**DAY 27 Lesson Plan**

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

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| **Lesson Objective/s: Students will be able to demonstrate capability in timed-writing activities and will be more prepared for standardized testing (ACT).** |
| **State Standard/s:** [CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **ELD Standard/s** |
| **Formative Assessment/s: Trading and peer-editing** |
| **Summative Assessment/s:** Essay |

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, students will have finished Part IV. 2. I will deliver the prompt for the day:   Throughout the unit we have spent much time in class reading and thinking together. Now it is your turn. We are going to practice timed writing which will be useful for Standardized tests and for your future in college.  *Why is Bailey willing to give his life for the circus? Back up your response with a discussion of good, evil, free will, and being “bound” to something.*  You have 30 minutes. | 3 mins. | Listening | There is no other adult in the classroom during this time. |  | Throughout the lesson, the following materials will be used:  Blankets, tea, cups, books, post-it notes |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. I will pass out lined loose leaf paper for the students to write their timed writes. 2. Harriet will be offered the option to write her paper in a secluded corner of the classroom or right near the teacher’s desk to avoid distraction and will be offered sound-canceling headphones. 3. Doug will be given a laptop on which to type his response. 4. After the time is up, I will assign homework. | 35 mins. | Practicing Timed-writes |  |  |  |
| Guided Practice/ Independent Practice | 1. Students will work independently on their papers. 2. To facilitate an imitation-testing environment, I will not be able to help the students during their timed-write. 3. Students will switch papers twice after time is up and edit each other’s paper for grammar before they hand them in. |  |  |  |  |  |
| Extended Practice | Homework: Vocab Quiz tomorrow. Also, students will pick out of a hat filled with all the circus tents. They will be required to bring in something that represents that tent. (i.e. for the snake charmers tent, they might bring a picture of a snake or a flute) for our blueprint activity. |  |  |  | Here |  |
| Lesson Closing | I will answer questions about the blueprint activity. With any extra time, students may meet up with the groups for the Final project to discuss who needs to bring what for the workday tomorrow. | 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 complete a timed-write. All students will edit two other students’ papers. |
| Some | Some students will not be able to finish their thoughts in the time provided, but some will finish early. |
| Few | Few students (Harriet and Doug) will have an alternate writing environment. |