

Lesson Plan-Day 2-Callie Snyder

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Topic: *The Kite Runner* **Subject:** English

Check if part of a larger unit: X

Where does the lesson fit in: Beginning

Duration of Lesson: 50 minutes

Grade: English 3 (Juniors)

Lesson Objective/s: The student will analyze various sources to identify different aspects of Afghan culture and history in order to create a cache of knowledge about Afghanistan that they can later use in the unit while reading *The Kite Runner* and to correct any preconceived notions they hold about Afghanistan.

State Standard/s: CC.11-12.R.H.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.11-12.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Formative Assessment/s: Students will be assessed through observation; taking note of ability to stay on task, completion of work, and ability to work with group.

Summative Assessment/s: To provide multiple means of expression, students were given a choice among a variety of assessments that would be completed both in and out of class. In class, the students were presented with a webquest for which they chose a role and project that they would be completing for the next couple of class days and for homework. The presentation of the final product from the webquest will serve as a summative assessment of the student's understanding of the history of Afghanistan.

Understanding Your Learners through Contextual Details

This is a junior-level high school classroom with 20 students. The high school is located in a suburb of a large metropolitan area and is 54.3% white, 10.4% black, 22.8% Hispanic, 8.6% Asian, 3.5% multiracial, and .3% American Indian. 14% of the school is categorized under low socioeconomic status and 61.8% of the school population meets or exceeds standards according to No Child Left Behind. The total school population is 4,522.

In our classroom specifically, there is large parental involvement and the students generally complete assignment in class and for homework. Of the 20 students, 11 are male and 9 are female. The diversity of our specific classroom generally reflects the diversity of the overall high school population. There are 3 Hispanic students that are English Language Learners; however, they generally keep up with the rest of the class and are provided some modifications, but do not qualify for IEPs. Theodore, listed below, is the only student in the class with an IEP.

IEP Goals Directions: List students' goals as they apply to this lesson.

Student(s)	IEP Goal/Objective
Theodore	Theodore is diagnosed with a mild reading disability (dyslexia). Theodore follows the same standards/objectives as the rest of the class; one accommodation made for Theodore during this class is the Write, Pair, Share activity at the beginning of class, which will force Theodore to reflect on his work so far on the webquest and allow him enough time to form a response to the question so he can participate in the large classroom discussion.

LESSON PLAN & PROCEDURES

Lesson Elements		Time	What are the students doing?	Check for Understanding	Materials
Lesson Intro	<p>Students will be assessed through observation; taking note of ability to stay on task, completion of work, and ability to work with group.</p> <p>-Students will begin class with Write, Pair, Share activity.</p> <p><i>-Question on Board: After working on your role for the webquest, what is something new you have learned? Does anything contradict or confirm what we talked about during yesterday's W.P.S.?</i></p> <p>-Students will first write their own responses to the question on the board.</p> <p>-Once the teacher states it is time to begin the pair portion, students pair with person that is next to them in the classroom and discuss their answers together.</p> <p>-Finally, Teacher will ask students to volunteer their responses to the question in the final share portion of the activity.</p> <p>-If there are no volunteers, then Teacher will cold call some students to respond.</p> <p>-Based on their answers, the teacher will ask questions that ask the students to support their claim or answer.</p>	<p>Write:3min</p> <p>Pair:2min</p> <p>Share:5min</p>	<p>Silently responding to question on board in journals, discussing response with a partner, volunteering answers, and participating in discussion. Students may ask questions for clarification about question.</p>	<p>Teacher will clarify any questions they may have about Afghanistan.</p>	<p>Whiteboard, journals, pencil/pen</p>
Lesson Body					
Direct Instruction	<p>-Teacher will end the Write, Pair, Share activity and tell students that the next day the students will be doing short presentations about their portion of the webquest to the class.</p> <p>-Teacher will clarify the presentation for they students by telling the students and writing on the board what will be required for the presentation.</p> <p><i>-Write on Board: For the Presentation: Each student will be required to speak for 2 minutes about their role where they must:</i></p> <ol style="list-style-type: none"> 1) tell which option they choose for their role 2) say something that they learned that did not know before <p>-Students get into their groups to continue working on their projects.</p>	<p>5 mins</p>	<p>Listening to explanation of presentation of webquest assignment and asking questions if needed</p>	<p>Teacher will ask students to give them a thumbs up sign if they understand what they are required to do for this assignment. If majority of students do not do this, then teacher will clarify in a different way.</p>	<p>Whiteboard</p>

Guided Practice	-Teacher will rotate around the room and spend 5 mins with each group to check on their progress and individually ask students if they are having any issues or if they have any questions.	5 mins per group	Working on webquest assignment, stating where they are in the project, and asking questions as needed.	By having mini conferences with each group, the teacher will be able to check to see if the student is on track and is understanding the project.	student laptops
Independent Practice	-Students will spend the remaining time in class working on their webquest assignment. -Teacher will rotate around the classroom answering additional questions after having mini-conferences with students.	33 mins	Working on webquest assignment. Students may ask questions as needed.	Rotating around the room and observing student progress allow the teacher to intervene if additional clarification is needed.	Student laptops
Extended Practice	-Students that did not finish their portion of the webquest in class will finish their webquest assignments for homework and make sure to save in it a way that they can bring it to class the next day: thumb drive, email, etc. -Students that have already finished are to work on what they will say for their 2 min presentation about their portion of the webquest.	At Home	Working on their Webquest assignment	Completion of Webquest assignment demonstrates student researched diff	Internet access/ computer access
Lesson Closing	-Wrap Up Lesson: Teacher will remind students to save their work and remind the students that they are presenting tomorrow, so they must finish their webquest for homework if they did not finish in class today and to have a printed version ready for tomorrow to turn in at the end of class.	2 min	Save work and listening to teacher.	Before letting students leave class, ask them to repeat what you told them.	N/A

LEVELS OF STUDENT OUTCOMES

Remember the model of instruction, the instructional setting and the students' needs, goals and objectives.

All	All students will participate in beginning activity and work on completing their webquest assignment.
Some	Some students will have finished their portion of the webquest by the end of class.
Few	Few students will have to finish their portion of the webquest for homework.