**Lesson Plan: Day 10**

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| **Lesson Objective/s:**   * **Students will be able incorporate Post-It method reading strategy to heighten deeper, critical reading** |
| **State Standard/s: (Common Core)**   * **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.** |
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| **Formative Assessment/s: Teacher making sure students are incorporating strategy into independent reading** |
| **Summative Assessment/s:** **Final project** |

Topic: *The Kite Runner*: Chapter10 Post-It Method Subject: English

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

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

Duration of Lesson: 50 minues 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?**  **(teacher)** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | 1. Instruct students that like last Friday, they will be using this class period to independently read Chapter 10 of *The Kite Runner*. Students should be able to get a large portion of this reading done in class; however, anything they do not finish should be completed over the weekend for HW. 2. Tell students that while reading in class, they will be participating in a strategy called the “Post-It Method.” This is a reading strategy to help you stay engaged, promote yourself to think deeper/read in between the lines, and clarify any confusions. | 2 min | Listening to teacher | Instructing student on day’s agenda and introducing Post-It Method |  | None |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Explanation of Post-It Method: As students are reading, they should be simultaneously sticking Post-It notes on specific pages, passages, quotes, etc. that are particularly interesting or important, confusing, related to themes/motifs we have discussed, major plot turns, etc. On each note, they should write a few words indicating why the note has been placed there or asking any questions that should be discussed with the teacher or classmates during discussion 2. Explain to students that the Post-It method is an informal way of tracking thoughts throughout reading and there are no right or wrong places to put the notes; it is merely a personal record of thoughts during reading. | 5 min | Listening to Post-It Method explanation | Explaining how to use Post-It Method |  | None |
| Guided Practice | 1. Instruct students that you will model an example of the kind of active reading with Post-It notes that you expect of students. 2. Tell students to turn to page 97. I will place a Post-It at the bottom of the page at the quote: “I tore the wrapping paper from Assef’s present and tilted the book cover in the moonlight. It was a biography of Hitler. I threw it amid a tangle of weeds.” 3. Then, I will explain to students that I put a note next to it because it relates back to an earlier chapter where Hassan and Amir almost got into a fight with Assef and his gang of friends. This mention during the previous chapter seemed to foreshadow future events and draws a unique comparison to a notorious public figure. This explanation showcases the deeper thinking and active reading at play with this strategy. | 3 min | Listening to model of Post-It method | Modeling Post-It Method |  | Book, Post-It notes |
| Independent Practice | 1. Instruct students that it is now time to begin independently reading – teacher will put a small stack of Post-It Notes on each student’s desk. 2. \*\*Tell Theodore that he can put in headphones and listen to the book on his iPod/class stereo if needed | 40 min | Independently reading chapter 10 | Walking around room and making sure students are incorporating strategy into reading |  | Book, Post-It notes, writing utensil |
| **Extended Practice** | 1. Students will complete any reading not finished in class over the weekend. If they wish to take Post-It notes with them, they may; however, they are not required to continue with the strategy at home.   2. Tell students they are more than welcome to continue using this strategy, even when it is not required, if it helps provide a deeper understanding of the novel. |  |  |  |  | Book, Post-It notes, writing utensil |
| **Lesson Closing** | Wrap up   1. Collect any left-over Post-It notes 2. Remind students to complete reading for HW |  |  |  |  |  |

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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 read assigned chapter and incorporate reading strategy** |
| **Some** | **Some students will carry over reading strategy to finish assigned chapter at home** |
| **Few** | **Few students will use this strategy during all reading in order to facilitate greater understanding** |