

# Lesson Plan-Day 21-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:** End of Unit

**Duration of Lesson:** 50 minutes

**Grade:** English 3 (Juniors)

**Lesson Objective/s:** Students will be able to begin to think about and visualize the way in which the theme of redemption has developed throughout the course of the novel, citing specific instances in the novel while the class reads together.

**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.

**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 and small group.

**Summative Assessment/s:** To provide multiple means of expression, students were given a choice of what type of visual representation they wanted to use to depict Amir's journey to redemption. The students would leave a final product in the classroom at the end of the lesson that would be a part of a summative assessment of their understanding of the redemption theme.

## 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 he had access to an audio version of the text that he could listen to while he follows along with the printed text. Also, since the activity for the day primarily deals with images and visual representations, Theodore may feel more comfortable taking a leadership role in his group because he does not have to worry about reading through the text quickly.

## 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
<b>Lesson Intro</b>	<p>-Students will begin class with Write, Pair, Share activity.</p> <p style="padding-left: 40px;"><i>-Question on Board: What is the meaning of redemption? How is this concept significant at the end of chapter 22?</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 style="padding-left: 40px;">-If there are no volunteers, then Teacher will cold call some students to respond.</p> <p style="padding-left: 40px;">-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>
<b>Lesson Body</b>					
Direct Instruction	<p>-Teacher will end W.P.S. discussion by moving onto the description of the activity for the day, which has to do with Amir's redemption in Chapter 22.</p> <p>-Teacher will explain that they want the students to create a visual representation of Amir's journey to redemption in this novel.</p> <p>-Students can make a maze, a timeline, a board game, a collage, etc. as long as the representation has images or words that represent past and present events</p> <p>-As an extra incentive for students to do well, the group whose visual representation is gets the highest amount of votes from the class will receive extra credit.</p> <p>-Students will divide themselves up into 5 groups of 4</p>	<p>3 mins</p> <p>15 secs</p>	<p>Listening to explanation of redemption assignment, asking questions if needed, and choosing group members for assignment.</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>Kite Runner Novels, notes, poster paper, markers/ colored pencils, collage materials</p>
Guided Practice	<p>-There will not be guided practice in this lesson.</p> <p>-Teacher will rotate around the room while students are working in their groups, but they will allow students to work without interference unless they specifically ask for help</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<b>Independent Practice</b>	<p>-Students will spend this portion of the class working in their groups deciding what type of visual representation to do.</p> <p>-Students will also decide what plot points in the novel represent key points in Amir's journey of redemption and how to represent them on their project.</p> <p>-If students get done with their map early then they can each write a short paragraph about why they chose that type of visual representation and their favorite part of their group's project.</p>	30 mins	Working on redemption assignment in groups. Students may ask questions as needed. Some student may be writing.	Rotating around the room and observing student progress allow the teacher to intervene if clarification is needed.	Kite Runner Novels, notes, poster paper, markers/ colored pencils, collage materials
<b>Extended Practice</b>	Students will not have any homework for the next class.	N/A	N/A	N/A	N/A
<b>Lesson Closing</b>	<p>-Wrap Up Lesson: Students will place their finished visual representations on the walls of the classroom and students will get the remaining class time to do a gallery walk of their classmates' work.</p> <p>-During this time students will vote on their favorite representation (other than their own) for extra credit.</p> <p>-Teacher will collect the ballot/votes as students leave the classroom.</p>	8 min	Walking, looking at classmates' work, voting on favorite.	Teacher will walk around classroom looking at student's final products and making sure that students remain on task and make sure to vote before leaving class.	Tape, index cards, pencils

### LEVELS OF STUDENT OUTCOMES

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

<b>All</b>	All students will work together to create a visual representation of Amir's journey to redemption.
<b>Some</b>	Some students will write a short explanation of their visual representation and their favorite part of their project.
<b>Few</b>	Few students will receive extra credit for getting the most votes for best representation during the gallery walk.