**DAY 25 Lesson Plan**

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

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| **Lesson Objective/s:** Students will be able to demonstrate competence in annotating the text on their own and drawing on only the most important bits. |
| **State Standard/s:** [CCSS.ELA-Literacy.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| **ELD Standard/s** |
| **Formative Assessment/s: Post-its will be checked regularly** |
| **Summative Assessment/s:** Dream Journals checked for points |

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. |

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  Understand-ing | Materials |
| Lesson Introduction  (connect & build background knowledge) | 1. Today we will be reading “Technicalities” to “Escapement” 2. The classroom is set up as a tea room in Japan. All the desks are moved to the sides and fleece blankets and mats are placed on the floor. 3. Yesterday we talked about tattoos and markings and what they mean in different cultures. Today we will read about a character from one of these different cultures who has her own special marking. 4. As we read today, I will ask the students to keep in mind how many references there are to FIRE in the next few chapters and to keep a tally. 5. I will instruct the students to take their places around the room on the floor with just their books. We will all sit in a circle cross-legged on the floor and have tea while we read from the text. | 5 mins. | Listening  Taking a place in the room | There is no other adult in the classroom during this time. | Here | Throughout the lesson, the following materials will be used:  Blankets, tea, cups, books, post-it notes |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. As a class, we will read the text using DRTA. I will explain to the class that we will be working on comprehension and actively reading the text. As we read, we will stop at different sections, summarize what we’ve just read, clarify anything unclear, and make predictions as to what will happen next. 2. Doug will use his copy of the book with yellowed pages and Arial print. I will read aloud so the class can follow along. 3. Because this is a different setting for Harriet, she may be distracted. I will sit near her to help her keep her attention on the book. I may ask her to hold my book while I am explaining other things to the class. 4. We will pause at the following places:  * After Celia takes Marco’s book * “the key unknown factor clear”   What does this mean? How does the game end? Make a prediction   * Who was Alexander’s last victor? * “A book, a heart of fire” What is this referring to? What will happen to the book? The bonfire? * After the tea ceremony, Where is Tsukiko’s mark? What do her tattoos mean culturally? * “The Scars last longer than the game”  1. Instruct the students to get into their final project groups. They will spend the rest of the time actively reading “Escapement” (DRTA) within their groups and putting post-it notes into their books. 2. During this time, check dream journals. | 25 mins. | Actively reading  Follow along in book, make notes  Participate in circular discussion  Group reading, take turns |  | Here |  |
| Guided Practice/ Independent Practice | 1. Students will read in small groups. 2. I will walk around the classroom to monitor progress. I will discuss a little bit with each group at a time. | 15 mins. |  |  |  |  |
| Extended Practice | Students may begin working on their homework: Define Vocabulary words, Read Impasse-Aftermath |  |  |  | Here |  |
| Lesson Closing | I will ask students to help me put the room to rights and will remind them of their vocab quiz in 2 days. I will tell them to bring questions for tomorrow and then hand out their exit slip: *What is the reasoning for so many references to fire in the passage we read today? What can you predict about the finale of the book?* They will hand me their exit slip on the way out. | 5 mins. |  |  | Here |  |

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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 active reading, reading along with me and taking small notes in their books, and will participate in class discussion and predictions. |
| Some | Some students will make many annotations, some will make few. Some will choose to use any leftover time to read, some will choose to go over Vocab. |
| Few | Few students (Harriet) will have trouble with the new setting of the classroom. |