**Lesson Plan 2: Tuesday the 17th**

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| **Lesson Objective/s:** Students will be able to analyze quotes and relate them to overarching ideas and themes of the novel. Their final project involves analyzing quotes to connect their choice conflicts to the novel, so this lesson is a practice in that analysis. |
| **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 |
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| **Formative Assessment/s:** I will observe the students discussion as they talk about their reasoning behind choosing a quote and choosing a theme to go along with that quote. I will read over the student’s quick-writes to see how they reflected and learned from the lesson from the day before. |
| **Summative Assessment/s:** This lesson will prepare the students for their final project where they must integrate quotes from the novel into the major themes of the conflicts they choose to study. |

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 * The student’s homework from the night before will be to choose three quotes from the book thus far that they think are important in some way or another. They will be told to write a short description on why they think it is important. They were also told to write the quotes on separate strips of paper. When they come to class, before they do their quick write, I will ask the students to turn in their quotes and I will take them and jumble them up in a hat or bucket… * Quick Write: In their journals, students must answer the question on the board: What did you think of yesterday’s silent discussion? Did you like it better than verbal discussions? Why or why not? * Give students 5 minutes to answer the question * While students are writing, but their quotes in a bowl and jumble them, and also put the butcher paper from the day before and hang them in the front of the room. Also, choose 5 spots in the room, with some distance between each one, and write the four main themes from the day before on each of the walls (in large print): Morality (right vs wrong), Familial bonds, historical context, culture, and then write Miscellaneous. * Have students discuss their quick writes and their comments on yesterday’s activity. Did they like it? Why or why not? Go over each question and each butcher block. Comment on important/good comments. Comment on how students responded to each other. How did they use quotes? Ask students if they notice anything important from their responses. | 15 minutes | The students will be turning in their homework quotes, and will be writing their quick-writes in their journals.  Theodore should not have a problem finding three quotes. While he listens to his book on tape, he will still have a hard copy of the book for when he needs to look up quotes. |  | I will check to see if the students did their homework, I also want the students to reflect on the activity from the day before to see if they understood the main purpose of the lesson and that they displayed literary and writing knowledge in their comments. | Journals, a bowl for the strips of paper. |
| **Lesson Body** | * Following this conversation, introduce the next part of the lesson. Point out the five areas of the room to the students and the words written on each wall. Remind students that these are the same themes and/or overarching ideas that we discussed in yesterday’s silent discussion. For today’s lesson, we will work on analyzing quotes. This is an important concept to learn because for their final project, the students must analyze quotes and connect them to the conflicts they are researching. Today, we are going to practice that by using the themes from yesterday and the quotes from their homework. * Go around the room and have each of the students pick three strips of paper at random. They should all have three quotes. If they get one of their own, or one they already chose from their homework, that is ok. * Tell students that they will choose one quote at a time, and when I say, they will walk to the theme or idea that they think the quote best fits in. If they don’t think their quote fall into any of those categories, then they can go into the misc. category, but they must be prepared to choose a theme that they think their quote would work for. Walk over to each section of the room when you explain the assignment. * The explanation of the assignment should take no more than 5-7 minutes. * After explaining the activity, tell the students to choose their first quote and walk to the side of the room they think best fits the quote. * Once the students go to the side of the room of their choice, ask them why they chose that side. Whoever volunteers (call on someone if they don’t volunteer) will read the quote out loud and explain why they think that quote fits with the certain theme. * As the different students respond, scaffold them by asking the right questions: how does this quote “prove” that theme? What kind of argument are you making in the connections between your quotes? You all have started thinking about and researching various conflicts, how do these quotes and themes connect to Afghanistan or a conflict of your choice? | 5-7 minutes to explain the activity.  25 minutes to do activity. | Students will be circulating the room as we discuss each quote.  Theodore should be able to complete the activity without any extra accommodations. |  | I will see how the students respond to the quotes. They will each turn in their homework which has them respond to specific quotes. There I will see how students respond to quotes. During the activity, the students will be interacting further with quotes and examining how they directly relate to major themes and ideas that are important for their project. | Slips of paper, signs with themes on them |
| Direct Instruction | I will use direct instruction when I explain how the activity works and how I want them to integrate the quotes with the themes. I will also use a little bit of direct instruction in the beginning when I go over the activity from yesterday and I point out their responses from the silent discussion. I will explain what they did well and why. |  |  |  |  |  |
| Guided Practice | I will scaffold the children during the discussion of the activity by asking them questions that make them think about the quotes, and how they connect to certain themes and how this helps them develop an argument and thesis that connects the conflicts to a theme. |  |  |  |  |  |
| Independent Practice | Students will have to examine each quote on their own and choose which theme/ main idea fits best with their quote. They must be able to think of their own analysis. |  |  |  |  |  |
| **Extended Practice** | The students will use their knowledge of quotation analysis in their final unit project. They will have to connect quotes to a major connecting theme that bonds the two conflicts. They will use the conversation and tools from today to helo them do that. |  |  |  |  |  |
| **Lesson Closing** | Wrap up: sit student down during the final three minutes of class and tell them that their homework for tomorrow is to read chapters 18 and 19 of *The Kite Runner.* | 2-3 minutes | Students will be sitting at their desks listening. |  |  |  |

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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 understand the concept of connecting quotes to overarching themes as a way to help prove an argument.** |
| **Some** | **Some students will connect quotes to a theme but may not be able to realize how that connects to an overarching thesis or argument.** |
| **Few** | **Theodore will still be responsible for bringing in quotes. Although he primarily reads the book on an audio version, he still has a hard copy of the novel that he uses for homework like this.** |