| **Extended Practice** |  |  |  |  |  |   |
| **Lesson Closing** | 1. The students will present to other groups and show the various parts of dystopian societies and how they relate to each other.  | 25 mins.  |  Students will present to the whole class in groups.  |  | √ |  |

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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 present and compare/contrast dystopian novels**  |
| **Some** | **Students will create visual aids, some will do simple presentations.**  |
| **Few** | **Students will use technology.**  |

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