**Lesson Plan: Day 23**

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| **Lesson Objective/s:**   * **Students will be able to examine father/son relationships throughout the course of the novel and identify textual evidence that supports these descriptions.** * **Students will be able to analyze new relationships in novel and make predictions based on these descriptions** |
| **State Standard/s: (Common Core)**   * **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.** |
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| **Formative Assessment/s: Collection of assignment, observe predictions for Amir and Sohrab** |
| **Summative Assessment/s:** **Final project** |

Topic: *The Kite Runner* Subject: English

Check box if part of a larger unit: \_X\_

Where does the lesson fit in: Begin \_\_ Middle \_\_ End \_X\_

Duration of Lesson: 50 minutes Grade: English 3 (Junior)

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher\_\_\_\_\_\_\_ volunteer \_\_\_\_\_

**Understanding Your Learners through contextual details**

(ELLs & ELD levels, IEP/IDP, 504, GATE, Gender, Ethnicity)

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| In a snapshot narrative paragraph, describe the context of the instructional group. Describe major areas such as cultural, family structures, ELL levels. SES, etc.? What are the most important details that may inform your instruction and support your learners?  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. 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.

Large Group/Whole Class Instruction – Select 2-4 students for instructional focus.

Small Group / Individualized Instruction (< 5 students)

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| Student(s) | IEP Goal/Objective  (standards based) |
| Theodore | Theodore is diagnosed with a mild reading disability (dyslexia). Theodore follows the same standards/objectives as the rest of the class; however, the main accommodation that works for Theodore is accompanying the reading of the book with an audio version. |
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LESSON PLAN & PROCEDURES

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| Lesson Elements |  | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | 1. Begin lesson by asking students to take out notebooks as they will be free writing on the question: “After reading Chapters 22 and 23, can Amir be ‘good’ again? Can he not feel so guilty anymore?” 2. Teacher will give students 10 minutes to address the question; Remind students that while they must write something on the topic above, they can also use this time to address any other interesting topics/concerns from the chapter. | 10 min | Free-writing in notebooks | None present |  | notebooks |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. After free-write time is completed, instruct students that since they are nearing the end of the novel, they are nearing the end of the father-son relationships in the novel, as well. The newest of these father-son relationships to emerge is the bond between Amir and Sohrab. 2. Instruct students that during class time, they will complete an assignment that examines the nature of these relationships and will be supplementing these descriptions with evidence from the text. 3. Instruct students they have the opportunity to either work in pairs or independently. | 5 min | Listening to instructions | None present |  | Worksheet  Novel |
| Guided Practice | 1. Teacher will go over first relationship on Father-Son Relationship worksheet.  * The first relationship is Baba and Amir. Ask students to brainstorm how they would describe this relationship. Use adjectives, phrases, and examples from book and record accordingly. (answers may include: tense, dysfunctional) * Then, ask students to find examples of quotes to record on sheet. (Example may be quote on pg. 66 after Amir wins kite tournament) * Tell students the last relationship may be the most difficult because the book is not finished yet, but this is a good time to make predictions about this relationship.(No right or wrong answer for these predictions) | 5 min | Observing modeling of worksheet and asking questions if needed | None present |  |  |
| **Independent Practice** | 1. Students have the rest of time to finish assignment independently or with a partner. 2. Teacher will be walking around room answering questions if needed, observing student work. | 30min | Completing assignment  \*Theodore will have read chapter through audio book; should find quotes with relative ease and can work with partner, if needed | None present |  |  |
| **Extended Practice** | 1. Remind students that if they do not finish worksheet in class, must be completed for HW.  2. View what students wrote about Amir and Sohrab’s relationship and use in future discussions about end of novel. |  | - | None present |  |  |
| **Lesson Closing** | Wrap up  1. Collect any finished assignments. |  | - | None present |  |  |

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| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | |
| **All** | **All students will complete free write and work to complete handout in order to gain understanding of extent of father-son relationships in the novel.** |
| **Some** | **Some students will be able to efficiently find explicit evidence that correlates to description of relationship.** |
| **Few** | **Few students will be able to make inferences and predictions of Amir and Sohrab’s relationship based on content read.** |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:

**Father/Son Relationships in *The Kite Runner***

* Baba & Amir
  + Description:
  + Specific Quotes:
* Rahim Khan & Amir
  + Description:
  + Specific Quotes:
* Hassan & Ali
  + Description:
  + Specific Quotes:
* Hassan & Baba
  + Description:
  + Specific Quotes:
* Amir & Sohrab
  + Description:
  + Specific Quotes:
  + Predictions for relationship?