**Lesson Plan**

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

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| **Lesson Objective/s:**   * + - Students will be able to explain the statement: “literature is a conversation”     - Students will be able to understand how “Solitude and Leadership” expand the messages in *Fahrenheit 451*     - Students will be able to defend their opinion of the value of books     - Students will understand that reading literature can be a vehicle for social change |
| **State Standard/s:**  CC.9-10.R.L.9 Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Carousel brainstorming to assess what the class has retained, making sure every student participates once (record during class) and evaluate quality of participation |
| **Summative Assessment/s:** None |

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 | I will make sure to read questions on butcher paper out loud so that Lizzie is not struggling to read them during time she should be writing. Lizzie’s goal will be to actively participate during the debate, and actually speak for her group once during the debate—I will inform her of this goal before class (this goal is designed to help her confidence in the class). |
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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 be able to explain the statement: “literature is a conversation”     - Students will be able to understand how “Solitude and Leadership” expand the messages in *Fahrenheit 451*     - Students will be able to defend their opinion of the value of books     - Students will understand that reading literature can be a vehicle for social change * Anticipatory Set – activating prior knowledge –   + - Carousal brainstorming * Front loading concepts |  |  | N/A |  |  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Ask students if anyone has the extra credit from yesterday’s questions:    1. Check out page 113: What is the image of flying near the sun a reference to?    2. Can you find references to other works of literature in this book? Specify. 2. If students do have extra credit, tell them to hold on to it for a little bit, and that I will collect them later on in class. 3. Have students get out their reciprocal teaching chart, reading chart, and keep out extra credit if they have it. 4. Explain to students that the point of today is to define the worth of books and literature. Everything we do is going to explore the different arguments of why it is important to read and write, and why, perhaps, people believe that it might be a bad thing. THIS IS YOUR CHANCE TO DEFEND OR ATTACK READING. 5. Explain the first activity: Carousal brainstorming    1. I will divide you into three groups. Everybody will have about 2 minutes to write everything they can think of on the question on their poster (everyone is working individually). Once the two minutes are up, you all will switch to the next poster. Try not to write the same thing twice, but if you do it’s not a travesty. Once everyone’s done, we’ll reconvene and go over what we found. | 10 min | Students are listening to instructions  Students will move to their piece of butcher paper and write for two whole minutes everything that comes to mind | N/A |  | 3 big posters, each with a different question:   1. What references to other works did you find in *Fahrenheit 451*? 2. What connections did you make within “Solitude and Leadership” to *Fahrenheit 451*? 3. What do books do (you may use evidence from your brain, *Fahrenheit 451*, and “Solitude and Leadership”—but wherever you get it, cite it with F, S, or B)? |
| Guided Practice | 1. Have 3 student representatives read what is on each poster. 2. Discuss (if students are shy, have them write, pair, share):    1. Why is it valuable to compare different pieces of literature?    2. Why do authors reference other books?    3. Is it valuable to read? Why or why not? | 5 min  10 min | A few students will be representative to read everything on pieces of butcher paper.  All students will participate during discussion | N/A |  |  |
| Independent Practice | 1. Tell students that we are going to link all of these ideas together in a debate, where you will have the chance to evaluate everything we’ve been doing in class for the last week. In this debate, divide half of the room:    1. One half: take position that reading as much as you can is a good thing    2. Other half: reading as much as you can is a bad thing 2. Instruct students to collaborate with their group, come up a defense for their position for 10 minutes. Tell them to come up with as many reasons why they could argue that their side is true, and then when they’ve exhausted that, try to come up with counter-arguments the other group may come up with, and find defenses against those, as well. 3. After ten minutes is up, have students turn their desks so that each half of the room is facing each other. Each time the group has an opportunity to speak, at least two students must speak.    1. Give each side 2 minutes for opening remarks.    2. Give each side another 2 minutes for a rebuttal.    3. Finally, give each group 2 minutes for closing remarks 4. Congratulate groups on an excellent job (explain that everyone is a winner for trying! If they ask), | 10  15 | All students will collaborate during prep time of debate.  Different students will present information each time the floor is opened, though all students will be listening and taking notes during the debate. | N/A |  |  |
| **Extended Practice** | No homework |  |  | N/A |  |  |
| **Lesson Closing** | Collect their “What do books do” charts as well as their reciprocal teaching charts. |  |  | N/A |  |  |

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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 once during class** |
| **Some** | **Students will be representatives for their team during the debate** |
| **Few** | **Some students will remain quiet during debate, but will turn in their notes at the end of the hour for assessment instead** |

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