

Lesson Plan: Day 25

Instructor: Anastassia Williams

Topic: *The Kite Runner* Subject: English

Check box if part of a larger unit:

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 analyze a major theme in the novel and tie it in with their own personal experience. They will be able to accurately and reflectively pull out significant parts in the novel and put them together in meaningful ways. Students will be able to summarize major points in the novel as we approach the end of our novel.

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.W.3.a Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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	Material
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"> Question on the board: “As we approach the end of the novel, what do you think is going to happen? How is it going to end?” We will have a quick discussion and share some of their ideas about the ending of the novel. I will initiate deeper thinking of these ideas by asking probing questions such as, “Why do you think that? What has happened in the novel to make you believe that’s how it’s going to end?” 	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, white board
Lesson Body						
Direct Instruction	<ol style="list-style-type: none"> We will summarize chapter 24 as a class, since it was to be read for homework. <ul style="list-style-type: none"> Students will come to the board, one table at a time, and each person will write one thing that 	30 Min	Students will be summarizing chapter 24. Students will be exploring the			White board, sheet of paper, writing

	<p>happened in that chapter on the board. It can be as insignificant or significant as they want. Ex. “Amir met with Raymond Andrews” or “Amir found Sohrab on the bathroom floor bleeding.”</p> <ul style="list-style-type: none"> • I will read through the answers on the board, stopping occasionally at important points and expanding on them. <p>2. Once we have finished summarizing the chapter, I will transition to our classroom activity. I will begin by introducing the theme of silence again, something we have gone over in previous class periods. I will ask them to:</p> <ul style="list-style-type: none"> • “Think about a time in you life when your silence had an effect on the outcome of a situation. When was there a time you did not stand up for what was right or what you believed in?” (Ex. Seeing someone get bullied, watching a friend shoplift, etc.) • They will brainstorm different instances on a piece of paper independently. <p>3. I will then hand out a worksheet (see attached) that asks students to explore one of these ideas more thoroughly by answering the presented questions. Students will work independently on the worksheet.</p> <p>4. I will walk around the classroom to ensure everyone is on task and to answer any questions they may have. I will also be passing out sheets of paper with a random animal written on them.</p> <p>5. After 5 minutes of working on the worksheet, students will break off into partners. In order to find their partner, they will make the noise of the animal they received on the sheet of paper. The person who is making the same noise is their partner.</p> <p>6. Partners will discuss their individual situations with each</p>		<p>theme of silence in relation to their own experiences. They will be sharing ideas with other classmates to enlarge and clarify their understanding of the theme of silence. Theodore does not need any special accommodations.</p>	<p>✓</p> <p>✓</p>	<p>utensil</p>
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	<p>other and find similarities and differences.</p> <p>7. After 5 minutes of discussion, students will be asked to go back to their original seats.</p>					
Guided Practice/ Independent Practice	<p>1. I will pass out another worksheet (see attached), which is the final part of the classroom activity. I will read through the directions, answer any questions they may have, and ask them to take the rest of the class period to work on it.</p> <p>2. I will walk around to make sure everyone is on task and understanding the instructions for the assignment.</p>	10 Min	Students will be working independently on the assignment.		✓	Writing utensil
Extended Practice	Inform students that if they do not finish the assignment in class than it is homework. Also, remind them to continue to think about the theme of silence as we conclude the novel and what it means about the bigger picture.					
Lesson Closing	Tell students to pick up their belongings and to read chapter 25 of <i>Kite Runner</i> for homework.					

LEVELS OF STUDENT OUTCOMES	
<i>Remember the model of instruction, the instructional setting and the students' needs, goals and objectives.</i>	
All	All students will participate in the quickwrite, classroom activity, and diary entry.
Some	Some students may need more time at home to finish the assignment.
Few	Few students may need extra guidance when thinking about the theme of silence.

The Power of Silence

Throughout the novel, we have witnessed the power of silence and the implications it can have on society. When Amir regressed to silence and allowed Hassan to be raped, he forever lived in regret of the betrayal he committed towards his friend. Now, at the end of the novel, Sohrab has stopped speaking entirely after the traumatic incidents he has endured so far in his life. Aside from the novel, our research regarding various conflicts around the world has also illustrated the severe consequences silence can bring to the gravity of the issue. As we have explored the idea of silence and how it has impacted your life, I want you to continue to think about the important role it has played in the novel.

Assignment Directions:

Pick a scene in the novel where the theme of silence was prevalent. What would have changed if that character spoke out and stated how they were feeling? Write a diary entry in that character's perspective. How did they feel about their act of silence? What do they wish they had done differently? What changes do they think what have occurred if they did speak up?

Name: _____

The Power of Silence

Describe the situation:

Who was involved (friends, family, strangers)?

What happened?

How did your silence contribute to the situation?

What would you have done differently? What do you think would have happened instead?