**DAY 23 Lesson Plan**

Instructor: \_\_\_\_Miss Morgan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson Objective/s:** Student will be able to draw meaning from a text and apply it emotionally to their own life and real life situations, drawing parallels between fantasy and the real world. |
| **State Standard/s:** [CCSS.ELA-Literacy.RL.11-12.10](http://www.corestandards.org/ELA-Literacy/RL/11-12/10/) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **ELD Standard/s** |
| **Formative Assessment/s: Entrance Activity monitors student writing ability** |
| **Summative Assessment/s:** None |

Topic: \_\_\_Night Circus\_\_\_ Subject: \_\_\_ENGL\_\_\_\_\_

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

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

Duration of Lesson: \_\_\_50 min\_\_\_\_\_\_\_\_\_\_\_ Grade\_12\_\_\_\_

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?  This school is located in a diverse urban community. This particular English and Literature class is composed of 25 senior students, 3 of which are taking this class for the second time and are unmotivated to learn for intrinsic value. The demographics include 10 Caucasian students, 1 Native American student, 2 Indian Students, 5 Asian students, 5 Asian students, 3 African American students, and 4 Hispanic students. Their lexile scores range from a 6th grade to college reading level. There are 11 females and 14 males in the class. They are a chatty and active group that sometimes gets off task. However, they are generally respectful and are capable of more than they believe. There is one student with an IEP for ADHD who receives accommodations listed below and one student with an IEP for dyslexia who also receives accommodations listed below. There are also 3 English Language Learners in the class.  Doug has an IEP and has been diagnosed with dyslexia.   He is on the football team and is worried that his decline in school will affect his eligibility to play.  He can read but has trouble retaining the semantics of words and their relation to the bigger meaning of the text.  It’s possible that Doug is experiencing a memory deficit, but more likely, he’s struggling with decoding issues.   Because of his difficulty in school, he is experiencing trouble remaining motivated and has disengaged from class; his confidence has dwindled.  It’s clear that he isn’t experiencing any social deficits because he is able to express his emotions; he tells me how his schoolwork is making him feel and is able to advocate for himself in this way.    Harriet has been diagnosed with ADHD. She has trouble concentrating in class and needs to move around or engage in some sort of activity regularly. Once we see a trigger behavior, like blinking/rubbing eyes repeatedly, fidgeting, zoning out, foot tapping, wringing hands, putting head down on desk, we have some go-to tasks that Harriet can complete to get out of her desk. We may send her to another classroom with a note for a teacher or the office, or pick up copies, or even just erase the board. We make sure not to put her next to a window or door, so that she is not easily distracted. She has preferential seating and an alternative testing environment with accommodations like extra time. We have a stress ball or a fidget if she is restless. She is not taking medication, so her disability is more apparent. |

**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) |
| Doug | Doug needs to be able to do the following things on a daily basis to be able to be successful in this classroom: Take notes, keep an organized binder, keep up with assigned reading, think creatively, participate in group activities, and copy down important vocabulary. His IEP provides him with the following accommodations: graphic organizers for note-taking, option of typing written assignments, opportunity to revise assignments for grammar, and a copy of Night Circus on CD to listen to instead of reading. |
| Harriet | Harriet needs to be able to do the following things on a daily basis to be able to be successful in this classroom: Take notes, participate in group discussion, pay attention during Guided Reading activities, and complete reading homework. Her IEP provides small breaks throughout the day to get back on track, accommodations on worksheets and assignments with larger text that is more spread out on the page so to be less overwhelming, a stable group that has worked with her in the past, preferential seating, and stress ball/fidget tools. |
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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. As students enter the room, they will be given a black armband and SILENCE will be written on the board. At each desk there will be a black stone and a slip of paper that explains the entrance activity: *Today is a day to remember Herr Thiessen and all he has done for this circus. Let us be quiet in honoring his memory. Last night, you read about “The Pool of Tears.” The black stone on your desk is for you to reflect upon. Let that black stone symbolize your own feelings and write a short description of what it means to you: Heartbreak? Despair? Loneliness? Anger? Sadness? When you are ready, toss the stone in the basin at the front of the room and let go of that memory.* 2. Students will write their responses individually. 3. Briefly summarize their reading for the day. | 7 min | Writing reflection | N/A | Here | Throughout the lesson, the following materials will be used:  Black construction paper, black stone, writing prompt. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. To continue the subdued atmosphere, I will instruct students to divide into their final project groups. 2. I will describe to them that after they finish reading up to the end of Part III they will spend half the remaining time defining vocabulary in their binders and the other half creating a drawn representation of Marco’s back room. 3. I will time the students with a special clock in honor of the clockmaker’s death. | 5 min | Quietly listening, moving to group areas around room |  | Here |  |
| Guided Practice | 1. The students will read quietly in small groups. 2. During the reading activity, if Harriet gets restless, give her a note to bring to the office. Make sure her group is away from the door and other groups to lessen distractions. Since they are reading in a group voluntarily, Doug does not have to read aloud if he does not wish to. 3. After this, they will choose whether they would like to start with vocab or drawing. Halfway through the time, I will instruct them to switch. 4. I will walk around the classroom, using proximity to facilitate classwork. 5. For vocab, they will have the option of ipads or dictionaries to look up each word and add it to their binder. 6. For the drawing, they will be able to turn in just one for their whole group and a short description of who did what on the back, or they can each turn in one. They must consider the theme of death and remembrance in their drawing. | 15 min  20 min  (10 min each) | Small group reading  Defining vocab, drawing back room |  | Here |  |
| Independent Practice | 1. The students will quietly read in small groups. 2. They will go to different areas of the room and come up with a drawn representation of Marco’s back room |  |  |  |  |  |
| **Extended Practice** | If students finish either activity early, they may begin their reading homework and answering the reading questions:  Why does Bailey bring on the white glove with him? What does it mean to “grow up?” Why did Celia take Marco’s leather-bound book? |  |  |  |  |  |
| **Lesson Closing** | As an end to the lesson, we will discuss how the subdued atmosphere affected their thoughts, feelings, and productivity. On their way out the door, the students will turn in their drawings. | 3 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** | All students will participate in a group, write a short reflection, add to the drawing, complete vocab definitions, and read the chapters. |
| **Some** | Some will choose to make one drawing and some will choose to do their own. Some will choose to use a dictionary and some will use ipads. |
| **Few** | Few (Harriet) will be given extra activities to do if necessary, and (Doug) will be allowed to skip over for reading. |