

LESSON PLANNING GUIDE

Lesson Plan: Theme: The Pedestrian

Date:

Estimated Time of Lesson Plan: 75 minutes

Grade/Subject: 9th grade/English I

Standards, Learning Objectives, and Assessment:

<p>Objective 1: TSW.... Students will be able to identify the elements of theme in a short story.</p>	<p>Standard: 9-10.RL.KID.2: Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary</p>	<p>Assessment: X Formative X Summative Students will identify the theme within the Nearpod activity; during a group activity with a short story they haven't read; individually identify the theme of "The Pedestrian"</p>
<p>"I Can...." I can identify a theme in <i>The Pedestrian</i> by Ray Bradbury</p>		
<p>Objective 2: Students will be able to connect how character interactions develop a theme in a short story.</p>	<p>Standard: 9-10.RL.KID.3: Analyze how complex characters, events. Ad ideas develop and interact over the course of a text to impact meaning.</p>	<p>Assessment: X Formative □Summative Students will annotate "The Pedestrian" while reading; respond to questions on one pager</p>
<p>"I Can..." I can explain how Mr. Meade's character interactions help develop the theme in <i>The Pedestrian</i> by Ray Bradbury</p>		

Academic Vocabulary.	
<p><i>Language Function:</i> Identify</p>	<p><i>Planned Supports:</i> I will model to students what it means to identify and how to identify the theme in a text.</p>
<p><i>Vocabulary:</i></p> <ol style="list-style-type: none"> 1. Cloverleaf (noun) : an interchange between two major highways that resembles a 4-leaf clover 2. Scarabbeetles: a large beetle with a black shell. 3. Ebb (verb) : decline 4. Fancy (noun) : the power of the mind to imagine things 5. Ebbing: an instrument that reproduces sounds recorded on a grooved disk 6. Alibi (noun) : excuse for not being somewhere or doing something 	<p><i>Planned Supports:</i></p> <p>Students are familiar with using the text to determine the meaning of unknown words either by using context clues or looking in the footnotes of the texts. There is also a word wall that houses concept vocabulary words in our classroom that students look too when determining the meaning of words.</p>
<p><i>Syntax/Discourse:</i> Students will display syntax when crafting the paragraph response as the "You Do" and closing activity. Discourse will be displayed during group and whole group discussion.</p>	<p><i>Planned Supports: how will you teach students to show their learning through syntax/discourse?</i> Students have been implementing the R.A.C.E.S writing strategy to construct written responses and using academic language to drive discussion since the beginning of the year. Therefore, they are familiar with both strategies and will use them with fidelity during the lesson.</p>

Prior Knowledge & Prerequisite Skills

Prior to this lesson, students have been analyzing texts that connect to the theme of visualizing the future through science and technology advancements. The text they will be evaluating in this lesson correlates with the recurrent theme. Also, the concept of theme is a skill students have learned before prior to English I. The mini lesson on theme should be a refresher for students and build on prior knowledge.

Guiding Questions:

1. Why does Mr. Mead compare where he walks to a graveyard?
2. What do Mr. Mead's questions to the houses imply?
3. Why does Mr. Mead try to respond to the police car with "But-"?
4. Why does the police car state that Mr. Mead lacks a profession?
5. Why is Mr. Mead being taken away?

Set:

Students will complete a before reading question: Are technological advancements always a good thing? Students will have two silent minutes to answer the question on their One Pager. Students will then discuss their responses with their table partners. After, we will have a whole group discussion about the before reading question.

Instruction:

I do:

To begin the lesson, I will review the class norms, announcements, and the objective for the day. Then, I will model to students what it means to identify and how to identify the theme in a text. Next, I will explain the instructions for the Theme Nearpod activity listed below in "We do". I will clear any misconceptions regarding the instructions then release students into the group work.

We do:

Theme Mini Lesson & Practice:

- Students will begin a review of theme through an interactive Nearpod. Students will watch a video by Khan Academy that explains what, why, and how of theme. Students will answer the prompts with their groups as the video plays, developing a deeper understanding of theme. I will provide feedback and clear any misconceptions students may have. The Nearpod Link is pasted here: https://app.nearpod.com/?pin=3BE1702569F1371F4DFE2C1D3EED985-1&oc=user-created&utm_source=link
- In small groups, students will read a short story. Students will determine the theme based on the story and what was learned during the Theme Nearpod. Students will have five minutes to complete this task. When the task is complete, we will share whole group the short story and the developed themes. The class will determine if each group's theme is accurate. If not, students will offer feedback to the group on how to revise their themes. I will also provide feedback and clear any misconceptions students may have while circulating during the group activity.

The Pedestrian by Ray Bradbury:

- In small groups, students will read *The Pedestrian* by Ray Bradbury. As students are reading, they will be answering the guiding questions, annotating the text, and completing their basics on their One Pager to help prompt their thinking to determine the theme of the story. I will provide feedback and clear any misconceptions students may have while circulating during the group activity.
- Whole group, we will review the guiding questions and basics from the One Pager. The students and I will provide feedback and clear any misconceptions students may have.
- In small groups, students will complete the close read task. We will review whole group after each part of the close read. I will provide feedback and clear any misconceptions students may have while circulating during the group activity and when we return whole group. The close read task is as follows:
 - **Annotate:** Reread paragraphs 18-27. Mark the word or words that describe the police car's reaction to Mr. Meade's profession.
 - **Question:** What does the police car's reaction indicate to Mr. Meade and the reader?
 - **Conclude:** How does Mr. Meade's interaction with the police car in paragraphs 18-27 develop the complexity of the story's theme?
- **You do:** Independently, students will answer the following question: Explain the theme presented in Ray Bradbury's *The Pedestrian*. How did Mr. Meade's character interactions help develop this theme? Students will use the writing rubric to assist them with constructing their responses. I will provide minimal feedback and clear any misconceptions students may have while circulating during the independent activity.

Closure:

To close the lesson, students will complete a write-pair-share with the following question: How has your reading of "The Pedestrian" affected your opinion of the impact of technology? Students will have three minutes to independently answer this question. Students will then share their response with a partner. We will then return whole group to discuss student responses.

Assignment:

To extend students' thinking, students are encouraged to respond to this prompt: "The Pedestrian" takes place in the technologically advanced future. In the text, what are the costs and benefits of the viewing screens? In your opinion, why has Mr. Mead opted not to have a viewing screen? Do you agree with his decision?

Cross-curriculum Connections & Disciplinary Literacy:

One Pager: Students are familiar with focused note taking. Every subject is required to have a subject appropriate note taking style. The One Pager style is used across all English classrooms. When students enroll in English II during their sophomore year, they will already be familiar with the focused note taking style used in English.

Science: The idea of how we imagine the future is connected to the science curriculum in which science is the baseline of new and emerging technology.

Reading: Students are reading a short story called *The Pedestrian* by Ray Bradbury which is a complex and high-quality text.

Writing: Students are utilizing the One Pager to document their ideas, thoughts, and responses. This is used as an evidence log to assist them in completing the final task.

Listening: Students are listening to their peers and providing meaningful feedback and prompting discussions to extend their learning.

Speaking: Students are having meaningful discussions with their peers using academic language.

Differentiated Instruction & Targeted Supports (ELL/SPED)

Differentiated Instruction:

Support:

- Modeling
- Intentional scaffolding with students specific to students' education plans
- Sentence starters
- Rewording of guided questions
- Read aloud
- Frequent check ins on writing tasks

Extend:

- Peer revision
- Open ended discussions
- Student led learning

ELL Modifications:

- Modeling
- Translate direct instruction using another student or technology
- Sentence starters
- Pair with student with same first language for turn and talks
- Allow and encourage students to use translator assistance to help with writing tasks
- Frequent checks for understanding during "We do" work time
- Rewording of guiding questions
- Use of technology to explain concepts in first language
- Key terms on board, word wall, and on desks in English and first language
- Interactive read alouds
- Include student's work in whole group discussion
- Intentional scaffolding with students specific to students' education plans

SPED Modifications:

- Modeling
- Sentence starters
- Frequent checks for understanding during "We do" work time
- Rewording of guided questions
- Use of technology to explain concepts

- Strategic partnering
- Key terms on board, word wall, and on desks
- Interactive read alouds
- Brain breaks, if needed
- Include student's work in whole group discussion
- Intentional scaffolding with students specific to students' education plans

Materials, Resources, and Technology

Teacher:

- Lesson plan
- Nearpod
- Annotated copy of *The Pedestrian*
- Exemplar of writing task response
- Smart board
- Laptop and charger
- Google Slides for lesson

Students:

- Laptops and chargers