

## Lesson Plan: Day 12

Instructor: Anastassia Williams

Topic: *The Kite Runner* Subject: English

Check box if part of a larger unit:  X

Where does the lesson fit in: Begin  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)

**Lesson Objective/s:** Students will be able to research information on the computer and draw key facts and concepts from the sources. They will be able to make connections to the book as they perform their research.

#### ELA Standard/s:

CC.11-12.SL.1.b Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Formative Assessment/s:** Checking for understanding, Monitoring student progress, diary entry

**Summative Assessment/s:** The unit project should effectively showcase the students' ability to look at key ideas and statements and present them in retrospect to the larger themes of the novel. Their participation in the summary and class activity should prepare them for their final project objectives.

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)

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.

### LESSON PLAN & PROCEDURES

Lesson Elements	Identify Formative Assessment as it occurs in the lesson	Time	What are the students doing?	What is other adult doing?	Check for Understanding	Materials
<b>Lesson Introduction</b> (connect & build background knowledge)	<ol style="list-style-type: none"> <li>Students will enter the classroom and begin working on their quickwrite immediately. <ul style="list-style-type: none"> <li>Question on the board: “What social injustice conflict or atrocity are you most interested in learning more about? Why?”</li> </ul> </li> <li>We will have a quick discussion and share some of their personal insights</li> </ol>	10 Min	Students are writing the quickwrite in their journals. They are also actively participating in our class discussion and sharing their ideas. Theodore does not need any specific accommodations.	There is no other adult in the classroom.	✓	Journal, writing utensil, whiteboard, lab, worksheet
<b>Lesson Body</b>						

Direct Instruction	<ol style="list-style-type: none"> <li>1. I will ask students to divide into groups of 3 or 4 for their projects. They are allowed to pick their groups.</li> <li>2. Once groups are picked and seated, we will begin assigning the different atrocities and social injustice they are allowed to research.</li> <li>3. There should be only one group assigned to each topic. I will have sheets of paper numbered 1-10 and each group will draw a sheet of paper. The group who draws #1 will get first choice for their topic, #2 will get second choice and so on.</li> <li>4. Once all groups have been assigned, I will pass out “research guide” worksheet (see attached). I will explain the directions and go over the requirements for the project again.</li> <li>5. I will answer any questions they may have.</li> <li>6. I will then instruct students to pack up all of their belongings, as we will be working in the computer lab.</li> </ol>	10 Min	Students will be picking groups and topics they will be working on for the remainder of the unit. Students will be listening to directions and asking questions regarding the project. Theodore does any specific accommodations.		✓	White board, sheets of paper, writing utensil
Guided Practice/ Independent Practice	<ol style="list-style-type: none"> <li>1. In the computer lab, students will be sitting with their groups.</li> <li>2. Each member in the group should be working on a different aspect of the research.</li> <li>3. I will be walking around the lab answering questions and making sure students are on task. I will be making sure that students are filling in the worksheet appropriately.</li> </ol>	30 Min	Students will be researching with their groups on the topic. I will print out articles for Theodore to read if that makes it easier not reading on the computer.		✓	Writing utensil, worksheet, computer
<b>Extended Practice</b>	Inform students to continue to fill in the worksheet as they come across more information throughout the unit. Consistently think about your topic and how it relates or is different than <i>The Kite Runner</i> .					
<b>Lesson Closing</b>	Tell students to pick up all of their belongings and to read chapter 12 of <i>Kite Runner</i> for homework.					

**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 participate in the quickwrite and research.
<b>Some</b>	Some students may need more guidance in the computer lab.
<b>Few</b>	Few students (Theodore) may need to print out resources in order to work efficiently.

Name: \_\_\_\_\_

Kite Runner Research Project: Note Organizer

Directions: Take notes from your research sources on this handout. Write down important information from the sources in your own words by paraphrasing or summarizing. Make sure to include bibliography.

SOURCE #1 Bibliography Information:	SOURCE #2 Bibliography Information:	SOURCE #3 Bibliography Information:
Summary of Information:	Summary of Information:	Summary of Information: