**DAY 24 Lesson Plan DIVERSITY!!!**

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

|  |
| --- |
| **Lesson Objective/s: Students will be able to identify the social implications of body markings and how they have changed over time.** |
| **State Standard/s:** [CCSS.ELA-Literacy.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Debate notes, monitoring progress, final exit question will determine understanding |
| **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)

|  |
| --- |
| 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)

|  |  |
| --- | --- |
| 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. |

LESSON PLAN & PROCEDURES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lesson Elements | Identify Formative Assessment as it occurs in the lesson | Time | What are the students doing? | What is other adult doing? | CheckforUnderstand-ing | Materials |
| Lesson Introduction(connect & build background knowledge) | 1. For today, students will have read up to “Technicalities”
2. We will go over the objective of the day which will be written on the whiteboard: *To Tattoo or not to Tattoo: the social question.*
3. Students will receive a copy of the National Geographic article, “Tattoos: Pigments of Imagination.”
4. Doug’s copy of the article will be double spaced in Arial font and printed on cream colored paper rather than white to ease the reading process.
5. Harriet will pass out the articles to the class.
6. Students will be instructed to preview the article.
 | 3 mins.  | ListeningPreviewing article | There is no other adult in the classroom during this time. |  | Throughout the lesson, the following materials will be used: White board, markers, article, powerpoint/Smartboard, worksheet |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Together, we will read through the article, pausing at each new culture to look up image examples of each type of tattoo which will be displayed on a Powerpoint on the smartboard.
2. I will use scattered calling-on to ask for readers, starting at the end of the class list and going every four names. Each student will read one paragraph. I will not call on Doug.
3. After completing the article, we will split into two groups, tattoo pros and tattoo cons. I will instruct the two groups to take 10 minutes to work together to construct a cohesive argument supporting their side of whether or not tattoos are socially appropriate with examples from the article and personal ideas. They must have an opening statement, three main arguments, and be prepared to respond to the other groups points. They will nominate 5 people from their group to act as speakers for the class.
 | 15 mins. | Actively readingStudents will be listening to instructions |  | Here |  |
| Guided Practice/ Independent Practice | 1. The class will be split in half, one half on either side of the room. They will have 10 minutes to prepare in their group. I will use a timer on the overhead to let them know how long they have to prepare. I have assigned the students to each group and placed Harriet in a group with students with whom she usually works well.
2. During this activity I will walk around to monitor progress.
3. Once the time is up, the question will be posed “Is it socially acceptable to have one or more tattoos?”
4. Pro’s will have 4 minutes to present their argument, Con’s will have 4 minutes to present their argument, Pro’s will then have 3 minutes to respond and Con’s will have 3 minutes to respond. Each side may then give a 1 minute 2-sentence-ish closing statement.
5. I will not participate in the debate other than to announce timing or interfere if someone should get out of hand.
 | 12 mins.16 mins | Group work, discussing pros/consFormulating argumentsChoosing representatives Debating! |  |  |  |
| Extended Practice | Students may begin working on their homework: Consider theme of tattoos and markings, be ready to connect what we’ve discussed today to tomorrow’s class. Keep up with vocabulary words. |  |  |  | Here |   |
| Lesson Closing | Together, we will review the question for today’s lesson: *To tattoo or not to tattoo?*  | 4 mins. | Sharing information about the question for the lesson |  | Here |  |

|  |
| --- |
| 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, read along with the article, and participate in class discussion about the different images. |
| Some | Some will argue for tattoos and some will argue against tattoos.  |
| Few | Few (Doug) will receive special copies of the article. |

Remember to:

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