**Lesson Plan**

**Instructor:** Samantha Hardie

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| **Lesson Objective/s:** To read “Bookkeeping” in *The Night Circus*, and to start to build their final argument, and to make progress on their final projects. |
| **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.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Teachers will move around from group to group assessing performance, how they are working, and the type of progress they are making. |
| **Summative Assessment/s:**  Students will turn in their writing notes to be assessed, and their final project will be assessed at the end of the unit. |

**Topic:** *The Night Circus* Day 20-Bookkeeping-Stormy Seas **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. State objectives for the day. Tell the students they will be using today to share their homework assignment with their final project groups, they are going to read, and then afterwards they will have time to make progress on their final projects. | 2 Minutes | Listening, asking questions as needed |  |  |  |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Have students split up into their final project groups and complete their reading for the day. Students will need to complete reading “Bookkeeping” in groups however they choose. At the end of the reading, students will need to answer individually the question “In what ways has the circus changed the people involved in it?” They will need to come up with a few examples from the book and explain how those relate. It doesn’t have to be a formal essay, it can be written in bullet points if they choose to. 2. If there is any time left over in class, students can work on compiling materials, planning, and working on their final project. | 30 Minutes  15 Minutes | Reading with groups, discussing reading, answering the writing prompt  Working with groups |  | Knowledge of the book will be assessed later, will check the writing prompt they turn in  Will be assessed at the end of the unit | Book, Notebooks  Any materials they need for their final project |
| Guided Practice | * Teacher will move around the room consulting with groups and checking progress on reading and the final projects. |  | Working in groups |  |  |  |
| Independent Practice | * Students will spend most of class time working in groups and collaborating on their final project |  |  |  |  |  |
| **Extended Practice** | * Homework: Students will need to read “Three Cups of Tea With Lanie Burgess” |  |  |  |  |  |
| **Lesson Closing** | 1. Let students know when the period is almost up and assign them their homework. Remind them to keep working on their dream journals because they will be checked tomorrow. | 3 Minutes |  |  |  |  |

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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 read “Bookkeeping”, turn in ideas for their final paper |
| **Some** | Some students will have trouble reading, will need help coming up with ideas for their final paper |
| **Few** | Few students will struggle with reading, they will have a chance to get materials before class so they can work on it before class starts. |

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