

Lesson Plan: Day 14

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 summarize and reflect upon key moments in the text.

ELA Standard/s:

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

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 reading and reflection of these chapters should prepare them to be able to complete the objectives for the project.

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 this 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 accommodations/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
Lesson Introduction (connect & build background knowledge)	<ol style="list-style-type: none"> Students will enter the classroom and begin working on their quickwrite immediately. <ul style="list-style-type: none"> Prompt on the board: “Write a discussion question about <i>The Kite Runner</i> that your classmates should be able to answer. Can be specific or general.” Once students have finished their responses, I will ask them to fold them up. I will then walk around with a basket and ask all students to put questions into the basket. 	10 Min.	Students are writing the quickwrite in their journals. Theodore does not need any specific accommodations.	There is no other adult in the classroom.		<i>The Kite Runner</i> Book, notebook, writing utensil,
Lesson Body Direct Instruction	<ol style="list-style-type: none"> As we are half way through the novel so far, this class period will be used to discuss the book up until this point. We will be having a round table discussion. I will ask the students to organize their desks into one giant circle. I, too, will be apart of the circle. 	30-40 Min.	Students will be actively participating in our class discussion and sharing their			

	<ol style="list-style-type: none"> 4. I will then pass around fake money, each person having 2 coins, so they are able to put their “two cents” regarding the book. 5. There will be a money jar being passed around where students who participate and answer a question can put one of their coins into the jar. 6. If students use both of their coins, they get full participation for the day. If just one coin, than half participation. If no coins, than no participation points for the day. 7. I will draw the questions that the students generated to get conversation flowing. Whenever there is a lull in conversation, I will draw another question from the basket. 8. I will mediate between students, making sure the topic is always relevant and that we are drawing on important scenes and themes. 		ideas. Theodore does not need any specific accommodations.		✓ ✓	
Guided Practice/ Independent Practice	<ol style="list-style-type: none"> 1. Once we have had a sufficient class discussion or the class period is up, I will ask students to put desks back into their original order. 2. If there is time left for the class period, students can continue to read <i>The Kite Runner</i>. 	5-10 min?	Students will be reading <i>The Kite Runner</i> . Theodore will be using the version on his iPod to listen to the novel while following along in his book.			
Extended Practice	Encourage students to continue to look for character development and major themes throughout their reading.					
Lesson Closing	Before students leave, remind them that there is no reading for tomorrow and they should continue to think about the unit project.					

LEVELS OF STUDENT OUTCOMES

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

All	All students will participate in the quickwrite and round-table discussion
Some	Some students will not earn all of their participation students.
Few	Few students (Theodore) will need assistive technology to do the reading.

- **Attach Classroom Profile (Highlight students in lesson for instructional focus)**