**Lesson Plan**

Instructor: \_\_\_\_\_Ari Kravetz\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson Objective/s:** SWBAT identify key concepts that will be present in *Fahrenheit 451* |
| **State Standard/s:**  CC.9-10.R.L.2 |
| **ELD Standard/s:** N/A |
| **Formative Assessment/s:** Completion of attached worksheet, and class participation. |
| **Summative Assessment/s:** N/A |

Topic: \_\_Fahrenheit 451\_\_\_\_\_ Subject: \_\_\_English\_

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

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

Duration of Lesson: \_\_\_40 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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| 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. Goal: Increase participation via higher self-esteem and provided reading support. Help in retention of concepts. |
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LESSON PLAN & PROCEDURES

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| Lesson Elements | Students will be formatively assessed based on their participation in class discussions (active, passive, none) and completion of introductory worksheet | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check** **for** **Understanding** | **Materials** |
| **Lesson Introduction**(connect & build background knowledge) | * SWBAT: Understand the multidimensionality of unit question and how they can be interpreted differently
* SWBAT: identify the overarching themes of the unit that will be in question during reading
* Prior knowledge will be activated through attached worksheet on student opinions
* Students will spend 5 minutes answering the Agree/Disagree questions on the worksheet to activate prior knowledge and connect it to the upcoming class discussion
* Explain to students that we will now begin a new unit on utopias and dystopias. We will explore this unit by reading *Fahrenheit 451*, but before we begin the book we will have some additional readings and discussions on books, government control, and having a perfect world.
 | ~2 min | Completing the attached worksheet | N/A | Class discussion will take place afterwards on the ideas presented in the worksheet | Worksheet |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. When students come in to class pass out the attached worksheet.
2. Ask students to spend 5 minutes thinking about the questions and answering them
 | 5 min | Filling out the worksheet | N/A | Walk around and make sure students are answering the questions. Answer any questions they may have. | Worksheet |
| Guided Practice | 1. After students have completed the worksheet, project each question (one at a time) onto the board.
2. Showing by a raise of hands, ask students who “Agreed” to raise their hand. Repeat for students who disagreed.
3. Begin a class discussion on why students picked their response.
4. If everyone picked the same response, begin to ask students to support their answer and counter what they say using other examples. Another alternative is to have some students argue the other side. This should lead into a class discussion on the question.

\*Spend about 6 minutes per question | ~30 min | Group discussion/structured debate | N/A | Guided questions where teacher and students can present differing points of view | Worksheet |
| Independent Practice | At the end, students have the option of switching their answers, and they may write their new answer below the line. On the back of the paper, ask them to briefly reflect on why these questions may be difficult to answer or why they switched some of the things they wrote. | 1 min | Opportunity to alter the answers on the worksheet after discussion | N/A | Walk around and see which questions students have chosen to change their opinion on. | Worksheet |
| **Extended Practice** | For Extra Credit, students should go home and write down 5 characteristics of their “perfect world.? | N/A | Extra Credit work done outside of class | N/A | These will be collected tomorrow | Notebook paper  |
| **Lesson Closing** | Let students know that these topics have many sides and there are many specifics that were not mentioned in the questions. This makes for broad questions, but it is these questions which we will begin discussing in the unit. Students should hand in the worksheets before leaving. For tomorrow, students should read Jean Rhys’ “The Day They Burned Books,” taking into consideration today’s discussion. | 3 min | Writing down the homework for tomorrow | N/A | Take any questions that students may have. | Assignment notebooks |

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| **LEVELS OF STUDENT OUTCOMES***Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* |
|  **All** | Be able to identify key ideas/themes in the *Fahrenheit 451* unit. |
| **Some** | Will be able to identify some of the causes for why members of society may wish to silence others’ voices and engage in censorship. |
| **Few** | Will be able to identify themes with aspects and key events in world history. |

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