Character Scavenger Hunt Lesson Plan

Name: Sydney Bailey **Grade: 9th (Freshmen)** **Mentor Teacher: Arlene Balczo**	**Date: February 18, 2020** **School: William Mason High School**
Activity Title & Description of activity:	Character Scavenger Hunt The students will be given passages to read on their own. From there, they will fill out a google form where they will be required to complete one question before moving on to the next. This scavenger hunt will result in them finishing the passages and the Google Form and showing me the completed assignment for points. This activity will advance their knowledge in the characters of the novel *Fahrenheit 451*, and will help them to understand character development and it's relevance to a text.
Class Description & Differentiation:	This is an English I classroom with 23 Freshmen students, one Junior, and one Senior grade level student. There are 25 students in the classroom, with about a 2:1 ration of boys to girls. In the classroom, there are two English Language Learners, three students on a 504 plan, multiple kids with ADD and ADHD, and a very culturally diverse classroom.
Standards (Common Core or Ohio State Standards):	**CCSS.ELA-LITERACY.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Instructional Objectives:	Students can analyze the characters of a text and explain their understandings of character development.
	I can statements:
	  I can analyze the characters of a text.
	  I can explain my understandings of a text's central idea.

Materials:	Mini-Whiteboards and Markers

	Fahrenheit 451 book, [PDF](#), or [Audiobook](#) [Character Passages](#) (projector) Scavenger Hunt Google Form
Key Vocabulary:	Character development

Procedures:

1. Introduction (5-10 Minutes)
   a. Mini-White boards
      i. Students will be asked to write down the characters they have been introduced to so far, and then flash their mini-whiteboard to the teacher once they have finished. The class will briefly discuss this.
      ii. The students will then be asked to describe each character (one at a time) using 3 words. The teacher will shout out a characters name, the students will write down the 3 words on a mini-whiteboard, and flash their whiteboard when completed. The process will continue for the rest of the characters. The teacher will monitor, provide support, and give guided feedback as necessary. A discussion will take place afterward.
2. Modeling/Instruction (5-10 Minutes)
   a. The teacher will display the character passages on the projector for the whole class to see (this will remain up as a visual aid for constant reference and support). The students will be prompted to get out their novels, Graphic novels, PDFs, or Audiobooks at this time (differentiation allows for different learners to read at their level/pace).
   b. The teacher will explain the scavenger hunt and model for the students on how to navigate through the scavenger hunt.
3. Activity (35-45 Minutes)
   a. The students will begin their character scavenger hunt, reading passages, filling out the scavenger hunt google form, and learning about the development of the characters. The teacher will monitor, provide support, and give guided feedback as necessary.
   b. Once a student finishes their google form, they will come up to the teacher, and show the teacher that they are done. Points will be given for completion of the scavenger hunt. This may need to be completed for homework if necessary.

Assessment and Evaluation Criteria	Informal Summative Assessment: The teacher will holistically assess the student's finished Scavenger Hunt Google Form for proper textual reference and connection to learning objective.