**Lesson Plan 5: Friday the 20th**

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| **Lesson Objective/s:** Students will be able to silently and critically read a chapter of the novel and identify important quotes, characters, themes, and understand how to connect their reading to their own personal learning and comprehension. |
| * **State Standard/s:** [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. * [CCSS.ELA-Literacy.RL.11-12.2](http://www.corestandards.org/ELA-Literacy/RL/11-12/2/) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. * [CCSS.ELA-Literacy.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
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| **Formative Assessment/s:** I will look at the student’s annotations to see if they noted important quotes, offered some analysis, discussed themes, summarized, and examined the author’s craft. |
| **Summative Assessment/s:** This lesson should help prepare them for their final project, where they must look at the important history that the novel brings up and connect it to specific themes from the novel that also relate to a separate world conflict of their choice. |

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 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 | 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) | * Lesson goals/objective * Anticipatory Set – activating prior knowledge - * Front loading concepts * Throughout the unit, the students have spent every Friday in class silently reading one or two chapters of the novel. They will continue to do the same today. |  |  |  |  |  |
| **Lesson Body** | * When the students come to class, they should already know that today there is no quick-write and they will sit at their desks and begin reading. They should read chapter 21 and 22 (that is what will be discussed on Monday) * I will remind students of what they should be looking for when they are annotating and critically reading silently. On the board I will write: important characters, important quotes, evidence that will help you in your final project, history, themes, author’s craft, and questions. I will have different colored post-its for them so that they can organize their notes in any way they see fit. They are expected to use the post-it notes to write their annotations in their book. At the end of the period, with 5 minutes left of class, I will go around the room and check to make sure they have annotated in a conscientious manner. * At the end of class, remind students to read chapter 22 for Monday. | Take 5-10 minutes to explain the lesson (it will probably only take 5 because at this point, they know the drill for Fridays).  Students will have 45 minutes to read silently.  In the last 5 minutes, I will go around and check every students’ annotations to make sure they did the activity. | Students will be listening to the instruction, and then silently reading for the rest of the period and annotating using post-it notes.  Theodore will bring his audiobook and will listen to the chapter with headphones. He will also have a hardcopy to help him follow along. He is expected to annotate like the rest of the students. But he has the option of annotating on his own outside of class if it is too distracting to both listen and annotate at the same time. |  | When I check the student’s annotations, I expect to find that they are actively reading the chapters and noticing important themes, quotes, historical details, and noting any questions that they may have. This shows that they are comprehending what they are reading and are gaining more than just content. | Books, post-it notes, writing utensils. |
| Direct Instruction | There won’t be much direct instruction in this lesson. I will give students some minor instructions at the beginning of the lesson by reminding them what is important to look for in their annotations and reading. |  |  |  |  |  |
| Guided Practice | The students will work independently today. |  |  |  |  |  |
| Independent Practice | The students will work individually to read chapter 21 and 22 in class. They will be annotating their books with post-it notes on their own. |  |  |  |  |  |
| **Extended Practice** | By reading independently, the students can annotate for specific aspects of the novel that will help them in their final projects. One of the things they are told to look at specifically is moments in the chapters that will help them for their final project. |  |  |  |  |  |
| **Lesson Closing** | After looking at each student’s chapter for completion to see if they did the annotations, I will remind the students that we will be discussing chapter 22 in class on Monday, so they should read and be prepared to discuss it in class on Monday. | 5 minutes. |  |  |  |  |

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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 should be able to silently read and annotate their chapters using the guided advice that I will write on the board.** |
| **Some** | **Some students may only be able to focus on some of the advice I noted on the board.** |
| **Few** | **Theodore may not be annotate at all while listening/reading to the chapters. He has the option of writing out important annotations after his reading.** |

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