

Lesson Plan-Day 3-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)

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.

Lesson Objective/s: The students will share the information they discovered through the analysis of Afghan culture and history which will assist their fellow students expanding their cache of knowledge about Afghanistan which they will later use while reading *The Kite Runner*.

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 during presentations, where attention paid to peers during their presentation. Also students will be assessed through the four facts written on their exit slips during their peer's presentations.

Summative Assessment/s: To provide multiple means of expression, students were given a choice among a variety of assessments that would be presented to the class. The students presented a short 2 min summary of their portion of the webquest and a fact that they learned during the assignment. The printed version of their assignment that they were required to turn in at the end of the class period (or an emailed version sent to the teacher before class) will be the final form of summative assessment.

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 allowing Theodore to write down only 2 interesting facts from the presentations. Dyslexia is a processing disorder, and it may be overwhelming for Theodore to try and write 4 interesting facts down quickly.

LESSON PLAN & PROCEDURES

Lesson Elements		Time	What are the students doing?	Check for Understanding	Materials
Lesson Intro	<p>Students will be assessed through observation during presentations, where attention paid to peers during their presentation. Also students will be assessed through the four facts written on their exit slips during their peer's presentations.</p> <p>-Teacher will have written on the board: <i>You and your group will have 7 mins to talk to each other about your presentations before we begin. If you did not email me your assignment from the websquest, please turn in your printed copy of the assignment to the homework bin.</i></p> <p>-Teacher will begin class by allowing the students 7 mins to conference with their group members and make sure that their group is ready to present their products from their webquest.</p>	7 mins	Checking in with group members and getting ready to present their portion of the assignment. Students may ask questions for clarification about question.	Teacher will clarify any questions they may have about presenting and make sure that students understand that they must remember to turn in their assignments.	Whiteboard, student assignments, homework bin
Lesson Body					
Direct Instruction	<p>-Teacher will end the finalization time for the students by calling their attention back to the front of the class.</p> <p>-Teacher will tell the students during the presentations they will be required to write down one specific fact or thing they enjoyed about each group's presentation on a sheet of paper, which will be their exit slip for the day.</p> <p>-Teacher will write this on the board so students do not forget.</p> <p>-Teacher will ask for a group to volunteer to go first. If there are no volunteers, then the teacher will randomly call group to begin the presentations by choosing a random name from the attendance sheet.</p>	3 mins	Listening to explanation of presentation of webquest assignment and asking questions if needed, volunteering to present.	Teacher will ask students to repeat back what they said to make sure that they understand what they are suppose to do while other students are presenting	Whiteboard, Paper, pencil
Guided Practice	<p>-Students will go up and present their portions of the webquest assignment, where each student receives 2 mins to speak about their individual project and something interesting that they learned during this assignment.</p> <p>-Teacher will be sitting in the audience, informally assessing the students that are presenting.</p>	8 mins per group	Presenting webquest assignment.	During the student presentations, teacher will informally assess the student's understanding of Afghan history and culture.	projector, teacher computer, internet

Independent Practice	-While other groups are presenting, students will individually write down one interesting fact or things they learned from their peer's presentation. -This will be turned in as they leave the classroom.	40 mins	Writing down 4 interesting facts, listening to student presentations, applauding classmates at the end of presentations.	Turning the four interesting things they learned by listening to other group's presentations ensures they are engaging with the topic.	paper, pencil
Extended Practice	Students will begin reading The Kite Runner by reading chapters 1 and 2 for the next day's class.	At home	Students are reading chapters 1 and 2 of novel.	N/A	Kite Runner Novel
Lesson Closing	-Wrap Up Lesson: Teacher will stand at the door as students leave to collect their 4 interesting facts and the printed version of their webquest assignment if they forgot to turn it in earlier.	N/A	Turning in interesting fact sheet and printed webquest assignment.	Teacher will make sure that every student hands in these things before they leave the room	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 present their chosen assignment to the class and turn in an exit slip with interesting facts from other students' presentations.
Some	Some students will have turned in their webquest assignment electronically, while others printed it out and turned in it.
Few	Few students (Theodore) will turn in only 2 interesting facts at the end of class.