**Lesson Plan: Day 8**

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

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| **Lesson Objective/s:**   * **Students will be able to understand what making an inference means** * **Students will be able to answer inference questions based on specific chapter and complete assignment** * **Students will be able to incorporate inference strategy into independent reading to make predictions/foreshadow outcomes.** |
| **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** * **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence** |
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| **Formative Assessment/s: Collect assignment at end of class or for HW** |
| **Summative Assessment/s:** **Final Project** |

Topic: *The Kite Runner:* Chapter 7 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 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. Tell students they will be incorporating a new word into their literary vocabulary today. Tell students they most likely perform this action throughout their independent reading without even realizing it has a specific word attached to it. 2. Ask students if they know what making an inference means. Ask for volunteers to get a working definition established. 3. Write working definition(s) on chalkboard. Definition should be something like: “the process of deriving logical conclusions from text; figuring something out without it being explicitly stated” | 5 min | Brainstorming definitions of “inference” | None present |  | Chalkboard |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Explain to students that making inferences throughout reading is a symptom of active reading and allows them to more deeply think about instances in the novel that may seem trivial or insignificant at first glance. Also, explain the role making inferences has in foreshadowing and/or predicting future plot occurrences 2. Teacher will pass out *The Kite Runner* Chapter 7 handout and go over with students  * The column “Inference Question” lists various questions from Chapter 7 * The “It says” column asks for students to answer the question based on explicit text details (explicit means details that are actually written within the text) * The “I know” column asks students to answer the question/give details about the questions using knowledge they ALREADY know about the plot, characters, events, etc. from the novel * The “so I infer” column asks students to actually answer the question by making an inference – answering it in a way that is not explicitly stated in the text/making a logical conclusion based on textual evidence and background knowledge | 10 min | Listening to explanation of handout | None present |  | Handout |
| Guided Practice | 1. Teacher will go over first inference question and complete all columns with class to model how this assignment should be completed. (see attached handout) | 5 min | Observing modeling and asking any applicable questions | None present |  | Handout |
| Independent Practice | 1. Students will complete assignment in class. 2. Students have the option of choosing whether they would like to work together with a partner or independently. 3. Teacher must walk around room during work time and observe student responses. If majority of students are having difficulty completing assignment, may want to make the decision to revert to whole class completing assignment together with teacher moderating. | 30 min | Completing assignment, asking questions if needed \*Theodore may want to work with a partner so he does not have to decipher text by himself. Questions can be read aloud to him. | None present |  | Handout |
| **Extended Practice** | 1. If students do not complete assignment in class, must be completed for HW due the next day. | - | Complete assignment if not finished in class | None present |  | Handout |
| **Lesson Closing** | Wrap up  1. Remind students to complete assignment for HW if not completed. |  | - | None present |  | None |

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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 inference-making assignment for Chapter 7.** |
| **Some** | **Some students will develop deeper understanding of inferences and enhance knowledge of symbolism.** |
| **Few** | **Some students will incorporate this strategy into their own independent reading to predict future outcomes in novel.** |

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| Inference Question | It says (text clues) | I know (Background knowledge) | So I Can Infer (My inference answer) |
| Why does Assef rape Hassan? (pg77) | EXAMPLE ANSWER:  It says Assef rapes Hassan as a trade off because Hassan will not hand over the retrieved blue kite from the tournament. | EXAMPLE ANSWER:  I know that Assef has bullied Hassan in the past and has discriminated against Hassan’s Hazara status. | EXAMPLE ANSWER: So I can infer that Assef’s rape of Hassan is connected to his discrimination toward Hazara’s and functions as a way to label Hassan as subordinate. |
| What is the significance of Amir’s dream on Page 76? |  |  |  |
| Why does Amir decide to not intervene during the rape? (pg77) |  |  |  |
| What does Hassan’s dream at the beginning of the chapter mean? (pg59) |  |  |  |
| What is the significance of Hassan’s quote to Amir: “For you a thousand times over” ? (pg67) |  |  |  |
| What does this quote mean?: “And that right there was the single greatest moment of my twelve years of life, seeing Baba on that roof, proud of me at last” (pg66). |  |  |  |