**Lesson Plan**

**Instructor**: Samantha Hardie

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| **Lesson Objective/s:** The objective of this lesson is to begin giving students a cultural base in different forms of mystical elements because one of the themes is magic/mysticism. Today, they will be learning about different forms of fortune telling, which is an integral part of the story. |
| **State Standard/s:**  CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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:** Check for understanding, students will answer questions in an activation activity designed to see what their prior knowledge about fortune telling is. |
| **Summative Assessment/s:** Students will turn in their materials after class which will show what they comprehended from the lesson. |

**Topic:** Fortune Telling in Different Cultures

**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. Start the lesson explaining that we are continuing learning about different forms of mysticism in different cultures to give them a solid background knowledge for elements in *The Night Circu*s*.* 2. Activating Prior Knowledge: Pass out sheets with the different headings “Palm Reading” “Casting Bones” “Fate Telling” “Astrology” “Tarot Cards” “Numerology”. Split students into groups of five and fill out each sheet with any prior knowledge they have about the subject. Each group gets one minute to write what they know and then the sheet gets passed. When finished, have groups read the answers to the class and discuss. | 1 Minutes  15 Minutes | Listening, asking questions if they have any  Working with groups to fill out worksheet, participating in discussion |  | Collect sheets of paper, see where they are at with their knowledge of fortune telling | 5 Sheets of paper with headings |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Start powerpoint about fortune telling. 2. Casting Bones-Method of divination used by African healers or “Sangoma”. To practice it, you throw bones or other small objects into a circle and read someone’s future from how and where they fall. There is no set of rules for reading the bones, it varies from person to person. Show clip, starting at 0:40-1:10 (<http://www.youtube.com/watch?v=E6n3dFMBPQU>) 3. Palm Reading-Telling someone’s future using the lines of their palm. It started in the Far East (Asia, India, Persia) and later moved all over the world, You must take into account which hand you use, the lines, and the different sections of the hand. Explain we will go more in depth with this later. 4. Fate Telling/Suan Ming-Chinese way of fortune telling, can use many different techniques. Includes reading facial features, palm reading, reading your fate from when you were born, and using flowers. Show clip, starting at 1:00-2:30 (http://www.youtube.com/watch?v=ird0fGfoPXU) 5. Astrology-Reading someone’s life using the position of planets, stars, the sun, the moon, and other astrological objects. This is found in many Asian as well as Western cultures. There are several different signs that you can have, and these signs can give you a different horoscope. 6. Tarot Cards-telling someone’s fortune using a deck of cards. The deck normally has about 78 cards and became popular in Europe. The deck can also be used to play card games. The cards have a title and a picture, and each represent something different. Show clip from 1:30-3:30 (http://www.youtube.com/watch?v=msW6KIp4oxI) 7. Numerology-Looking at the relationship between numbers and events. You can assign either letters or phrases to numbers and you see what the phrases say or what a word adds up to. | 20 Minutes | Listening, watching video clips, asking questions when needed |  | Activity to be described later, completion of the guided notes sheet | Computer, powerpoint, projector, speakers |
| Guided Practice | 1. Explain to students that you are handing out packets explaining a few of the different forms of fortune telling that we have discussed and they will get the chance to practice them on each other. They will get into groups of two or three, and choose a few different methods to practice. Their methods will be Astrology, Numerology, and Palm Reading. Directions for each are included in the packet and if they have any questions they can raise their hands. | 2 Minutes | Listening to directions, forming groups |  | Collect activity when done, make sure students completed it | Packets |
| Independent Practice | 1. Students work in their groups of two or three to practice each of the fortune telling methods . | 10 Minutes | Students are working on the assignment |  | Collect activity when done, make sure students completed it | Packets |
| **Extended Practice** | 1. For Extra Credit, students can practice one of the fortune telling methods on a friend or family member, They must write the prediction down and turn it in at the beginning of the next class period. |  | Students have the option of working on assignment at home. |  | Check to see if extra credit was completed |  |
| **Lesson Closing** | 1. Go over the fact that we learned about different types of fortune telling and this will become an important theme and element of the upcoming novel. 2. Have students turn in the work they did on their way out for participation points, and give students the extra credit homework assignment. | 2 Minutes | Students turn in assignment. |  | Check completed work |  |

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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 be able to share what they previously knew about fortune telling and get a chance to practice on classmates to get an idea of what they will be reading about in *The Night Circus*. In addition, they will all get the chance to ask questions and receive personal instruction if needed. |
| **Some** | Some students will have trouble understanding the powerpoint and the information presented. Some students will be the ones writing during the group activity. |
| **Few** | Few students may not be able to participate in the activation activity due to no prior knowledge about fortune telling. Some students will receive class materials (Harriet and Doug) so they can review and not feel pressured to decode things on the spot if they are not ready. |