**DAY 28 Lesson Plan**

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

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| **Lesson Objective/s: Students will be able to generalize reoccurring themes in the text. Students will demonstrate understanding of vocabulary from the unit.** |
| **State Standard/s:**[CCSS.ELA-Literacy.L.11-12.4a](http://www.corestandards.org/ELA-Literacy/L/11-12/4/a/) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **ELD Standard/s** |
| **Formative Assessment/s: Short Writing responses** |
| **Summative Assessment/s:** Vocab Quizzes |

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. I will give an overview of the lesson for the day on the board:   Read Part V (Guided Reading)  Vocab Quiz (in the style of ISATS)   1. Blueprint Activity:   I will ask students to come up and tape their part of the circus where they think it should go in relation to the bonfire on a large sheet of butcher paper   1. While they do this, they should be answering the question, *“Who won? Why?”* on a small piece of paper. | 5 mins. | Taking out homework, finding a place for their part of the circus on the big map. | There is no other adult in the classroom during this time. | Here | Throughout the lesson, the following materials will be used:  Butcher paper, posters, tape, markers, quiz handouts |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. I will instruct students to open their books to Part V, we will read together, pausing only to clarify students’ questions. 2. I will have put 5 posters around the classroom with 5 Themes on the wall. 3. Students will be instructed to go around the classroom with their group, spending 3 minutes at each poster and writing their thoughts in relation to that theme. 4. I will then pass out the quiz. It will be in ISAT format. I will choose 10 words from their list and give fill-in-the-blank sentences. There will be four choices to fill in each blank. For example:   *In the case of \_\_\_\_\_\_\_ weather, the circus will be closed*  *for the night.*   * *Fickle* * *Inclement* * *Insubstantial* * *Opulent* | 10 mins.  15 mins | Actively reading  Walking the classroom  Silently taking the quiz in their desks |  | Here |  |
| Guided Practice/ Independent Practice | 1. Students will go around the classroom and graffiti their answers on the Theme posters. 2. Students will silently take the Vocab Quiz.   Doug and Harriet will receive their quizzes in Arial font with a larger space between the questions and choices. Harriet may use a sheet of paper to cover up the rest of the questions as she goes through them one at a time. | 15 mins |  |  |  |  |
| Extended Practice | Students may work quietly in their groups to prepare for their presentations. |  |  |  | Here |  |
| Lesson Closing | Students will turn in their quizzes on the way out of the room. | 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. All students will tape their circus tent representations to the blueprint and will participate in the graffiti activity. |
| Some | Some students will make many annotations in their books, some will make few. |
| Few | Few students (Harriet) will especially benefit from the graffiti activity and movement around the classroom. |

**VOCABULARY LIST**

**DAY 23**

Melancholy

Insipid

Ingratiate

Besotted

Transcendant

Meticulous

**DAY 24**

stamina

decipher

opulent

surreptitiously

oscillating

**DAY 25**

self=sufficient

impasse

procure

hypnotic

integral

suppress

**DAY 26**

inclement

nuance

fickle

vortex

insubstantial

liberate