

Lesson Plan-Day 5-Callie Snyder

Instructor: Allison Hawkins, Callie Snyder, Shoshanna Shaoul, Anastassia Williams

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: Students will be able to begin to think about and discuss the different themes that will be traced throughout the novel, citing specific instances in the novel while the class reads together. Students will be able to analyze the writing style of the novel and the ways in which this style adds to the drama of the novel.

State Standard/s: CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.R.L.3 Key Ideas and Details: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Formative Assessment/s: Students will be assessed through observation; taking note of participation in read aloud, engaged or passive, ability to participate with a partner/whole class discussion.

Summative Assessment/s: Students were give a variety of assessments to be completed both in-class. They will have to read and participate in a whole class discussion of Chapters 3 and 4. The acquisition of concepts from these chapters will help students during the final projects.

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 that was made so Theodore was able to access the information need to do well in this lesson was making sure that the class read the novel aloud together in addition to following in the text. Also, the built in pauses by the teacher allows Theodore more time to process what is being read and its significance. Also, Theodore may not be able to keep up with the reading and the notes during class, so he will have the opportunity to get the discussion notes from a peer “study buddy”.

LESSON PLAN & PROCEDURES

Lesson Elements	Students will be assessed through observation; taking note of participation in read aloud, engaged or passive, ability to participate with a partner/whole class discussion.	Time	What are the students doing?	Check for Understanding	Materials
Lesson Intro	<p>-Students will begin class with Write, Pair, Share activity.</p> <p><i>-Question on Board: Why do you think that authors have cliffhangers when they write?</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 the W.P.S. question.</p>	<p>Whiteboard, journals, pencil/pen</p>
Lesson Body					
Direct Instruction	<p>-Teacher will read a majority of chapter 3 aloud to the class to facilitate good reading habits by stopping occasionally to ask students questions about symbols, themes, clarifications, etc.</p> <p>-Students will respond to teacher’s different questions and participate in discussion that may follow certain questions.</p> <p>-Potential Discussion Questions Chapter 3:</p> <p><i>-Why did Amir say to Baba, “ I think I have sataran” (Cancer)?</i></p> <p><i>-What was Baba’s response when the wind knocked his hat to the ground and everyone laughed at him during his dedication speech to the orphanage? What does this say about his character?</i></p> <p><i>-What is the only sin according to Baba? Explain why.</i></p>	<p>15 mins</p>	<p>Reading aloud, listening, and answering and posing their own discussion questions. Students may ask questions as needed to clarify the novel.</p>	<p>By asking students to share responses to the chapter or discussion questions, the teacher will be able see if students are understanding the novel.</p>	<p>Kite Runner Novels, notes</p>

Guided Practice	<p>-As a class read Chapter 4 aloud, Teacher will begin reading the first paragraph and then ask for volunteers or choose students to read aloud so everyone participates.</p> <p>-Teacher will still stop at certain points of the chapter to ask students comprehension questions about the plot or about literary devices, but will tell students to stop reading if they see something interesting that they want to discuss.</p> <p>-Students will respond to teacher’s different questions and participate in discussion that may follow certain questions.</p> <p>-Possible Discussion Questions Chapter 4: <i>-Explain the following quote, “ But despite his illiteracy, or maybe because of it, Hassan was drawn to the mystery of words, seduced by a secret world forbidden to him.”</i> <i>-When Amir started to feel guilty, what would he do to make it up to Hassan? Do you think that this really makes up for Amir’s actions? Why or why not?</i></p>	15 mins	Reading aloud, listening, and answering and posing their own discussion questions. Students may ask questions as needed to clarify the novel.	By asking students to share responses to the chapter or discussion questions, the teacher will be able see if students are understanding the novel.	Kite Runner Novels, notes
Independent Practice	<p>-Teacher will ask students to individually make a prediction for the next chapters based on the last line of Chapter 4 and what we know about Afghanistan: <i>“Because suddenly Afghanistan changed forever” (30).</i></p> <p>-Students will individually write their prediction down in their notes so students can refer to them later after they read Chapters 5 and 6 for homework.</p>	8 mins	Listening to teacher’s directions and predicting plot in novel	By having students individually complete a question, the teacher will be able to assess whether students that do not participate as much still understand the novel	Kite Runner books, notes/ journals, pencils
Extended Practice	Students must read Chapters 5 and 6 for next class period, checking their predictions.	At home	Reading Chapters 5 and 6 and seeing if their predictions came true yet.	N/A	Kite Runner books, notes/ journals
Lesson Closing	-Wrap Up Lesson: Teacher remind students that their homework for the next class is reading Chapters 5 and 6.	2 min	Listening to description of homework.	Teacher will have students repeat their homework back to them, so they know if the students understood.	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 listen and pay attention to read aloud/discussion and complete a prediction for Chapters 5 and 6
Some	Some students will actively participate in the read aloud/discussion.

Few

Few students (Theodore) may not be able to record all notes while reading; they will have the option of getting the notes of a study buddy.