**DAY 26 Lesson Plan**

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

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| **Lesson Objective/s: Students will be able to compare and contrast two differing texts, and recognize the difference in writing styles, characterizations, and themes.** |
| **State Standard/s:**[CCSS.ELA-Literacy.RL.11-12.7](http://www.corestandards.org/ELA-Literacy/RL/11-12/7/) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| **ELD Standard/s** |
| **Formative Assessment/s: Entrance Activity** |
| **Summative Assessment/s:** Venn Diagram |

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. For today’s lesson, students will have read “Impasse-Aftermath” 2. Entrance Activity will be written on the board. *“Think back to the beginning of the novel. In Shakespeare’s “The Tempest” who was Prospero? Miranda? What was their relationship? Can you think of any other references to Shakespeare that you read about last night?”* 3. Explain that the students will be spending the day in the computer lab. 4. Introduce activity: Construct a Venn Diagram comparing what you read last night to Hamlet (Prospero) You will need to utilize either Wikipedia or Sparknotes to research the plot and characters of Hamlet in order to compare them with the characters from Night Circus. HINT: Start with “I am haunted by the ghost of my father” | 8  mins. | Students will write a response to entrance activity | There is no other adult in the classroom during this time. | Here | Throughout the lesson, the following materials will be used:  Whiteboard, markers, Venn Diagram handout,  Computers |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Go to the computer lab 2. Use proximity to ensure student productivity and avoid internet browsing while students work on the Venn Diagram. | 2 mins. | Students will research Hamlet |  |  |  |
| Guided Practice/ Independent Practice | 1. Students will work independently in the computer lab on their Venn Diagrams. 2. Doug and Harriet will receive a digital version of the Venn Diagram on an iPad and can use this along with the computer to input their information. | 35 mins. | Students will fill in Venn Diagram |  |  |  |
| Extended Practice | Students may begin working on their homework reading questions:  Why does Celia choose “As You Like It” to throw through Prospero? What is the significance of the new tent of snakes being added at this point? Why does Celia choose this point to let Widget “read” her? What is the importance of Bailey receiving a red scarf?  DUE: Finish reading Part 4 |  |  |  |  |  |
| Lesson Closing | We will go back to the classroom so that students can pack their bags. They will hand in their Venn Diagrams and a citation of which websites they used written on the back of the sheet. | 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 research and computer work. All students will produce a Venn Diagram comparing Hamlet and Night Circus. |
| Some | Some students will use Sparknotes and some students will use Wikipedia. |
| Few | Few students (Harriet and Doug) will use an iPad and a Computer to complete the Venn Diagram. (This way they Harriet will have 2 screens to look at instead of having to switch back and forth between tabs/windows on a computer and Doug will be able to type his answers and use spellcheck rather than handwriting them.) |