**Lesson Plan**

**Instructor:** Samantha Hardie

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| **Lesson Objective/s:** Students will learn new vocabulary and share with their classmates, and students will work on reading the text critically identifying important events and parts of the text in addition to working on predictions. |
| **State Standard/s:**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.CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Will assess students in checks for understanding when sharing their writing prompts, and assessing based on the discussions during the guided reading part of the lesson, monitoring group work. |
| **Summative Assessment/s:** Will assess students based on the worksheets they completed during the vocabulary assignment as well as the writing prompt they completed at the beginning of class. |

**Topic:** *The Night Circus* Day 18-Tete-a-Tete to Part III

 **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 lesson objectives, explain that we will be starting off with a writing prompt, moving on to presenting vocabulary words and getting assigned new ones, and then starting to read the next section in class.
2. Writing prompt: For the homework, students were assigned to finish a chapter in which Widget explained he is able to read the pasts of people. Write about the images, objects, and impressions that Widget would see if you asked him to read about your past. Students will get the chance to share if they choose, although everyone will turn in their writing.
 | 2 Minutes10 Minutes | Listening, asking questions when neededWriting, asking questions when needed, sharing their writing if they choose |  | Will assess through the duration of the lessonWriting prompt will help assess how well they did the reading | Notebooks |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Students will share their vocabulary words they were assigned to complete with their groups, they will teach the definition and share all of the other elements they were required to come up with. Each member of the group will share, and they will then turn in their assignment. I will make copies of their worksheet for the rest of the group members so they can all have the examples to study from.
2. Students will then receive a new list of vocabulary words (Enigma, Antagonistic, Debauched, Juxtaposition, and Lascivious) and complete the same assignment with a new word of their choice.
3. We will continue guided reading until the end of the class.
 | 10 Minutes5 Minutes | Working in groups to teach their words to their group members, listening to their peersChoose words among groups, ask questions about assignment |  | Will be assessed due to how well the vocabulary worksheet was filled outWill be assessed later | AssignmentNotebooksBook, Notebooks |
| Guided Practice | 1. Guided Reading
* Teacher reads until “…increasingly difficult to ignore” Asks students what they think the relationship between Marco and Celia is at the moment. Discuss how they think it may evolve. Can they ever be together?
* Have students volunteer to read a few paragraphs until “…cleared at the end of the course” Ask students if they notice a change in Chandresh from the beginning of the book. He was visionary and put together at the beginning, but has seemed to fade. Ask students what and why they think this change is being made.
* Ask students to read silently until, “…falling into dust” Ask students to predict what they think is going to happen. If they are going to interact, how could this possibly impact the game?
* Ask for two students to take on the roles of Celia and Marco for the next exchange with you being the narrator. Have them read like this until the end of the class, occasionally changed roles among students. Stop with a few minutes left in class.
 | 20 Minutes | Listening to whoever is reading, reading aloud, reading silently, answering questions, participating in discussion |  | Checking how students answer the questions, what their responses are  | Book |
| Independent Practice | * Students will work in groups to share vocabulary words
* Students will spend time reading on their own
* Students will complete a short writing prompt on their own
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| **Extended Practice** | * Homework: Students will complete whatever reading we didn’t complete in class up until Part III for homework in addition to completing the assignment for their new vocabulary word.
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| **Lesson Closing** | 1. Go over what was learned in class today, reviewing the old vocabulary words and reminding them of their new ones, and explaining the main ideas from what was discussed during the guided reading.
2. Reiterate what was due for homework, including their new vocabulary word and finishing up reading.
 | 3 Minutes | Listening to teacher, asking questions when needed |  |  |  |

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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 the vocabulary assignment and work to teach it to their classmates. All students will participate in reading the assigned reading. |
| **Some** | Some students will be able to answer questions and share their ideas during the class discussion |
| **Few** | Some students will have trouble comprehending the material. Some students may not have completed their homework assignment. Some students (Doug and Harriet and the ELL students) will receive class materials ahead of time to work through. |

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