**Lesson Plan**

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

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| **Lesson Objective/s:** SWBAT discern how Ray Bradbury uses Author’s Craft (specifically symbolism) to establish the theme of “fire.”  SWBAT describe the environment of *Fahrenheit 451* and use evidence to determine whether it is positive or negative.  SWBAT begin define how Bradbury depicts the environment of *Fahrenheit 451* and how it fits in with a “dystopia.” |
| **State Standard/s:** CC.9-10.R.L.4, CC.9-10.R.I.6 |
| **ELD Standard/s:** N/A |
| **Formative Assessment/s:** Class Participation (Active, Passive, None) |
| **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 | Written reflection/brainstorming, Class Participation (Active, Passive, None) | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | * SWBAT discern how Ray Bradbury uses Author’s Craft (specifically symbolism) to establish the theme of “fire.” SWBAT describe the environment of *Fahrenheit 451* and use evidence to determine whether it is positive or negative. SWBAT begin define how Bradbury depicts the environment of *Fahrenheit 451* and how it fits in with a “dystopia.” * BIG QUESTION: How does Bradbury change the typical idea of “Fire.” * When students come in, have a dramatic image of fire on the board, and written next to it “Fire.” Give students 5 minutes to brainstorm and generate a list of everything that comes to mind when they think of fire. * Asks students to share some of the things they wrote. After, ask students to determine whether the theme of their words is positive/glorified or negative/destructive. | 5 min to write, 2 min to share with the class | Brainstorming and generating a list of words/ideas that come to mind when thinking about the word/image of “Fire.” | N/A | Through the discussion, gauge student participation and preliminary knowledge in regards to fire. | Project a dramatic image of “Fire” on the board with the word “Fire” written next to it. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Open up books to page 1. Have students re-read the first three paragraphs (through “…dark with burning.”) This should take about 2 minutes. 2. Begin students in a discussion about fire and the environment. Bradbury begins the book with the narrator saying, “It was a pleasure to burn.” What does this tell us about how fire is being portrayed? – As students talk, they should take notes on what is being discussed.    1. Have students find other examples in the second paragraph where fire is associated with a positive image. Where is it associated with a negative one?    2. How is the rest of the environment described? What does this make you think of?    3. What is the main character’s name? What is his job?    4. In the world of *Fahrenheit 451* what does a fireman do? How do we know this (students may need additional help with this: can be done by talking about specific images associated with fireman equipment [i.e. “451,” what he is doing with the hose]) 3. Using “Shared Reading” ask students to follow along as you continue to read through “…his eyes or speak.”    1. Ask students about the environment that is being portrayed? What type of connection does it have with the first 3 paragraphs? (warmth/fire imagery)    2. What seems odd/strange/different about this world?       1. Lonely       2. Quiet       3. Sidewalks not used       4. Fire is good 4. Ask students to talk about how Clarisse is characterized?    1. How is she different from Montag?    2. Does she fit in? Why?    3. What senses are associated with Clarisse? How does she smell? Look? What about Guy? 5. What does Clarisse know? How is she a representation of the past? | 30 min | Discussion of the book’s opening line and first 3 paragraphs. Followed by an extended discussion on the rest of pages 1-10. | N/A | Through discussion, questions, and student responses | -*Fahrenheit 451* text  -Notebook  -Writing utensil |
| Guided Practice | Student-centered discussion on the above questions. Allowing them to take control over the discussion, pose questions, and explore the life portrayed in *Fahrenheit 451* | With above | Discussion of the book’s opening line and first 3 paragraphs. Followed by an extended discussion on the rest of pages 1-10. | N/A | Through discussion, questions, and student responses | -*Fahrenheit 451* text |
| Independent Practice | N/A | N/A | N/A | N/A | N/A | N/A |
| **Extended Practice** | Continued active reading of the book while thinking of the themes that have been discussed in the beginning of the week, and how the characters and society of the book relate to them. | N/A | Actively reading the novel | N/A | Further discussions and possible quizzes on the text | -*Fahrenheit 451* text |
| **Lesson Closing** | What are your impressions so far? Ask students for predictions. Write each of them on the board for them to see. For tomorrow, students should read pgs. 10-32 and be prepared to discuss them. | 5 min | Discussing impressions and predicting the next events in the novel | N/A | Based on student predictions | -Whiteboard  -Marker |

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| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | |
| **All** | Will understand how the theme of “fire” fills the opening of the book and how its typical associations are reversed. Students will also understand the character differences between Guy and Clarisse. |
| **Some** | Will see how an outside force has controlled the way in which typical societal ideals are defined. |
| **Few** | Will be able to predict the inherent death of Clarisse and her changing of Guy’s beliefs. |

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