

Clark University Master of Arts in Teaching Program  
Learning Activity Plan (Porcella 02/01)

**“I Knew It!”: Foreshadowing in *The Kite Runner***

I. Content: Describe *what* it is you will teach. What is the content?

- Today I will begin by collecting student revisions of essays written last week in class.
- Then, we will listen to the audiobook version of chapter 17 to serve as a close reading of a very important and enlightening chapter.
- As we did last week, we will spend the next section of class in small groups/pairs going back into the text to find quotes/evidence in earlier sections that are again relevant to our reading.
- Class will end with time for sharing out responses.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- Students will engage with an audio reading of *The Kite Runner* to read for mastery and understanding of key events. This will aim to foster close-reading skills.
- Students will work in small groups or pairs to seek quoted evidence based on in-class questions, with the goal to build this skill in the writing in the coming weeks.
- Students will be reintroduced to foreshadowing and will be responsible for looking back into the text to find at least two examples as quotes.
- They will be able to express to a partner, and the class, what their example of foreshadowing means for the text as we are reading it.

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- We will be revisiting our close readings via the audiobook today, with perhaps the most shocking chapter in *The Kite Runner*. I want to read this one in class because of its importance to the book and its themes.
- I am trying to get students to do additional small group work because the juniors have often fallen into cliques. I will be assigning groups today to counteract this.
- In an effort to get students to think about their writing, I am having them turn in revisions, which I will grade as an SAT scorer would.
- I am having students find evidence and quotes from the book because they have shown to be weaker in this area. We will use these quotes and others found recently to inform the final essay writing in a few weeks.

IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.

- I will be collecting the new drafts of the essays in order to assess how students improved their writing with additional resources.
- I will pay close attention to their work with what we did in class last Friday: run-on sentences and analyzing quotes.
- I will continue to use the fill-in study guides to assess students' understanding of each chapter.
- I will use formative assessment strategies to see what students are able to accomplish in their pairs regarding foreshadowing and rethinking Amir.

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V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

- One student who has in an IEP that additional writing time is necessary will be staying afterschool with me to complete the writing assignment for full credit.
- I will make pairs today that I believe set students up for success, being (if you will) heterogeneous pairs—if such a thing can exist in a pair.
- The activity starts as low-stakes group work and builds up to higher-stakes in class conversation.

VI. Activity description and agenda

a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

0:00-0:05 As students enter, I will collect their revisions. (One student on an IEP will be working with me afterschool today on this.) Students must include their first draft, new draft, and workshop sheet (from Friday). Note to students that we'll be working with these again when we write our final essay in late February.

0:05-0:30 We'll have a quick recapitulation of chapter 16's happenings, including the narrative choice to shift to Khan's perspective. While this is going on, I will confirm that the audiobook is ready to go. We will listen to the audiobook version of chapter 17, a hugely important chapter that reveals more about Hassan and Amir. I will stop the tape periodically to ask questions, with the goal to assess student understanding.

0:30-0:40 Like a couple weeks ago, we will do a textual scavenger hunt, this time in pairs and focused on foreshadowing. I will review foreshadowing if necessary (where writer gives a hint of something that might happen later in the story; cf. movies). Pairs find (1) a quote that means something completely different now with explanation (2) a sentence describing what is ironic and (3) a sentence on whether your opinion of Amir has changed.

0:40-0:52 The remainder of class time goes to groups sharing out and responding. Other conversation is permitted, of course, if it is relevant to the text. **Homework:** read chapter 18 and complete the writing prompt, topic [REVIEW] on how opinion of Amir has or has not changed and why. I will distribute the next study guide for the week and remind students about Poetry Out Loud.

b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

MCAS retesting begins today in biology, and I might be losing as many as four students to this. I will be flexible in my groups. I will only make groups of two to begin so that people can be easily shifted.

Students may not feel secure in going back into the text to find quotes, since they have been hesitant to do this. I think having students in small groups will assist them and acts as lower stakes writing so that they can find evidence on their own before we share out in class.

VII. List the Massachusetts Learning Standards this lesson addresses.

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**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.

**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).

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**SL.11-12.1.a-b** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

VIII. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience of this lesson that will inform your next LAP?