**Lesson Plan 1: Monday the 16th**

Instructor: Allison Hawkins, Callie Snyder, **Shoshanna Shaoul**, Anastassia Williams

|  |
| --- |
| **Lesson Objective/s:** Students will be able tounderstand the main ideas and themes of chapter 17 of *The Kite Runner* through the examination of character relationships, main themes and ideas of the text, analysis of text, and citation of evidence to prove ideas. |
| **State Standard/s:**  Reading standards for literature grades 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. |
| 2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text. |
| **Formative Assessment/s:** Observing the class discussion and seeing if students did the reading and if they understand the major themes and relationships of the novel. Reading their journals to examine their writing, looking at how they involve quotes in analysis in the silent discussion. |
| **Summative Assessment/s:** The students will be thinking about their final project as they read the novel. They will think about the historical significance of Afghanistan and the Taliban from the novel, and they will think about important themes. |

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)

|  |
| --- |
| 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** |
| **Lesson Introduction**  (connect & build background knowledge) | * Lesson goals/objective * Anticipatory Set – activating prior knowledge - * Front loading concepts   Themes in Chapter 17 of *The Kite Runner*:   * Start the day with a quick write * When students walk into class, have them react to chapter 17. A lot of juicy stuff came out in this past chapter and I want to gage the students reactions. When they walk into class, they will each get a slip of paper that will say either Rahim Kahn or Amir. On the board, I will write the question, “Take the perspective of the person on your slip of paper and answer this question in your notebook: Whose job is it to claim how one can redeem their mistakes? Before the students start writing as them verbally: Is it fair for Rahim to put Amir in the position he did? Remember, write as the character on your piece of paper, do not use your personal opinion…yet. * Give students 5 minutes to write their response in their journals. Once they are done, have a large group discussion where the students share what they wrote. Ask them why Rahim felt it was his place to put Rahim in this nearly impossible situation? Do you think it is his place? Should Amir have gotten as angry as he did? Why was he angry? Does he need to accept the fact that this is the only option for him to redeem himself and his sins? | 15-20 minutes | Writing in their journals and discussing their answers. |  | Through the discussion and the quick write, I will see if the students read the chapter and if they were able to pick out the important themes and understand relationships between characters. | Slips of paper, chalkboard, journals. |
| **Lesson Body** | * After the quick write and discussion, the students will have a silent discussion. Before class, or while the students are silently working on their quick write, write these 4 questions on different areas of the room. Write the questions on a large block of butcher paper. Each of the four questions will going to be based on separate themes or main issues that the chapter brings up. * History of conflict: What role did the Taliban play in the chapter? Verbally ask students: Think about their charter, ways of governing, treatment of women… * Familial bonds: How does the fact that Hassan and Amir are brothers change the way you viewed the story, their relationship, and the events in the novel (Think about Baba, how he treated Hassan and Amir when they were younger, think about Amir’s jealousy of Hassan, think about the relationship between Baba and Ali) * Culture: What role does gossip play in Afghan culture? How does it tear families apart? Is the portrayal of gossip in the chapter similar or different from American culture (or the culture you are most familiar with)? * Morality: Is it ok that Sohab let his wife get beaten? How does the novel complicate the notion of morality? * Explain to class: Ok, now we are going to have a silent discussion. On the borders of the room, you’ll notice I have written 4 important questions on the board * Circulate the room and go over every question, ask supplementary questions to get the students thinking. * Your job today is to comment/participate 5 times in this silent discussion. You don’t necessarily have to answer every question. You can also respond to one of your peers. If you choose to respond to your peers, be sure to draw a line to your own comment so we can see what comment you are referring to. Of the five times you participate, one of those comments must be an important quote. If you choose to comment and explain the quote, that counts as two comments (the quote and the comment), but it is not necessary. Also, when you comment, write your initials next to every comment so I can give you participation points for today’s lesson. * There will be absolutely NO talking during this activity. We are going to spend the next 25 minutes in the silent discussion and then if there is time at the end of class we will go over our answers, if not, then we will go over the answers tomorrow. | 25-30 minutes | First, the students will be listening to instructions, then, once the silent discussion begins, they will get out of their seats and circulate the room writing on the butcher paper. If time permits, we will discuss their responses, but most likely, we will have the discussion at the beginning of the next class.  Theodore should be able to fully participate in this lesson without any accomodations |  | Students will be interacting with specific themes of the novel. They will activate their prior knowledge of the Taliban and the history of the conflict, they will look at relationships between characters, and they will integrate quotes into their comments and analysis. | Markers, butcher paper. |
| Direct Instruction | I will give direct instruction when I explain the quick write question and when I explain the questions for the quick write. I will discuss how each of the questions for the silent discussion relate to very specific themes that are important to the novel. |  |  |  |  |  |
| Guided Practice | As the students circulate the room answering the questions for the silent discussion, I will monitor what they are writing and make sure that they are answering the questions and engaging with the text, if not, then I will give more guided instruction on what I expect from them in the discussion. |  |  |  |  |  |
| Independent Practice | The students will mostly be on their own for the silent discussion. I will only step in if I feel as though the students are not engaging with one another in their comments. |  |  |  |  |  |
| **Extended Practice** | * For homework, the students will have to choose 3 important quotes from the book thus far. They can choose those quotes for any reason. They must write or type at least a two sentence description on why they chose the quote they chose. They must write each quote on a separate strip of paper for tomorrows class (the descriptions can be on a separate piece of paper and they can be all together). I will model how they want the homework to look on the board when I explain it. |  |  |  |  |  |
| **Lesson Closing** | Wrap up: Stop silent discussion with 4 minutes left in class. Have students go back to their seats. Remind them of their homework and that we will be discussing their comments at the beginning of class tomorrow. |  |  |  |  |  |

**.**

|  |  |
| --- | --- |
| **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 find quotes to prove their analysis, and be able to think about character analysis and character relations. |
| **Some** | Some students will be able to use quotes to help their own analysis, but may not integrate their ideas with the ideas of their peers. |
| **Few** | Theodore will read the chapter with the help of the audio book, but should still be able to make the same connections as the rest of the class. |