**Lesson Plan Two**

Instructor: Adina Mann, Jeanne Zeller, Ari Kravetz, Alex Bell

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| **Lesson Objective/s:** Students will be able to identify key themes in the novel thus far, including governmental compliance and control through surveillance. |
| **State Standard/s*:****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:** Monitor for student progress. |
| **Summative Assessment/s:** Students will be assessed on their discussion packets. The packets are open ended and each day I will assess the students briefly while they are doing independent work. |

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 minutes Grade Sophomore

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher X 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. Warm up with “Board/Bored Work.” The question on the board will be regarding the pros and cons of television in everyday life.  2. Share responses briefly to evoke small class discussion  3. Students will have already received their discussion packet which contains the worksheets for today including the questions for active reading and has the song lyrics for “Every Breath You Take” which we will be listening to in class. The packet also contains the questions for discussion.  4. We will model good reading strategies so that when students work they will have a model to go off of. | 5 mins. | The students will be writing responses briefly and sharing. | The other adults will be monitoring and observing, always ready to answer questions | √ | For class, students will need their discussion packets. I will need a mode of media player to play the song “Every Breath You Take” |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Active Reading: We will read pages 49-63 in class (any ready that is not done in class will be assigned for homework.)  a. Lizzy, having a reading disability, will have had the opportunity to both read early and she will be given the opportunity to listen to this part on the audio tape/ be read to in order to facilitate better learning.  2. Students will be paired in groups and will read together (switching off) and answering discussion questions on the discussion worksheet provided.  3. As a class we will listen to “The Police’s” “Every Breath You Take” which deals with the theme of surveillance in a creepy manner. Students will have a small discussion on this topic. The students will have a vote whether to have a quick write or a discussion.  4. Class discussion lead by the discussion leaders from that day. | 13 mins.  10 mins.  25 mins. | Students will be participating in reading together actively  Students will listen to the song and engage in a discussion or quick write  Students will prepare discussion questions; four classmates will have jobs – Discussion director, quote master, etc. | Adults are walking around making sure that learning is happening | √  √ |  |
| Guided Practice | 1. As the teacher, I will go around to each reading group to help facilitate meaningful discussion questions while reading. I will model good reading strategies at the start of class which will help students facilitate. |  | Students will practice actively reading; reading with discussion questions |  | √ |  |
| Independent Practice | Quick write or independent group work. |  |  |  |  |  |
| **Extended Practice** | As usual, students who finish early can have independent reading time |  |  |  |  |  |
| **Lesson Closing** | As a closing, students will write an exit slip that answers the question “What was the learning objective for the day?” There are a number of responses including thematic wise (the theme of surveillance and government control in the novel) or something else that the students came up with while reading. | 2 mins. |  |  |  |  |

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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 actively read and participate in discussions** |
| **Some** | **Some students will read while others will focus on listening comprehension** |
| **Few** | **Few will have time to read independently** |

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