**Lesson Plan**

**Instructor:** Samantha Hardie

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| **Lesson Objective/s:** Students will need to learn vocabulary words, students will learn the difference between connotation and denotation, students will continue reading and discuss prediction and work on summarizing previous events. |
| **State Standard/s:**  CCSS.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.)  CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Checks for understanding, answering questions through the duration of the lesson about connotation and denotation and the text, assessing group work as it’s going on. |
| **Summative Assessment/s:** Students will turn in examples of words with connotation and denotation, vocab words will be turned in at a later date. |

**Topic:** *The Night Circus* Day 17-Labyrinth to Tete-a-Tete

**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. Tell students that today we will be working on reading a few chapters in *The Night Circus*, learning about connotation vs. denotation, and learning a few new vocabulary words. 2. Have students read the chapter “Labyrinth” silently. When done, ask students what the two pages were about. 3. Start the lesson by asking students for the definition and examples of “connotation”, write ideas on the board. Then do the same thing, only asking the students about “denotation”. Discuss. | 2 Minutes  5 Minutes  5  Minutes | Listening  Reading silently, asking questions if needed  Answering questions about connotation vs. denotation |  | Ask students to summarize  Assess previous knowledge about connotation vs. denotation | Books  Chalkboard/whiteboard |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Begin Powerpoint presentation 2. Explain what denotation is: “a direct specific meaning as distinct from an implied or associated idea” In short, this is the dictionary definition. Give students a few examples such as “deceive” and “trick”, or “labyrinth” and “maze”, to connect it back to the reading 3. Explain what connotation is: “the associated or secondary meaning of a word or expression in addition to its explicit or primary meaning”. So, it means that some words have positive or negative associations that come along with them. Discuss what the meaning of “deceive” and “trick” is again, and have students give examples of when they would use them. If you were to use deceive it implies that your intent is malicious, while if you were to just trick someone, it gives the impression of brevity and lightheartedness. A labyrinth connotes something that is darker, with lots of danger while a maze implies that it is more of a tricky place to navigate. 4. Guide the students in following the same process themselves using the words “hunt” and “find”. While they both mean roughly the same thing, hunting implies an aggressive search for something while find appears to be something one would do at their own pace. 5. Have students get into pairs and come up with an example of their own. These will be collected and assessed. Students will also have a chance to share with the class what they learned 6. Divide students into groups of five and hand out a list of five vocab words (Proprietor, Ambience, Firmament, Iridescent, and Diaphanous) This assignment will be homework, but students will need to each pick one word that they will need to define from a dictionary, define in using their own words, draw a picture for that word, find where it is used in the book, and write a sentence of their own. Explain that this will be homework due the next day, and they will be presenting their word with the group. 7. Start guided reading with whatever time is left over. | 15 Minutes Total  5 Minutes  5 Minutes | Listening, asking questions, answering questions about connotation versus denotation  Working in pairs to come up with their own example  Dividing into groups, picking words |  | Answering questions  Collect examples students came up with, see how well they understood material  Will be assessed the next day. | Powerpoint, projector, computer, notebooks |
| Guided Practice | 1. We will start guided reading at “Ailuromancy”.  * Teacher reads until “…with the black kitten” At this point, ask the students to predict who Bailey is watching do the kitten performance * Ask students to read silently for the next two paragraphs ending at “…despite the cold of the night air” Now ask students to change their prediction based on what the paragraph tells us * Ask for students to volunteer switching off reading for a few paragraphs until “…any other patron at the circus”. Ask students what has changed for Bailey and Poppet since their last meeting. * Teacher reads a paragraph, and then asks students to summarize Isobel’s prediction for Bailey and what they think it means * At this point, the period should be close to ending, continue with the Wrap-Up. | 15 Minutes | Listening, silently reading, asking questions about the book, reading aloud, answering discussion questions |  | Understanding is shown by answering questions | Book, notebooks |
| Independent Practice | * Students will work in groups to come up with examples of connotation and denotation * Students will work in groups to choose vocabulary words * Students will do a little independent reading during the guided reading |  |  |  |  |  |
| **Extended Practice** | 1. Homework: vocabulary assignment explained above, finish any reading that was not completed in class. 2. For extra credit, students can design a labyrinth of their own. This could possibly be used as an element of their final project in the future. |  |  |  |  |  |
| **Lesson Closing** | 1. Go over what we learned in class: The difference between connotation and denotation 2. Remind students of their homework and explain the extra credit assignment | 3 Minutes | Listening, writing down homework, asking questions |  |  |  |

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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 get the chance to create examples of words with connotation and denotation, read silently, and be assigned a vocabulary word to work through. |
| **Some** | Some students will get the chance to answer questions about connotation and denotation, read aloud, and answer questions about the reading we do in class. |
| **Few** | A few students will need help comprehending the material and will have trouble reading on the spot, these students will receive materials ahead of time to work through and have the chance to ask me questions in advance. |

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