**Lesson Plan**

Instructor: \_\_\_\_\_\_\_Jeanne Zeller\_\_\_\_\_\_\_\_\_\_

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| **Lesson Objective/s:**   * Students will be able to understand the role Faber and Montag’s characters play in moving the plot. * Students will be able to detangle Montag’s outburst towards Mildred and her friends (as it is a tricky passage), and be able to get inside Montag’s head a little more to understand where the plot is going, and what themes are being thickened. |
| **State Standard/s:**  CC.9-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.  CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| **ELD Standard/s:** |
| **Formative Assessment/s:** Venn diagrams, class participation, predictions |
| **Summative Assessment/s:** |

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 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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| 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) |
| Lizzie Taylor | Participate at least once during class (I will arrange a questions specifically for Lizzie to answer before class). Try to write for the entire ten minutes at the end of the hour, but if it becomes too frustrating, she may dictate to me her predictions. |
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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) | * Lesson goals/objective:   + - Students will understand the role Faber and Montag’s characters play in moving the plot.     - Every student will be able to detangle Montag’s outburst towards Mildred and her friends (as it is a tricky passage), and be able to get inside Montag’s head a little more to understand where the plot is going, and what themes are being thickened. * Anticipatory Set – activating prior knowledge - * Front loading concepts |  |  |  |  |  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Hand out “What do books do?” worksheet and explain.    1. As students read this week, they are to record instances in the book in which a character (or narrator) mentions what books are used for—whether for bad uses or good uses. For instance, Beatty might say that they make people sad or arrogant, Faber might say that it is to make people think. Look to page 86: third full paragraph down, Faber is talking and he says, “Most of us can’t rush around…at least die knowing you were headed for shore.” What is Faber suggesting books are for, here?    2. Once you find a place in which a use is mentioned, 1) label the use (here, it’s knowledge) 2) write down the quote, page number, and perspective it is from 3)mark if it is a pro or argument towards reading books (here: pro) 4) provide an example of somebody using a book for this specific use (for example, people read books about other places they’ve never been to learn about them)    3. The purpose of this assignment is to think about why we read this book-or any book-to begin with. This is your chance to decide if reading is worth it by listening to these characters. We are going to have a discussion about it in a few days and you can defend your opinion, so it is critical that you have excellent notes. You will also be turning this in. 2. Now, we are going to work on untangling something else. In your reading from last night, we meet a new character in the book, Faber.    1. Who is Faber (this is a question already arranged secretly with Lizzie before class for her to answer)? Answer: former professor, Montag’s mentor, etc.)    2. What goes down in the beginning of the reading from last night? What do Montag and Faber talk about? (Answer: They hatch a plan to revolt against the fire department—Faber gives Montag an earpiece to wear so that he can help him when he goes back, so that they can properly plan a rebellion)    3. How does Faber feel about? (cynical. page 68—“Why waste your final hours racing about your cage denying you’re a squirrel?” What’s he talking about?) | 5 min  5 min | Students will be listening to instructions and asking questions.  Students will be answer questions and actively participating |  |  | What do books do worksheet  Student notebooks and books |
| Guided Practice | 1. Ask students to get out a sheet of paper. Draw a Venn Diagram on the board, with Faber and Montag on either side, instruct students to do the same.    1. Montag and Faber are clearly going to be our two most bad-a characters in this novel, and we watch them first team up in this scene. It will be really helpful to know how their individual motivations and personalities play off of each other for the rest of the book. With a partner, go through the first ten pages of our reading from last night (80-90) and compare and contrast the two characters. Include (write these on the board)       1. personality traits, motivations, occupations, critical experiences, etc.       2. For each thing you write, you MUST highlight the part in the book that informed you of this, and give a page number for where it is on your sheet.    2. Tell students they will have 5 minutes to complete this. 2. Regroup students, have all students stand up. A representative from each group will share one of their traits they found, with page number, and I will write it on the board. We will go around the room and have each group share one, and if a group finds that they have nothing new to contribute, they sit down. We will go around until everyone is sitting down. 3. Bring out piece of candy. Tell class they are going to completely switch gears. Ask class if they remember what happens after this. (Montag outbursts in Parlor in front of Mildred and her friends). 4. Show Youtube clip. 5. Ask, according to what we have learned about Montag, why does he explode like this? What pushed him over the edge? Do you think this was a mistake? What’s going to happen now? 6. Have students discuss with their groups for 1-2 minutes their predictions. | 2 min  7 min  7 min  5 min  5 min | Students will be group up with 3 other students to work on Venn Diagram, looking to book for examples  Each group will present their information  We will go around the room and have each group share one, and if a group finds that they have nothing new to contribute, they sit down. |  |  | Student notebooks  Youtube clip/projector  Piece of candy |
| Independent Practice | 1. Tell students they are to write the next pages of the novel after this interchange. They have ten minutes. If they absolutely can’t write anything more (they should write close to ten minutes) they can go back and start catching up their “What are books for” chart for their reading from last night. | 10 min | Students are writing for the full 10 minutes |  |  |  |
| **Extended Practice** | None |  |  |  |  |  |
| **Lesson Closing** | Wrap up and collect predictions.  Assign reading for tomorrow: catch up “What are books for” chart from reading from last night | 2 min |  |  |  |  |

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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 participate at some point during class, and write for quick-write and exit slips.** |
| **Some** | **Some students will present their information** |
| **Few** | **Few students will not be required to present their information, and instead be required to actively listen during presentations** |