**HARRISBURG SCHOOL DISTRICT**

**DANIELSON FRAMEWORK LESSON PLAN TEMPLATE**

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| **Teacher:** Erica Womer (co-teaching with Kerensa Finley) | | | | **Subject/Grade:** Honors English 10 | | |
| **Date:** 9/5/2014 | | | | **Title of the Lesson:** Censorship in *Fahrenheit 451* | | |
| **Lesson Essential Question:** How can character foils help us as readers to better understand the main character? | | | | **Topic or Big Idea:** Understanding character foils can shed light on the main character. | | |
| **Unit Essential Question:** Why is literacy/knowledge important? What role does it play when considering how a government/society functions? | | | |  | | |
| **Introductory Lesson** | | **Reinforcing (Review) Lesson**  In today’s (8/2/2014) lesson, students will be continuing to read *Fahrenheit 451* in small groups, stopping at intervals to discuss smaller passages and coming back together as a class to consider larger concepts. | | | **Assessment** | |
| **\*\*The delivery of your lesson is always contingent upon the content you intended to deliver. Sometimes you may address all of the elements in the template and sometimes you may not. This template is a guide to ensure you are addressing the essential elements of a lesson plan to ensure students will be able to demonstrate enduring understanding.** | | | | | | |
| **Focus Students’ Attention** | **Statement of Objective –** *What should students know and do as a result of the lesson? (Component 1C)* | | | | | |
|  | SWBAT explain how character foils help readers to better understand the main character in a piece of writing. Students will accomplish this by comparing and contrasting two of the character foils within the novel, identifying these characters as foils to the main character, and locating examples within the text that propel the main character forward. | | | | | |
| **Common Core Focus** | **Relevance/Rationale:** *(Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?) (Component 1A & 1C)* | | | | | |
|  | CC.1.1.9-10: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.  CC.1.3.9-10.A: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.  CC.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.  CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.  CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly ad persuasively.  CC.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | | | | | |
| **Language Objective**  **(Classes with ESL Co-teacher)** | **Statement of Language Objective:** *How will the student demonstrate understanding using the four domains of reading, writing, speaking, and/or listening? (Component 1B, 1C)* | | | | | |
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| **Anticipatory Set /Activating Strategy** | **Do Now / Warm-up - How** *will you engage students in learning? How will you connect the lesson to their prior knowledge? (Component 1E)* | | | | | |
|  | Students will come into class and begin with 15 minutes of Independent Reading time. This time will be monitored using a timer on the projector. Students will be asked to be able to identify the conflict of their independent novel by the end of their 15 minutes of reading time. We will go around the room and share these with the class after independent reading time, which should take no more than 10 minutes.  (Remind students to record this information down on a single sheet of paper since compiling these facts will work toward the completion of the independent novel project to be due at the end of the quarter.)  Character Comparison: At their tables, ask students to compare Clarisse and Mildred. In what ways are they different? Are there any ways that they are similar? How do we understand each character in regards to their relationship with Montag? How do both characters help us to better understand Montag? After creating a comparison chart in their groups, class will come back together and discuss. This activity should take no longer than 10 minutes, 5 minutes spent separately in groups and five minutes of class discussion.  Teachers will ask students to name the literary device both Clarisse and Mildred represent if it has not already been identified by the end of the class conversation: foil. | | | | | |
| **Introductory / Short Lecture/ and/or Developmental Activities** | **Teacher Directed Activities: ( Teaching of the new concept)**  *How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures? What instructional strategy(ies) will you introduce, re-introduce or utilize to ensure comprehension? (Component 1E)* | | | | | |
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| **Guided Practice** | **Teacher-Monitored Activities:**  *What will students do together to use new concepts or skills? How will you assist students in this process? (Component 1E)* | | | | | |
|  | Students will read in small groups at their tables (goal to reach page 48). Students will use the activity “Say Something” to instigate conversation among the members of their group when reading.  Teachers will circulate among students, listening to conversations individual tables are having and/or posing questions to groups to get students thinking more critically. Teachers will ensure that all students are participating in the group reads and conversations.  Groups will come together as a class every several pages to discuss what has been read and to check for comprehension as well as each group’s progress. During these times, teachers will pose questions that focus conversation on the LEQ.  Reading time should last around 40 minutes total. Conversation should be brought back from groups to class approximately every 10 minutes or so.  Teachers will remind students that they should be taking notes as well as working on answering the questions on their study guide as they read. At this point, students should be able to identify and explain examples of censorship within the novel (question 1.a.), answer how Clarisse and her family are different from others (question 6.), explain the importance of technology (question 7.), describe Mildred (question 8.), and begin documenting qualities of the Mechanical Hound. | | | | | |
| **Independent Practice or Activities** | **Practice Activities, Refinement, and Extension:**  *What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes? (Component 1E, 1F)* | | | | | |
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| **Assessment/**  **Closure**  *What does success on this lesson’s outcomes look like? (Component 1F)* | 🞺**Formative Assessment:**  How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? | | 🞺**Closure Activities:** How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill *taught?* | | | 🞺**Summative Assessment:** How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning daily? How will you assess their learning at the end of a unit? |
| Independent Reading: students will meet expectations by successfully identifying the conflict in their independent novel.  Character Comparison: students will meet expectations by successfully creating a list comparing and contrasting two foils in the text using evidence from the text in addition to identifying these characters as foils.  Group Reading/Say Something: students will meet expectations by successfully contributing both as a reader as well as in conversation.  Study Guide: students will meet expectations by successfully answering the questions on the study guide and documenting the page numbers where their answers were found. Study guides will be collected and graded at the end of Part 1 of the novel. | | Teachers and students will use remaining time (which should be approximately 10 minutes or so) to review study guide questions that should have been answered at this point. | | | n/a |
| **Resources/Materials:** | What texts, digital resources, & materials will be used in this lesson? (Component 1D) | | | | | |
|  | *Fahrenheit 451*, Independent Novels, Independent Novel Answer Record, Online Stopwatch, Character Comparison, Group Read, Say Something Activity, Part 1 Study Guide | | | | | |
| **Access for All:** | How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity – ELL, IEP, & Gifted, etc. (Component 1B, 1C, 1E) | | | | | |
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| **Differentiation:** | What curriculum modifications and/or classroom accommodations will you make for Students with learning differences in your class? Be as specific as possible. (Component 1B, 1D) | | | | | |
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| **Reflection:** |  | | | | | |

**PA Common Core Aligned Lesson Reflection**

*The following reflective questions should assist in the planning and preparation of lessons. The teacher should be able to reflect, answer and be able to discuss instructional practices based on guiding questions.*

1. How did this lesson support PA CCSS or PA Standards?
2. If applicable, how does this lesson address eligible content?
3. How did this lesson reflect academic rigor?
4. How did this lesson cognitively engage students?
5. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

**Danielson Reflection Guide:**

1. What was the extent to which instructional outcomes were achieved?
2. What were the strengths and weaknesses of the lesson?
3. Based on the weaknesses in the lesson, what would be some specific alternative actions to improve the lesson?
4. What would you expect the level of success of each of your improvements for this lesson?