**Lesson Plan**

**Instructor:** Samantha Hardie

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| **Lesson Objective/s:** To learn new vocabulary words, to practice putting together an argument, to review proper usage of adjectives. |
| **State Standard/s:**CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Checks for understanding, answering questions during the discussions |
| **Summative Assessment/s:** Students will turn in and be assessed on the vocabulary word they completed a worksheet for, the clarity of the argument made in relation to the writing prompt, and the sentences they come up with using adjectives properly. |

**Topic:** *The Night Circus* Day 19-Part III to Bookkeeping

**Subject:** English

**Check box if part of a larger unit:** X

**Where does the lesson fit in: Begin** X **Middle** X **End** X

**Duration of Lesson:** 50 Minutes

**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. |

**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) |
| Harriet | 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. |
| Doug | Doug 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.  Research shows that students demonstrating problems in language skills have difficulty understanding how the sounds of speech are represented in letters, as well as, complications in developing sufficient vocabulary and language abilities to quickly connect what they read to their background knowledge. In order to improve Doug’s ability to retain definitions of vocabulary, we will practice key word activities.  Linking pictures with the parts of words will help to trigger his memory when he sees certain words.  I also plan to speak with his parents so that they can work with him at home as well.  I would also like to speak directly with Doug’s reading specialists so that we can all be on the same page in discovering the most effective route in improving his decoding skills.  In addition, providing Doug with a graphic organizer may help to improve his metacognition because it will assist him in listening for key information and to recognize relationships between concepts.  I will also present information in a variety of ways so that Doug and I will be able to determine what works best for him. |
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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. Start lesson stating the objectives. Explain that we will be presenting the vocabulary words again, doing a short prediction activity, having a short grammar lesson, and then ended with a guided reading with whatever time is left over.
 | 2 Minutes | Listening, asking questions as needed |  |  |  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Students will share their vocabulary words in groups, explaining each element of the worksheet. They will teach the definition, and explain all the other parts. These will be collected and copied so each group member has something to study and look at for each word.
2. Students will then split up into partners or groups of three. They will be required to read the quote at the beginning of Part III and then read the short section “The Lovers”. As a group students will work to come up with how the two people in the moving statue parallel or symbolize, or are the opposite representation of the relationship between Marco and Celia. It doesn’t need to be a long piece of writing, but they need to have a few examples from the text to support their ideas. They can turn it in at the end of the period if they’d like, but if they need to bring it home and work on it they can
3. Grammar Lesson-Adjective Review
4. Explain that adjectives are important in this story, there is so much descriptive imagery that knowing adjectives are important.
5. Ask students to give you the definition of an Adjective, which is a word that describes a noun, often to create a more colorful picture.
6. Ask students for examples of adjectives that they could use in writing.
7. Tell students to pair up, and have them come up with three sentences describing a tent that we have already encountered in *The Night Circus* and describe it. Tell them to indicate which words they use are adjectives. These will be collected at the end of the activity.
 | 10Minutes15 Minutes20 Minutes | Sharing with their groups, listening when others shareWriting, discussing prompt with group, asking questions as neededListening, coming up with examples, taking notes as needed, answering discussion questions |  | They will turn assignment in, be assessed on how well and correctly it is completedWill be assessed on how well they are able to synthesize material, how much sense their argument made, if it makes senseWill be assessed on the sentences they turn in at the end of class | HomeworkNotebooksChalkboard/whiteboard, Notebooks |
| Guided Practice | * Asking students for examples of adjectives they could use in their writing
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| Independent Practice | * The group writing assignment where the students support or refute the statement that the lovers represent Celia and Marco
* Coming up with sentences describing the tents
* Sharing their vocabulary words
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| **Extended Practice** | * Students will read from “Thirteen” to “Bookkeeping” for homework. In addition they will finish their short in-class writing assignment if needed.
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| **Lesson Closing** | 1. Review what we learned about, that we discussed the parallels between The Lovers and Marco and Celia, went over vocabulary words, and had a review of adjectives.
2. Inform students of their homework.
 | 3 Minutes | Listening, turning in assignments as needed, asking questions if needed, writing down homework. |  |  |  |

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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 sharing their vocabulary words, will participate in creating an argument for the prompt given, and participate in coming up with sentences that use adjectives well. |
| **Some** | Some students will be able to answer discussion questions and struggle with the writing prompt. |
| **Few** | Few students will struggle because they have not completed their homework (Doug, Harriet. ELL learners will receive class materials prior to class starting), few will struggle with the adjectives assignment |

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