**Lesson Plan – Day 21 of Unit (Monday)**

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| **Lesson Objective/s:** Students will develop their skills at thinking critically as they read, completing a Reading Log for the final section of the book and making a Cooperative Poster that integrates quotes and images. |
| **State Standard/s:** CC.9-10.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| **ELD Standard/s:** Critical reading skills, collaboration, analysis of imagery, and close reading. |
| **Formative Assessment/s:** I will walk around and check for comprehension while they read and complete the Reading Log, and work with their groups to complete the Cooperative Poster. |
| **Summative Assessment/s:** I will check for understanding through their Reading Logs and Cooperative Posters once they are turned in. |

Instructor: \_\_\_\_\_\_\_Alexandra Bell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_Dystopian Societies and Literature as a Vehicle for Social Change\_\_\_\_ Subject: \_\_\_\_English\_\_\_

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

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

Duration of Lesson: \_\_\_\_\_50 minutes\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_Sophomores\_\_\_

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) |
| 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. Pull up the PowerPoint presentation, with this day’s Quick Write for students to answer. The question is “Montag found comfort in the railroad track as he escaped from the city. What are some everyday things that have special significance for you? Are there certain things you like in your house, or certain landmarks you pass on the way to school?”  2. Ask students to share their answers. | 5-10 mins | Students will begin working on individually answering this Quick Write as soon as they come in the room. Some will share their answers with the class. | N/A | I will walk around the room to make sure students are working and answer any questions they may have. | PPT slide with Quick Write question. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Show students a demonstration Reading Log, and pull up a PPT slide with an explanation of what goes into one. Help them set one up, and then give them 20 minutes to read independently and fill their Reading Log out.  2. Students will read from page 138-150 and then stop. | 20  mins | Students will read independently and complete a Reading Log for this section of the book. | N/A | I will walk around the room as students read. | Demonstration Reading Log |
| Guided Practice | 1. The teacher will begin reading 150-158 (the end of the book) out loud, pausing at certain points to “think aloud” and explain why a certain passage is compelling to him/her. Occasionally, ask the students for their opinion on a passage. Point out imagery that is especially poignant and explain why. | 10 mins | Students will listen and participate when appropriate. | N/A | I will walk around the class as I read, and check for facial expressions that signal either comprehension or confusion. |  |
| Independent Practice | 1. In groups of 3, students will pick a quote from the last section of the book that they find important. The directions for the activity will be on a PPT slide, so they can reference it as they work. The directions are as follows: “Each student will take one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen” (SDAIE) | 10 mins | Students will work in groups to complete the “Image and Quote with Cooperative Poster” activity. | N/A | I will clarify any questions and monitor student progress as they work. | 8 pieces of butcher paper/posters.  PPT slide with activity directions |
| **Extended Practice** | 1. Posters will shared with the class during the final week of the unit, when they are working on and presenting a final project. |  | Students will present these posters to the class during the next week. | N/A | I will assess student understanding by looking at and providing feedback on these posters. | The completed posters |
| **Lesson Closing** | 1. Students will turn in their posters as a group. |  |  |  |  |  |

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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 finish the book and complete a Reading Log. They will all work in groups to complete a Cooperative Poster. |
| **Some** | Some students will participate in short discussions throughout the reading of the last eight pages. |
| **Few** | A few may finish parts of the lesson early and will be allowed to read independently. |