

Dare to Be Different Unit

Ashley Wiseman

This four week unit plan is designed for a ninth grade English class.

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Rationale

Assigning a theme to a unit allows a teacher to incorporate several different types of learning opportunities that may reach out to and impact each student differently. By implementing the theme of “Dare to Be Different” and stressing the power of individuality, I am hoping that my students not only gain confidence in themselves from partaking in this unit of lessons, but also use this time to help them grow in their writing, researching, and reading comprehension skills. I want my students to be able to read a novel and analyze it deeper by looking through the characters’ perspectives and research with full intentions of letting the knowledge they learn make an impact on their lives. This type of skill will make reading and research a much more enriching experience for them as they truly connect with their readings and are able to relate it to themselves. This unit will be essential for my students because it will provide multiple opportunities for them to gain strength in skills that they will find necessary to have throughout their high school years. Thus, instead of focusing on one distinct skill, incorporating an umbrella theme to my unit will allow my students to progress in many of their learning abilities.

In this unit, the students will read two full novels, compose a presentation from research, keep an ongoing writing journal, participate in multiple grammar and vocabulary lessons, and make a creative project which symbolizes the qualities of their character. When planning the unit, I laid it out so that the assignments and readings go in order based on their length and difficulty. I selected a variety of materials and assignments for the students to complete so that they may improve many of their skills and create a better rounded learning experience for them.

As an introduction to the unit, the students will be asked to read the short novel, *Stargirl*, by Jerry Spinelli. I thought that this work would be the perfect way to begin this unit because of the way its theme matches perfectly with the unit's, daring to be different. The simplicity of this novel will allow students to comprehend it well and take a deeper look at the text through Stargirl's perspective. Through the reading of this novel, the students will learn how to take the character's view by journal responses and classroom discussions. Stargirl's perspective is unlike any other and is left a mystery in the novel so this reading provides the perfect opportunity for students to let their imaginations run wild and learn how to discover a text in a different light.

Grammar and vocabulary lessons are included on top of the given assignments students will be working on each week. Proper grammar is a skill that students can always use more instruction and practice in. For this lesson, I created a grammar mini lesson series titled *Grammar That Stands Out*. Following the theme of daring to be different, students will participate in these lessons, learning about grammar that does not always follow the rules and can be tricky to understand. I also selected vocabulary from both the texts in this unit for the students to study and learn. The students will participate in the in class activities planned for each vocabulary lesson, as well as taking quiz assessments on the selected vocabulary.

Aligning with the theme of daring to be different, the students are to be assigned a research project in which they will be asked to select an individual in history that was not afraid to stand out in the crowd and make an impact on history. I decided to schedule this assignment in the second week so that it will give students a break from reading novels. Being able to research and speak in public are skills that students will need to be good at for the rest of their high school years and on. I think this is the perfect opportunity for them to practice these skills

while learning about a significant person in history and sharing the knowledge with their fellow classmates. This assignment's main focus is for students to take advantage of the materials around them. One of the days will be specifically set aside for research in the school library. I also incorporated technology as a means for providing another material students can use to their benefit. In this technology driven generation, I think that it is important students begin feeling comfortable using technology tools to help them. This is the ideal assignment because students will be asked to use technology for their research and presentations.

To end the unit, I decided to have my students read *The Kite Runner*, a remarkable novel by Khalid Hosseini. Although this text will be challenging for many of them, the differences in culture and touching story are two things that I want my students to experience reading. I picked this novel because I wanted my students to be exposed to a different culture and reflect on the differences and similarities when comparing the Middle East to America. I am also going to show the film of *The Kite Runner* so that my students will be able to complete an analysis comparing the book and film. This section of the unit will allow students to have the opportunity for some deep in class discussions and personal journal writing.

As a finale to the unit, my students will be asked to create a project that is slightly connected to *The Kite Runner*, but more so a reflection of their own character. Students will be given a cut out of a paper kite. On the kite they will let their creativity take control. Just like the pride the Middle East has for their culture being unique and different, students will make a kite that expresses the pride they have for the characteristics which make them each one of a kind! Students will express themselves through writing and pictures. They will be given the chance to present their kites and then will hang them on the wall as a reminder for the whole class to

always be yourself and be proud to be you! I thought this assignment would be a nice, fun way to end the unit and to celebrate all that the students have done.

As if enhancing all of these learning skills is not enough reason for me to implement this unit into my classroom, one of my main motives for creating this unit was based on the morality of it. Ninth grade is such a crucial time in a child's life and can be extremely intimidating. Students will begin to feel the pressures of fitting in and trying to discover who they are and who they want to be, exactly. I think the theme of this unit makes it a perfect start to any child's first weeks in high school. I am hoping that after completing this unit, students will learn that although it can be scary to be yourself and stand out from everyone else, it is the only happy way to live. As a group, they can support each other and praise the differences that make them each original and unique.

Goals and Objectives

Goals:

Students will develop appreciation for the use of themes in various works.

Students will be able to track their writing progress through journal writing.

Students will develop pride for the characteristics that make them unique.

Students will be able to interpret texts and relate them to their own lives.

Objectives

SWBAT...

- Perform skits displaying the definition of vocabulary words
- Analyze the impact point of view has on a reading
- Define vocabulary words
- Read the novel, *Stargirl*
- Mimic behavior of book characters
- Relate book characters' life and personalities to their own life
- Create a writing journal to show progress of writing skills
- Discuss the element of characterization in the novel, *Stargirl*
- Write a short story from a character's point of view
- Participate in socratic circle discussion of *Stargirl*
- Write a reflection of homework assignment on character's behavior in *Stargirl*
- Select a famous person that made an important impact on history
- Research selected historical figure for research project
- Use technology to research and present research project

- Combine research knowledge into a Prezi presentation
- Present research project to classmates
- Recall information from classmates' research project presentations onto exit slips
- Listen to classmates' give research project presentations
- Write a short story about a historical figure they learned about through research project presentations
- Recall definitions of vocabulary words during quizzes
- Read the novel, *The Kite Runner*
- Construct inferences about readings by analyzing the texts
- Use a Venn Diagram to categorize characteristics of cultures
- Compare and contrast traditions, characteristics and qualities of American and Middle Eastern cultures
- Write journal entry sharing knowledge about Middle Eastern culture
- Participate in a "Read-A-Thon" featuring *The Kite Runner*
- View and take notes on the film, *The Kite Runner*
- Compare and contrast differences and similarities between the film and novel, *The Kite Runner*
- Participate in grammar building activities
- Create paper kites that display the student's uniqueness and individuality

Sunshine State Standards

- **LA.910.1.6.1** The student will use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text
- **LA.910.1.6.3** The student will use context clues to determine meanings of unfamiliar words
- **LA.910.1.7.2** The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning
- **LA.910.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- **LA.910.1.7.5** The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
- **LA.910.1.7.6** The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selection
- **LA.910.2.1.6** The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback
- **LA.910.2.2.2** The student will use information from the text to answer questions or to state the main idea or provide relevant details
- **LA.910.3.1.1** The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests
- **LA.910.3.1.3** The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style

- **LA.910.3.4.2** The student will edit for correct use of capitalization, including names of academic courses and proper adjectives
- **LA.910.3.5.1** The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia)
- **LA.910.3.5.2** The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs)
- **LA.910.3.5.3** The student will sharing with others, or submitting for publication
- **LA.910.4.1.1** The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description
- **LA.910.4.2.2** The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information
- **LA.910.5.1.1** The student will use fluent and legible handwriting skills
- **LA.910.5.2.1** The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- **LA.910.5.2.2** The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)
- **LA.910.5.2.3** The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations
- **LA.910.5.2.5** : The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts)
- **LA.910.6.1.1** The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding
- **LA.910.6.4.2** The student will routinely use digital tools for publication, communication and productivity

List of Materials

- **Class set of notebooks**
- **Pencils/Pens**
- **Class set of the novel, *Stargirl***
- **Class set of the novel, *The Kite Runner***
- **Video/screen projector**
- **Construction paper**
- **Scissors**
- **Craft materials (e.g. markers, glue, string)**
- **Computers**
- **Film, *The Kite Runner***
- **Prezi example**
- **Inference Organizer Worksheets**
- **Book/Movie Comparison Handouts**
- **Vocabulary Charts**
- **Rubrics**
- **Hat**
- **Popcorn/Drinks/Cake**
- **Blankets/Pillows**
- **Tape**

Grade Distribution

Grading Scale

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

Dare To Be Different Unit Score Chart

Week 1

| Assignment | Received/Possible Points |
|---------------------|--------------------------|
| Journal entries (2) | /30 |
| Vocabulary Skit | /10 |
| Vocabulary Quiz | /60 |

Week 2

| Assignment | Received/Possible Points |
|------------------------------------|--------------------------|
| Journal Entry | /15 |
| Proud To Be Different Presentation | /85 |

Week 3

| Assignment | Received/Possible Points |
|-------------------------------|--------------------------|
| Journal Entries (2) | /30 |
| Inference Organizer Worksheet | /10 |
| Vocabulary Quiz | /60 |

Week 4

| Assignment | Received/Possible Points |
|--|---------------------------------|
| Film/Novel Comparison Worksheet | /10 |
| Kite Runner Reading Comprehension Test | /100 |
| My Kite Presentation | /40 |
| Total for Unit: | /450 |

Proud To Be Different Prezi Presentation Rubric

| | |
|--|------------|
| Shares valid/interesting knowledge about historical figure | /30 |
| Organization/ quality of Prezi | /20 |
| Cites 5 sources (2 must be printed sources) | /10 |
| Clear speaking/great presentation skills | /15 |
| Explained the important impact on history | /10 |
| Total | /85 |

Daily Lessons

Week 1

Day 1

Anticipatory Set: I will begin this entire unit with a video that represents the concept of “Daring To Be Different.” It is a short clip from the movie, *Elf*, a popular holiday movie. In the clip, the main character, Buddy, is facing the challenges of being “different” from all the other elves. This is the perfect start to this unit because it will make the students laugh while also giving them a good idea as to what the theme of this unit is. After the video, I will ask my students what they think the moral or idea of it was. After having a discussion on the challenges and benefits of daring to be different, I will segue into the introduction of the unit by giving them a brief overview of everything they will have to be responsible for.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|---|
| 7 min. | <p>Be introducing the anticipatory set for the unit.</p> <p><i>http://www.youtube.com/watch?v=nRGeYsaCZOI&feature=related</i></p> | <p>Watch the video and listen to the teacher giving an overview of the lesson.</p> |
| 3 min. | <p>Further explain how the students will be receiving journals in which they will be writing entries throughout the series of the unit. Hand out journals to each student and give them directions to make their own journal look like their own. Show example of my own titled <i>My Journey of Journaling</i>.</p> | <p>Listen to the teacher give directions on the use of their journals.</p> |
| 30 min. | <p>Stand up for vocab mini lesson. Teacher will give directions for students to pair up and then give each pairing a vocabulary word taken from the novel <i>Stargirl</i>.</p> | <p>Pair up with a partner and work together to define a vocabulary word. They will create a physical action/skit less than one minute that they can perform in front of the class which symbolizes the meaning of their</p> |

| | | |
|---------|---|--|
| | | particular vocabulary word. Pairs will take turns coming to the front of the class and sharing their word, definition and action. Students will write the definition of the words as their classmates perform. |
| 3 min. | Show book trailer of <i>Stargirl</i> . http://www.youtube.com/watch?v=K-lzrXBcjEU | Watch the book trailer of <i>Stargirl</i> . |
| 12 min. | Inform students that they are now going to begin the book with in class reading. Before they begin, teacher will give students the directions for their homework assignment which is to read <i>Stargirl</i> and study the vocabulary they learned today for their vocabulary quiz on Friday. | Listen to directions and begin reading <i>Stargirl</i> . |

Homework/follow-up assignment: **Finish reading up to chapter 11 in *Stargirl*.**

Attachment: Index B. 1

Day 2

Anticipatory Set: First mini lesson of grammar mini lesson series, *Grammar That Stands Out*.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--|
| 20 min. | Instruct the grammar mini lesson, <i>Pesky Pairs</i> . | Participate in the grammar mini lesson. |
| 12 min. | In the novel, the character of <i>Stargirl</i> changes her name | Listen to the teacher's instructions. The student will create a new name |

| | | |
|---------|---|--|
| | <p>whenever she feels that it doesn't fit her anymore. In this classroom activity, the teacher will discuss this aspect of the novel with the class and then instruct them to think of a new name for themselves that they think fits them. The teacher will instruct students to pair up with a classmate and explain why they chose the name they did. After pair discussions, the teacher will ask for students to volunteer to share their names.</p> | <p>for him/ herself that suits his/ her personality and then shares it with a partner, explaining the reasons as to why they chose this name. The student will then participate in sharing with the class.</p> |
| 8 min. | <p>Explain homework assignment to students.</p> | <p>Listen to teacher explaining homework instructions and ask questions if needed.</p> |
| 15 min. | <p>Let students know they have the remainder of the class time to read.</p> | <p>Read <i>Stargirl</i>.</p> |

Homework/follow-up assignment: **The teacher will give students the option to select any of the three activities below which all represent actions performed by Stargirl in the novel. While performing the action, they need to pay attention to how they feel and the reactions they receive from other people.**

Activities:

1. Find someone at school you've never spoken to and try to get to know that person. You can talk to them about what they like to read, eat, or watch on television.
2. Walk down the halls at your school and just smile at everybody. Say "hello." See what happens.
3. Stand and look up at the sky or ceiling as if there were something very interesting there. Have one or two of your friends join you. Count how many people stop to look up and see what you're staring at.

Students also need to finish reading up to chapter 22 in the novel.

Attachment: Index C.2

Day 3

Anticipatory Set: This lesson will begin with a journal writing activity. Students will be asked to write a reflection of their homework assignment. They may use these questions if they need help with what to write about.

- What types of emotions were you feeling before, during, and after you did you behavior?
- What types of reactions were you expecting to receive from the people around you? What reactions did you actually receive?
- What other types of behaviors could you experiment with that Stargirl performs in the novel?

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|--|
| 25 min. | Give instructions to students for the anticipatory set and walk around the room during journaling time. Afterwards, give students the opportunity to share their experiences with this assignment. | Write a response in their journals. Participate in class discussion. |
| 30 min. | Give students the opportunity to study for their vocabulary quiz or finish reading <i>Stargirl</i> . Give directions for homework. | Study for their quiz or finish reading <i>Stargirl</i> . |

Homework/follow-up assignment: **Finish reading the novel and study for vocabulary quiz.**

Day 4

Anticipatory Set: This lesson will begin with a list of words on the board (seen below). Students will be asked to pick two of the objects from the list and write a sentence from its own perspective or point of view (if it could speak and think.) The class will share.

- Cloud -Stuffed animal -Staircase -Tissue -Old book
- Dog -Baby -Umbrella -Rug -Dying plant

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--|
| 8 min. | Lead and give directions for the anticipatory set. | Participate in the anticipatory set activity and in class sharing. |
| 20 min. | Ask the students to form a socratic circle and give these prompt questions to a selected student to lead the discussion with: <i>Have you ever read a book from a particular character's point of view that made it unique? Why do author's sometimes only write from one character's point of view? How does it affect your opinion of the story as a reader? What do you think Jerry Spenelli's purpose was for writing from Leo's point of view? What point is he trying to make by letting us see her from an outsider's perspective?</i> | Participate in the class discussion. |
| 27 min. | Give directions for students to write a short story in their journals pretending to be Stargirl and writing from what they think her point of view would look like. | Write a short story in journal from Stargirl's point of view. |

Homework/follow-up assignment: **Finish writing short story (if they didn't complete in class) and study for vocabulary quiz.**

Day 5

Anticipatory Set: This lesson will begin with a vocabulary quiz.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|---|
| 5 min. | Give instructions to clean off desks and turn in journals. | Listen and do what the teacher instructs. |
| 25 min. | Hand out vocabulary quizzes and monitor the assessment by walking around the room. | Take vocabulary quiz. |
| 25 min. | Ask students to form another socratic circle. Teacher will select one student to lead the discussion and help them by giving them a handout with a list of questions that the students may discuss within the circle: <i>Stargirl gave secret gifts, attended funerals of people she didn't know, rooted for the opposing team at basketball games and did many other things the kids in her high school considered "strange." They were first enchanted by her and then frightened of her. Do you know anyone who is considered "strange" by most other people? Why is that person thought to be strange? How do people treat that person? How do you think they should treat that person? What do you think the moral of the novel Stargirl is? What did you learn from it?</i> | Participate in socratic circle and share their thoughts and opinions of the novel. |

Homework/follow-up assignment: **No homework** ☺

Attachment: Index A.1

Week 2

Day 1

Anticipatory Set: This lesson will begin with the second mini lesson of the series *Grammar That Stands Out*.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--|
| 20 min. | Instruct the grammar mini lesson on nouns and articles. | Listen and participate in mini lesson. |
| 15 min. | Introduce “Proud To Be Different” biography research project. Give a brief Prezi tutorial. http://prezi.com/zvxybaqc-o14/i-wandered-lonely-as-a-cloud/ | Listen to introduction of project and ask questions if needed. |
| 15 min. | Walk around room and assist students in deciding what person they want to do their research project. Record each student’s selected topic. | Select what person they want to do their research project on and clear it with the teacher. Begin researching. |
| 5 min. | Make sure that all students have made their research project selections before leaving. Make announcement that next class will be held in the library for a research day. Students will meet there instead of the normal classroom. | Listen to teacher’s directions. |

Homework/follow-up assignment: **No homework** ☺

Attachment: Index C.2

Day 2

Anticipatory Set: This lesson will begin with the teacher giving instructions for students to begin their research. Remind them that they must have at least two books as sources so that they may want to take advantage of the time they have today in the library.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--|
| 3 min. | Briefly give instructions listed in the anticipatory set. | Listen to the teacher giving directions. |
| 47 min. | Help students find research for their projects. | Research the person they selected for their project. |
| 5 min. | Instruct students to pack up their things. Give them their homework assignment. | Listen to the teacher's directions. |

Homework/follow-up assignment: **Finish any research that you have left to do on your research project. There will be no more time given during class for research so it must be finished by next class period.**

Day 3

Anticipatory Set: This lesson will begin with the teacher giving instructions for the students.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--|
| 3 min. | Give instructions for students to create their Prezis for the research project. | Listen to the teacher giving directions and ask questions if needed. |
| 50 min. | Walk around the room helping | Work on their Prezis and prepare |

| | | |
|---------------|---|--|
| | students create their Prezis. | their presentations. |
| 3 min. | Students will pick their day to present out of a hat. Give homework assignment and answer any questions. | Listen to the teacher's homework instructions. Get presentation day assignment. |

Homework/follow-up assignment: **Finish Prezis for "Proud to Be Different" research project. Prepare presentations.**

Day 4

Anticipatory Set: This lesson will begin with instructions for teacher.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|----------------|--|---|
| 5 min. | Give instructions for students to take notes while listening to their peers give presentations in their journals. | Listen to directions from teacher. |
| 45 min. | Listen students give their "Proud to Be Different" presentations. | Present/listen to peers giving presentations and taking notes. |
| 5 min. | Ask students to fill out exit slips stating a new person they learned about during the presentations. Who is the person and what did he/she do? | Fill out exit slips. |

Homework/follow-up assignment: **Finish Prezis for students that are presenting tomorrow. None for the others 😊**

Day 5

Anticipatory Set: This lesson will begin with telling the students the same instructions as yesterday.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|--|
| 2 min. | Give instructions for students to take notes of peers' presentations in notebook. | Listen to teacher giving instruction. |
| 30 min. | Listen to students give their "Proud to Be Different" presentations. | Present/listen to peers giving presentations and taking notes. |
| 15 min. | Give instructions for students to write a short story about one of the people in history they learned about and how life might be different today if that person was too scared to stand out and be different? What impact did he/she make? What sacrifices did he/she make? Teacher will walk around the room and answer questions. | Write short story in journal. |
| 3 min | Show movie trailer of <i>The Kite Runner</i> . http://www.youtube.com/watch?v=HW7aGiuKZaU | Watch the movie trailer of <i>The Kite Runner</i> . |
| 2 min. | Collect notebooks and give homework assignment. | Turn in notebook and listen to homework assignment. |

Homework/follow-up assignment: **Begin reading *The Kite Runner*. Chapters 1-6 should be read by Monday.**

Week 3

Day 1

Anticipatory Set: This lesson will begin with the students writing a journal entry based on making inferences about texts.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|---|
| 10 min. | Give students the journal prompt. | Read the prompt and respond in the form of a journal entry. |
| 30 min. | Distribute inference organizer and define inference. Inference: Authors do not always tell you everything; sometime you have to read between the lines, or make an inference. Inferring allows you to merge your own knowledge together with clues in the text to gain a deeper understanding of a text. Work through filling out Practice #1 of inference organizer with the class. | Listen to teacher and record the definition of inference on the inference organizer. Fill out Practice #1 of organizer with the rest of the class. |
| 15 min. | Give homework assignment and let students have the rest of the class time for in class reading of <i>The Kite Runner</i> . | Listen to teacher's directions and read for the remainder of class. |

Homework/follow-up assignment: **Read chapters 7-9 of *The Kite Runner*.**

Attachments: Index B.2, B.3

Day 2

Anticipatory Set: This lesson will begin with the students completing Interpreting Organizer Practice #2.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|----------------|---|---|
| 10 min. | Give directions for anticipatory set. Lead discussion about students' responses. | Complete Interpreting Organizer Practice #2. Discuss responses with class. |
| 15 min. | Give directions for vocabulary activity and hand out vocabulary chart. Students will be asked to pair up (get in groups of 3 if necessary). Teacher will assign each group a vocabulary word in which they at first discuss what they think the meaning is based on their context clues from the novel and then define with the use of a dictionary. | Participate in vocabulary activity. |
| 20 min. | Listen to students' definitions. | Groups will take turns presenting what they initially thought their word meant and then sharing the actual definition with the rest of the class. Students will record the correct definition of each word on their vocabulary charts. |
| 10 min. | Give homework assignment and let students have the remainder of class for in class reading of <i>The Kite Runner</i>. | Listen to teacher giving directions and read <i>The Kite Runner</i>. |

Homework/follow-up assignment: **Read chapters 10-12 of *The Kite Runner*.**

Attachments: Index B.3, B.4

Day 3

Anticipatory Set: This lesson will begin with the students completing Interpreting Organizer Practice #3.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|---|
| 10 min. | Give directions for anticipatory set. Lead discussion about students' responses. | Complete Interpreting Organizer Practice #3. Share responses with the class. |
| 25 min. | Draw a Venn diagram on the board and lead a discussion with the class on similarities and differences between the cultures of the Middle East and United States. What differences/similarities have they learned from reading <i>The Kite Runner</i> ? What other differences/similarities can they think of? Relationships, emphasis on family vs. the individual, respect of age, climate, socially rich vs. material rich | Participate in class discussion comparing cultures. |
| 18 min. | Instruct students to write a journal entry on one of the differences they learned about in Middle Eastern culture. Do they like or dislike this trait and why? Do they think America should consider adopting this culture trait? How would life in America be different if this trait was seen more in our culture? | Write a journal entry on a difference they learned about in Middle Eastern culture. |

| | | |
|---------------|--|--|
| 2 min. | Give homework assignment to students. | Listen to teacher giving homework assignment and turn in Inference Organizer. |
|---------------|--|--|

Homework/follow-up assignment: **Read chapters 13-15 of *The Kite Runner*. Study for vocabulary quiz. Make sure to bring novel and a blanket to class tomorrow for in-class reading!**

Attachment: Index B.3

Day 4

Anticipatory Set: This lesson will begin with students following directions on the board: **50 MINUTE READ-A-THON. Keep silent as soon as you walk into the classroom, grab a popcorn bowl on the front table, find a quiet/comfy place to read in the classroom BY YOURSELF.**

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|----------------|---|--|
| 3 min. | Tell students to read directions on board and make sure they keep quiet. | Follow directions on board. |
| 50 min. | Walk around room and fill students' bowls with popcorn. Monitor students while they read | Read <i>The Kite Runner</i>. |
| 2 min. | Give students homework assignment. | Listen to teacher giving homework assignment. |

Homework/follow-up assignment: **Have read up to chapter 21 of *The Kite Runner*. Study for vocabulary quiz tomorrow.**

Day 5

Anticipatory Set: This lesson will begin with a vocabulary quiz.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|--|
| 20 min. | Hand out vocabulary quizzes and monitor students. | Take vocabulary quiz. |
| 25 min. | Start showing the film of <i>The Kite Runner</i> . Hand out film/novel comparison worksheet that they will fill out while they are watching the film. Tell students homework assignment. | Watch the film of <i>The Kite Runner</i> . Look for comparisons and contrasts between the film and the novel and fill out worksheet. Turn in journals. |

Homework/follow-up assignment: **Finish reading *The Kite Runner*.**

Attachments: Index A.2, B.5

Week 4**Day 1**

Anticipatory Set: This lesson will begin with students taking out their film/novel worksheets and getting ready to watch the movie.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--|
| 55 min. | Show the film of <i>The Kite Runner</i> . | Watch the film of <i>The Kite Runner</i> . Look for comparisons and contrasts between the film and the novel and continue filling out worksheet. |

Homework/follow-up assignment: **No homework ☺**

Attachment: B.5

Day 2

Anticipatory Set: This lesson will begin with the students sitting down and getting out their film/novel worksheets.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|------------|---|---|
| 2 min. | Ask students to take out their worksheets and inform them that after the class finishes viewing the movie they will have a brief class discussion on the comparisons/contrasts they made between the two. | Listen to teacher giving overview and get out worksheet. |
| 45-50 min. | Let class finish watching the film of <i>The Kite Runner</i> . | Finish watching the film and complete film/novel worksheet. |
| 5-10 | Lead class discussion on comparisons/contrasts found between novel and film. | Participate in classroom discussion. |

Homework/follow-up assignment: **Study for test on *The Kite Runner*.**

Day 3

Anticipatory Set: This lesson will begin with the students preparing to take their tests and cleaning off their desks.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---------------------------------------|---|
| 40 min. | Administer test and monitor students. | Take reading comprehension test on <i>The Kite Runner</i> . |

| | | |
|---------|---|--|
| 15 min. | Introduce “My Kite” assignment as the final project for this unit. For this project, students will create their own kite that is a visual representation of what makes them different and unique. They can use drawings, quotes, pictures, etc. | Listen to teacher’s introduction of “My Kite” project. Ask questions if needed. Pick color of kite and begin cutting it out. |
|---------|---|--|

Homework/follow-up assignment: **Brainstorm what you want to put on your kite that represents who you are and what makes you different.**

Attachment: Index A.3

Day 4

Anticipatory Set: This lesson will begin with a grammar mini lesson.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|---|--------------------------------|
| 10 min. | Teach grammar lesson on comma placements. | Participate in grammar lesson. |
| 43 min. | Give students the rest of the class period to work on their kites. Craft materials will be placed around the room and the teacher will help students if needed. | Work on kite project. |
| 2 min. | Give students homework assignment and remind them that they will all be giving brief presentations of their kites tomorrow. | Listen to teacher. |

Homework/follow-up assignment: **Finish kite project and prepare brief presentation of it for tomorrow's class.**

Attachment: Index C.3

Day 5

Anticipatory Set: This lesson will begin with the teacher giving directions on how the students will present their kites. The student will go up to the front of the class, give a brief description of some of the things they chose to put on their kite that represents them, and then tape it on the wall to make a string of kites.

Teaching Strategy/Procedure/Activity:

| Time | Teacher will..... | Student will..... |
|---------|--|---|
| 5 min. | Give directions for presentations. | Listen to directions and ask questions if needed. |
| 30 min. | Listen to students give "My Kite" presentations. | Give presentation and listen to peers give presentations. |
| 20 min. | Celebrate! Have students walk around the room looking at each other's kites. Have a cookie cake in the classroom that says "Dare to Be Different" and drinks for the students. | Look at their peers' kites and enjoy the party! |

Homework/follow-up assignment: **None** 😊

Accommodations

Proper accommodations will be made for each abnormal circumstance in my classroom. For the duration of the entire unit, students with visual or auditory disabilities will be given proper seating arrangements that will be of assistance to their learning needs. Preferential seating will also be used to meet the social needs and boundaries of students. If I know some students will be loud and cause a distraction to the learning environment, I will make sure to assign their seating apart from each other. I will also seat socially challenged students next to some of their kind peers in an effort to help these students feel more comfortable and to help ease them into opening up.

Any ESOL/ESE students will be paired with non-ESOL/ESE students in the class for challenging activities. By doing this, ESOL/ESE students will be given better explanations of assignments and assistance if necessary. This accommodation will be enforced for any of the assignments if seen needed.

If a student is absent he/she will be responsible for asking another student to explain the activities missed and also the instructions for the homework assignments. The student can find the homework handout in the absent folder in my classroom. I will make sure he/she understands the concepts covered during the missed class period and offer any extra help if needed.

Appendix of Selected Materials

A. Quizzes and Tests

1. Vocabulary Quiz 1

Stargirl Vocabulary Quiz 1

Word Bank

| | | |
|-----------|----------|------------|
| Amok | Antic | Aviary |
| Balking | Blithely | Disdainful |
| Perpetual | Raucous | Rouge |
| Smitteh | Ukulele | Wry |

Part One (15 points each): For each of this week's vocabulary words provide,

- the definition of the word (3 points)
- a mastery sentence with the vocabulary word boxed. (2 points)

Word: _____ Definition: _____

Original Sentence: _____

Word: _____ Definition: _____

Original Sentence: _____

Word: _____ Definition: _____

Original Sentence: _____

Word: _____ Definition: _____

Original Sentence: _____

Word: _____ Definition: _____

Original Sentence: _____

Word: _____ Definition: _____

Original Sentence: _____

Word: _____ Definition: _____

Original Sentence: _____

1. Vocabulary Quiz 2

Kite Runner Vocabulary Quiz

Word Bank

| | | |
|------------|-----------|------------|
| Bazaar | Communist | Deny |
| Envious | Façade | Loyalty |
| Modest | Notorious | Redemption |
| Reputation | Shame | Skeptic |

Part One (15 points each): For each of this week's vocabulary words provide,

- the definition of the word (3 points)
- a mastery sentence with the vocabulary word boxed. (2 points)

Word: _____ Definition: _____

Original Sentence: _____

3. Kite Runner Test

Kite Runner Reading Comprehension Test

Name: _____

Date: _____

1. From what year does Amir narrate the story?

- 2002.
- 2007.
- 1975.
- 1996.

2. What does Rahim Khan say to Amir over the phone?

- "The hare-lipped kite runner."
- "There is a way to be good again."
- "For you, a thousand times over."
- "Let's go fly a kite."

3. Which of the following did Baba NOT do?

- Throw frequent dinner parties.
- Build an orphanage.
- Miss Hassan's birthday.
- Neglect Amir.

4. How did Amir's mother die?

- Peacefully, in her sleep.
- In childbirth.
- Of cancer.
- The Taliban shot her.

5. What was Amir's mother's name?

- Sohrab
- Sasa
- Sofia
- Sanaubar

6. What was Amir's mother's profession?

- Physician.
- Teacher.
- Servant.
- Novelist.

7. What key concept distinguishes Sunni and Shi'a Islam?

- Caliphate.
- Mosques.
- Praying towards Mecca.
- Muhammad.

8. According to Ali, why did Amir and Hassan have a special kinship?

- They were nursed by the same woman.
- They were half-brothers.
- They both loved the story of Sohrab and Rostam.
- They were the city's champion kite fighters.

9. How were Amir and Hassan really related?

- They were half-brothers.
- They were kite fighting opponents.
- They were schoolmates.
- They were both Baba's servants.

10. How did Sanaubar treat Hassan when he was born?

- She told him stories.
- She read him poems.
- She mourned for him.
- She rejected him.

11. **How were Ali and Sanaubar related?**

- Cousins and Spouses.
- Cousins and fellow professors.
- Cousins.
- Spouses.

12. **The term "Hazara" describes whom of the following?**

- Baba.
- Assef.
- Ali.
- Rahim Khan.

13. **What does Amir call Assef in retrospect?**

- A Hazara.
- A harelipped kite runner.
- A sociopath.
- A true Afghan.

14. **What was Amir's first word?**

- "Hassan."
- "Baba."
- "Sasa."
- "Amir."

15. **What was Hassan's first word?**

- "Amir."
- "Book."
- "Kite."
- "Ali."

16. **How did Amir learn about Hazara history?**

- Assef told him.
- He secretly read a book.
- Baba told him.
- A mullah told him.

17. **What is another term for a harelip?**

- A cleft lip.
- A pomegranate.
- A mule's lip.
- A warrior.

18. **Baba was rumored to have done what?**

- Married twice.
- Built a school.
- Wrestled a bear.
- Slept with Sanaubar.

19. **What is Baba's opinion of the fundamentally religious?**

- He thinks they are crazy.
- He does not care one way or the other.
- He thinks they should die.
- He thinks they are gods.

20. **According to Baba, what is the greatest sin?**

- Cheating.
- Lying.
- Drinking.
- Stealing.

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- Cousins and Spouses.
- Cousins and fellow professors.
- Cousins.
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- Cheating.
- Lying.
- Drinking.
- Stealing.

21. For what did Amir feel Baba blamed him?

- Hassan's illiteracy.
- The corn dying.
- His mother's death.
- Assef's bad behavior.

22. As a child, Amir was talented at what?

- Reciting poetry.
- Soccer.
- Fighting.
- Buzkashi.

23. Whom did Baba see in the bleachers at the Buzkashi game?

- Zahir Shah.
- Ronald Reagan.
- Mohammad Daoud.
- Henry Kissinger.

24. Who said, "If I hadn't seen the doctor pull him out of my wife with my own eyes, I'd never believe he's my son."

- Hassan.
- Baba.
- Ali.
- Rahim Khan.

25. How did Ali become an orphan?

- The Taliban killed his parents.
- His parents died in an accident.
- His parents committed suicide.
- Al Qaeda killed his parents.

B. In Class Activity Materials

1.Vocabulary Chart 1

| Word | Definition |
|------------|------------|
| Raucous | |
| Smitten | |
| Antic | |
| Ukulele | |
| Blithely | |
| Rouge | |
| Wry | |
| Balking | |
| Amok | |
| Perpetual | |
| Aviary | |
| Disdainful | |

2. Journal Response

Making Inferences Journal Prompt

Read the following passage and respond to the questions:

"Rain lashed against the windows as Jane stamped up and down the room stopping only to check the time on the mantle clock every five minutes. Her book, bought with such enthusiasm the day before, was flung carelessly in the corner beside the abandoned picnic basket.

Jane stamped her feet and began to repeat her earlier tedious complaints against nature. Emily merely smiled to herself and carried on reading the newspaper without as much as a nod of the head".

What inferences can you make from reading this passage?

3. Inference Organizer

Inferences – Reading Between the Lines

What is an inference?

Practice #1

"Rain lashed against the windows as Jane stamped up and down the room stopping only to check the time on the mantle clock every five minutes. Her book, bought with such enthusiasm the day before, was flung carelessly in the corner beside the abandoned picnic basket. Jane stamped her feet and began to repeat her earlier tedious complaints against nature. Emily merely smiled to herself and carried on reading the newspaper without as much as a nod of the head"

| Inference Question | It says (Text clues) | I know (Background knowledge) | So I infer (My inference answer) |
|-------------------------------------|-------------------------|----------------------------------|-------------------------------------|
| What were Jane's plans for the day? | | | |

| | | | |
|---------------------------------------|--|--|--|
| | | | |
| What is the author's opinion of Jane? | | | |

Practice #2

"Only those of an imposing stature were chosen to play football by the natural team leaders who emerged every recess. My chore was to sit behind the goal at the river end of the field and retrieve any balls stupid enough to avoid the grasp of Chad Knight or "Major" as he was referred to in whispers by most of the younger students.

Sometimes this meant removing my sneakers and socks - if I happened to be wearing any that day. This particular day the water was higher than usual and as I tried to reach the ball I slipped off the slimy rock on which I perched and plunged into the murky wetness.

While this was bad enough, I stood up just in time to see my left sneaker float down the river and disappear under the bridge.

The roars of laughter and finger pointing were nothing compared to what I would have to endure when I went home without shoes!"

| Inference Question | It says (Text clues) | I know (Background knowledge) | So I infer (My inference answer) |
|---|-------------------------|----------------------------------|-------------------------------------|
| What kind of football player is the narrator? | | | |
| Is the narrator's family wealthy? | | | |

Practice #3

| Inference Question | It says (Text clues) | I know (Background knowledge) | So I infer (My inference answer) |
|---|-------------------------|----------------------------------|-------------------------------------|
| P. 31 Why is Baba disinterested in Amir? | | | |
| p. 54 ? What is Hassan's "second face"? | | | |

4. Vocabulary Chart 2

Name: _____

Date: _____

The Kite Runner Vocabulary

| Word | Page # | Word Used In Context | Definition |
|------------|--------|---|------------|
| deny | 4 | "Hassan never want to, but if I asked, really asked, he wouldn't deny me. Hassan never denied me anything." | |
| notorious | 8 | "(she was) a woman nineteen years younger, a beautiful but notoriously unscrupulous woman who lived up to her dishonorable reputation." | |
| skeptic | 15 | "She was the descendent of the royal family, a fact that my father playfully rubbed in the skeptics' faces by referring to her as "my princess."" | |
| envious | 23 | "Look, I know there's a fondness between you and him and I'm happy about that. Envious , but happy. He needs someone who...understands him, because God knows I don't" | |
| Reputation | 24 | "The police brought the dead couple's five-year-old orphan before my grandfather, who was a highly regarded judge , and a man of impeccable | |

| | | | |
|--------|----|---|--|
| | | reputation.” | |
| Bazaar | 27 | “Hassan helped Ali with the day’s chores: hand-washing dirty clothes, sweeping the floors, buying fresh naan from the bazaar, marinating meat for dinner, watering the lawn.” | |

| | | | |
|------------|----|--|--|
| Communist | 36 | “The end, the official end, would come first in April 1978 with the communist coup d’etat, and then in December 1979, when Russian tanks would roll into our streets.” | |
| Modest | 44 | “Hassan was always too modest to actually suggest a present. So every winter Baba picked something out himself.” | |
| Redemption | 65 | “All I smelled was victory. Salvation. Redemption, If Baba was wrong and there was a God like they said in school, then He’d let me win.” | |
| Loyalty | 89 | “He was there in the hand-washed and ironed clothes...in the warm slippers left outside my door. Everywhere I turned, I saw signs of his loyalty.” | |
| Façade | 97 | “But to me, his eyes betrayed him. When I | |

| | | | |
|-------|-----|---|--|
| | | looked into them, the façade faltered, revealed a glimpse of the madness hiding behind them.” | |
| Shame | 104 | “Then I knocked on Baba’s door and told what I hoped would be the last in a long line of shameful lies.” (p. 104) | |

5. Film/Novel Comparison Worksheet

Name: _____

Date: _____

Comparing and Contrasting Movies to Novels

- Before watching, fill in the novel column with important details about each category.
- During watching, fill in the film column with details – both similar and different.

| <u>Novel Title:</u> | <u>Film Title</u> |
|--|--|
| <u>Setting</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> | <u>Setting</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> |
| <u>Characters (Names, character traits, physical appearance)</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> | <u>Characters</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> |
| <u>Plot Events (exposition, conflict, climax, resolution)</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> | <u>Plot Events</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> |
| <u>Symbols (most important)</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> | <u>Symbols</u> <u>1.</u> <u>2.</u> <u>3.</u> <u>4.</u> |

C. Grammar Mini Lessons

1. Pesky Pairs Mini Lesson

5 min. Have a class discussion on the definition of homonyms and words commonly confused with one another. Homonym- a word in similar sound or spelling of another word but different in meaning. The students will share homonyms that they know of off the top of their heads.

8 min. Students will pull their desks together and get into pairs. Each pair will pull a “Pesky Pair” of homonyms out of a hat. The students will each take one of the words and be responsible for finding its proper definition and creating a sentence for it.

7 min. Come together as a class for discussion and ask some students to share their homonym sentences and definitions. What did they learn from this lesson that they did not know before? Why is it so important to use the correct homonym?

Homonym pairs: accept/except, affect/effect, allusion/illusion, already/ all ready, altogether, all together, compliment/complement, council/counsel, passed/past, principal/principle, stationary/stationery, to/two/too, sun/son

2. Noun and Articles Mini Lesson

7 min. Have a review over nouns and articles. Go over proper nouns, collective nouns, singular/plural, irregular plural forms and possessive plurals forms. Also touch on the use of articles and their relation to nouns. Have students share examples of each form.

- **Nouns** name things:
 - persons** (aviator, child)
 - places** (lake, library)
 - things** (truck, suitcase) and
 - concepts** (happiness, balance)
- **Proper nouns** name specific persons (Bill), places (Iowa), things (Supreme Court), or concepts (Buddhism).
- **Collective nouns** name groups: team, flock, jury.
- Most nouns can be changed from **singular** (one) to **plural** (more than one) by adding *-s* or *-es*: horse, horses; kiss, kisses.
- Some nouns have **irregular plural** forms: woman, women; alumnus, alumni; mouse, mice; deer, deer.
- Nouns can take a **possessive form** to show ownership. A writer forms the possessive by adding an apostrophe plus *-s* to a singular noun or just an apostrophe to a plural noun: the horse's owner, the boys' department.
- Nouns are often preceded by the **articles** *a*, *an*, and *the*. Articles are also known as **noun determiners**.

13 min. Have the students copy the sentences below and ask them to highlight the nouns and underline the articles in each sentence. Select students to share their answers and what type of noun form is found in each sentence.

1. The Puritans' hopes were dashed when Charles II regained his father's throne.
2. Nightlife begins in Georgetown even before the sun goes down.
3. Although plagiarism is dishonest and illegal, it does occur.
4. Thanksgiving is a grim season for turkeys.
5. Henderson's story is a tale of theft and violation.
6. In the front row sat two people, a man with slightly graying hair and a young woman in jeans.

3. Comma Placement Mini Lesson

5 min. Write the sentences below on the board. Ask the students which one is incorrect and how it changes the meaning of the sentence. Have a discussion on the importance of correct comma placement.

Let's eat Grandpa.

Let's eat, Grandpa.

10 min. Have students write a funny, short story without the use of commas. Then, they will go back with a different colored pen and add the commas. See how it changes the meaning of the story.

5 min. Have some students volunteer to share their stories.

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