**Lesson Plan 4: Thursday the 19th**

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| **Lesson Objective/s:** Students will be able to conduct their own discussion with their peers and reference evidence in the novel while thinking about important themes for their final project. |
| **State Standard/s:**  [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.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) 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. (Include Shakespeare as well as other authors.) |
| **Formative Assessment/s:** I will observe how the students conduct the discussion and respond to one another. In their discussion, they will look at themes, author’s choice, and discover the meaning in the language. It is a lesson is social interaction as much as it is a lesson in understanding the various themes of the novel. |
| **Summative Assessment/s:** This discussion will help the students prepare for their final project, where they must connect various themes from the novel to the conflicts of their choosing.  |

Topic: *The Kite Runner* Subject: English

Check box if part of a larger unit: \_X\_

Where does the lesson fit in: Begin \_\_ Middle \_X\_ 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
* Before class, set the desks up in two circles: with an inner circle of 11 desks and an outer circle of 10 desks
* Quick-Write: Is morality relative? Is it possible that there is not a single moral code of what is right and what is wrong? Refer to events in chapter 20, any other chapters of *The Kite Runner,* and your own lives, to help you answer this question.
* Bring the class back together for a class-wide discussion about their responses. Ask them to share their answers. What are some examples from the chapter, and the book as a whole that helped you answer this question?
* If students are having a hard time coming up with examples: remind them of the orphanage owner, how he sells kids to the Taliban. But he also stays in dangerous Kabul and helps hundreds of children. Is it ok to risk the lives of a few children in order to save hundreds?
 | The quick write should take 5 minutes. The discussion afterwards should take no more than 10 minuets | Students will be writing silently in their journals and participating in a class-wide discussion to discuss their responses. Theodore should have no problems with this aspect of the lesson. |  | Students will be reflecting on the theme of morality in the novel, and will be complicating the theme by answering the question of the quick-write. They will refer back to the novel for evidence and practice sharing their responses.  | Chalkboard, journals. |
| **Lesson Body** | * Following the quick-write and discussion: tell students that the reason they are sitting in circles this way is because they will be participating in a fish-bowl discussion.
* Explain that a fishbowl works when the inner circle participates in a discussion of the novel, and the outer circle listens. Each member of the outer circle will choose one person in the inner circle to follow during the discussion. They will be responsible for keeping track of their participation and writing out specifically what they said in their participation. The person you are following is the person sitting directly in front of you or behind you (depending what circle you are sitting in).
* There is also a hot seat in the inner circle. If any of the members of the outer circle are compelled to comment on something going on in the conversation, they can only participate if they do so in the hot seat. They are allowed to comment, and then leave. If someone responds to your comment and you feel the need to respond, you can go back to the hot seat.
* Students will receive one point of extra credit for using the hot seat when they are in the outer circle.
* So essentially, there will be two discussions happening today. Each discussion will last between 10-15 minutes. I’ll stop the class after the first one when it is time to switch
* Also, I am not giving you a topic to talk about. You must figure that out on your own (hint\*\* think about the quick-write and extend that conversation further)
* You are expected to use evidence in your discussion and reference the book as much as possible.
* This explanation should take between 5-10 minutes.
* Have the first group begin, stop them after about 12 minutes, and let the next group go.
 | Description of activity should take no more than 10 minutes. Group one should discuss for 12 minutesGroup two should discuss for 12 minutes.  | Students will be participating in a fishbowl activity, where they will be conducting their own discussion. Half of the students will be discussing and responding to one another while the other half takes notes and follows the participation of one of their peers. Theodore should be able to participate fully in this discussion. It is ok if he merely references parts of the novel rather than finding a quote specifically.  |  | With the fishbowl activity, I will be observing the students to see how they structure a discussion and how they respond to one another. I will also observe their choices in what themes and parts of the novel they choose to discuss, and also their use of quotes and evidence to prove their points.  | Desks set up in two circles. Paper and writing utensils.  |
| Direct Instruction | I will give direct instruction when I am explaining the fishbowl activity. I will remind students of the elements that make up a good discussion, including asking questions, referencing the text, and responding to one another.  |  |  |  |  |  |
| Guided Practice | While the students are discussing their responses for their quick-write I will guide their responses by offering more questions that refer directly to the text in the hope that they will begin to use evidence in their responses more.  |  |  |  |  |  |
| Independent Practice | In the fishbowl activity, the students will be conducting a discussion all on their own.  |  |  |  |  |  |
| **Extended Practice** | This activity should help the students with their final project because the students will have an opportunity to talk about topics of their choice. In the fishbowl, they have the freedom to steer the conversation any way they want, and at this point in the unit, they will already know what their project will be on, so they can ask the appropriate questions to their peers.  |  |  |  |  |   |
| **Lesson Closing** | * With two minutes left of class, stop the second group. Have students turn in their notes about the partner they followed. Remind them that they will be reading chapter 21 silently in class tomorrow.
 | 2 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 participate in the fishbowl discussion and generate their own ideas and evidence through this student-led discussion.** |
| **Some** | **Some students may only respond to the comments of others rather than coming up with their own discussion topics.** |
| **Few** | **Theodore may respond to his peers and may reference events in the book without directly quoting evidence from the chapters.**  |