

Interview Protocol for the Observation Pre-Conference (Planning Conference)

FORMAL CLASSROOM OBSERVATION

TEACHER Karen Cristalli
GRADE LEVEL 7
OBSERVER TITLE Principal

SCHOOL
SUBJECT English Language Arts
DATE **Oct 20, 2023**

Unit of Study

Unit # 1: Generations

Title: Frightening Friday Presents The Landlady

NJSLS: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6; W.7.1, W.7.4; SL.7.1; L.7.1, L.7.2, L.7.4, L.7.5

Essential Questions:

How can initial appearances be deceiving?

Big Ideas and Key Understandings

You should trust your instincts when things are not as they seem. When something looks too good to be true, it probably is.

Synopsis

In the short story, *The Landlady*, a boy named Billy Weaver needs to find lodging in Bath, England. He goes to a boardinghouse. The landlady is an odd woman who compels Billy Weaver to stay with her at the boardinghouse. As the story progresses, clues are given regarding the whereabouts of previous guests on the fourth floor. The reader deepens their understanding of the fate of the other guests and the possibilities that may lie ahead for Billy.

Objectives:

WALT

- Analyze the story "The Landlady" by Roald Dahl, identify red flags in the behavior of the landlady, and analyze the use of foreshadowing, irony, and characterization in the story by completing a breakout room after a class discussion.

Materials: Chromebooks, Story, ISN

Activities:

Guided Practice:

- Read aloud and analyze selected excerpts from "The Landlady" as a class, focusing on identifying red flags, foreshadowing, irony, and characterization.

- Scaffold questioning from easy to hard, gradually encouraging students to provide more detailed analysis and evidence from the text.
- Monitor student performance through observation, asking probing questions, and providing feedback and guidance as needed.

Independent Practice:

- Assign students to read the entire story "The Landlady" independently.
- Provide a worksheet or graphic organizer for students to analyze the story, identifying red flags, examples of foreshadowing, irony, and characterization, and making inferences based on the text.
- Set behavioral expectations for independent work time and encourage students to refer back to the key points discussed in the lesson.

Closing:

- Have students share their "The Landlady" analysis with a partner or in small groups.
- Ask students to summarize the main red flags, instances of foreshadowing, irony, and characterization they identified in the story.
- Conclude the lesson by highlighting the importance of paying attention to details and analyzing characters and situations critically.

Detailed Daily Plan:

Unit Title: Unit 1: Generations - Elements of a Short Story: Can You Escape The Landlady?


Day 1:

Objective: Students will become familiar with the elements of a short story.

Assessment: Group poster creation

Key Points: Introduce elements of a short story through a presentation. Assign each group a specific term (e.g., plot, setting, characters, theme) and have them create a poster explaining and illustrating that term.

Day 2:

Objective: Students will apply their knowledge of the elements of a short story while reading "The Landlady."  [The Landlady - Roald Dahl - Audiobook](#)


Assessment: Identification of elements in the text

Key Points: Have students read "The Landlady" and identify the elements of a short story they have learned. Encourage them to annotate the text and discuss their findings in small groups.

Day 3:

Objective: Students will analyze "The Landlady" and compare it to the short film adaptation.

Assessment: Discussion on similarities and differences between the text and film

Key Points: Ask students to identify any red flags or suspicious elements in the text. Then, show them the short film adaptation of "The Landlady" ( [The Landlady - Short Film](#)) and facilitate a discussion on the similarities and differences between the two versions.

Day 4:

Objective: Students will compare and contrast the short story and the film adaptation of "The Landlady."

Assessment: Digital Escape Room activity

Key Points: Engage students in a whole-class discussion comparing the short story and the film. Encourage them to analyze the choices made in the film adaptation and discuss the impact on the story. After the discussion, have students participate in a digital Escape Room activity related to "The Landlady" (e.g., [The Landlady Short Story Analysis & Escape Room Bundle for Middle School](#))

Day 5:

Objective: Students will demonstrate their understanding of "The Landlady" through a one-pager and a Common Lit assessment.

Assessment: One-pager and Common Lit assessment

Key Points: Provide examples of one-pagers (e.g., <https://twitter.com/MrsVeeScience/status/1514600113422966784/photo/1>) and explain the expectations for creating their own one-pager on "The Landlady." Also, assign a Common Lit assessment on "The Landlady" to further assess students' text comprehension.

Standards Addressed:

1. NJSL for ELA-Literacy: RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
2. NAGC Standards: Language Arts Standard 1 - Students will listen, speak, read, and write for information and understanding. They will read for understanding, write for various purposes, and speak effectively.
3. Depth and Complexity by Kaplan: Language of the Discipline - Students will learn and understand the specific vocabulary and terminology related to the elements of a short story. They will analyze and discuss these elements using the appropriate language.

Extensions: For students who finish early, provide an extension activity where they can choose another Roald Dahl story or a different short story and analyze it for red flags, foreshadowing, irony, and characterization.

1. Create a podcast episode where students discuss the elements of a short story in "The Landlady" and compare it to other short stories they have read.

2. Organize a virtual book club where students can discuss "The Landlady" and its elements with their peers.
3. Have students create a multimedia presentation (e.g., PowerPoint, video) analyzing the elements of a short story and their significance in "The Landlady."

Differentiated Instruction:

- Considering students' readiness levels, interests, and learning styles
- A flexible approach to instruction and grouping
- Providing more than one option to the students as they read their texts
- Using different reading strategies to match the material to meet the literacy needs of our students

Professional Development & Collaboration with Colleagues: I consistently use my professional development with the Hudson County Gifted and Talented Consortium to enrich my curriculum for all my classes.

Data Binder: Interpreting data allows me to identify an entire class's and individual students' strengths and weaknesses. I can use students' data analysis to identify factors that may motivate student performance and then adjust their instruction to meet students' needs better.

Community involvement and Parent interactions: There is constant involvement through our school Twitter & Instagram accounts, my classroom Twitter & Instagram accounts (@hometownharrison), and my own district website, and my Google Classroom Account.