

Lesson Plan

Learning Segment Focus: Character Traits- Because of Winn-Dixie Lesson 3 of 8

Course & topic addressed Literacy/ Character Traits Date: February 2, 2020 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to read a chapter book, such Because of Winn-Dixie, as a class and in partner reading. Students will be able to identify character traits and provide parts of the text as examples/evidence to support their opinion on the character trait they chose.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Last month, we read Charlotte's Web as a class. We talked about parts of a chapter book and identified story elements, such as setting, characters, theme, conflict, etc. They also worked on summarization and inferencing. This month we will read Because of Winn-Dixie and continue practicing identifying story elements to help reading comprehension, identify character traits, and points of view. Today, we will focus on inferencing character traits and using evidence from the text to support our opinion.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	My class is very diverse and will have to find strategies to use to differentiate my lesson. My class has 9 white, 10 African American, 1 Asian and 4 Hispanic. I have 5 who have been identified as English Language Learners and 2 who have been identified as SPED. My 5 ELL students are part of a pull- out program twice a week for 30 minutes each. My 2 SPED students are part of a resource class they have every day for an hour. I have 2 ACE students, who are pulled for higher-learning two days a week at in the afternoon. With a great diversity in my classroom, my class is able to learn amongst their peers through cultural differences.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>W.3.1.B Provide reasons that support the opinion.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Character • Character Traits • Evidence • Inference
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?	As a class, we will refer back to our story elements anchor chart and remind ourselves about each element. We will stop and dig a little deeper on characters. We will talk about characters and discuss what makes their personality. We will discuss traits and make an anchor chart on character traits and what elements from the story we use to
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<p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>infer to determine a trait. We will also make a list of traits for them to refer on when choosing a character trait that fits person/animal in the story. Teacher will then refer to the inference anchor chart to remind them what is an inference and how text evidence can help us infer the character's trait. Today, will make a graphic organizer to help us determine a trait for the main characters in <i>Because of Winn-Dixie</i> with textual evidence to support our inference.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> • 24 <i>Because of Winn-Dixie</i> books • 24 copies of the Character Trait Graphic Organizers • Pencils • Chart Paper with a list of traits • Anchor Charts: Elements of a Story, Inference, and Character traits
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> • Pencils • <i>Winn-Dixie</i> book • Elements of a Story Folder (for notes)

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p>10 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Anchor Chart: Elements of a Story • Anchor Chart: Inferences • <i>Because of Winn-Dixie</i> 	<p>“Good Morning, boys and girls! Last month, we read <i>Charlotte’s Web</i> as a class! Our very first chapter book! We got to learn about story elements, summarizing, and inferencing. We got to use our imaginations to read the book. It was like a little movie playing in our minds. We got to start another chapter book. Yes! We get to imagine another book and make it our own little movie. Yesterday, we read chapter 1-2 to <i>Because of Winn-Dixie</i> and got an introduction to some the characters. Can anyone remind us or summarize chapter one for us?” *Student replies* “Excellent summarization! Would anyone like to summarize chapter 2?” *Student replies* “Yes! Thank you for adding that detail. Today, we are going to read chapters 3-4 and learn more about our characters. Someone, using our story element anchor chart, what is a character?” *Student replies* “Excellent! It is a person mentioned in the story, play, or movie. We are going to dig a little deeper today and use our inferences about the characters we read about today. Remember, we learned about inferences and there is the anchor chart to help us.”</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
20 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Anchor Chart: Character Traits • Character Trait word list • Because of Winn-Dixie 	<p>“Before we start reading our chapters, I want to talk about character traits. We know what a character is, but does anybody know what a character trait is? Nobody? Okay, I will tell you and we will make a character trait anchor chart to help us and remind us when we forget. I drew a little person here for a reason.”</p> <p>I will then tell them a character trait is describes what the character’s personality is like. I will mention that this is usually inferred through the character’s thoughts, words, and actions. I will write this down on our chart. I will also write down under thoughts: What is the character thinking during that situation? Actions: How is that character acting in the situation or towards a character? Words: What is the character saying or is being said?</p> <p>“For example, all of us have a personality. It’s what makes us who we are and unique. We are all different and guess what that is okay! That is what makes our classroom fun! *Student’s name* asked me in what she could help me with today and helped take our new student to the office. Her/His actions help me infer that they are kind, helpful, and unselfish. Those are such positive (good) traits. Traits can also be negative (bad). For example, in the movie <i>Lion King</i>, we have Scar who tried to kill Simba’s father and Simba. That action and his thoughts would tell me, he is what?”</p> <p>*Student replies*</p> <p>“Yes! He is mean, selfish and hateful. See how we use the characters actions, thoughts and words to help us pick a trait the best fits them? That is what we are going to do with 4 of our characters today when we read chapters 2-4.” I have made a list of different traits on this chart to help us pick and even think of more traits to describe these characters.” “You will get to make a chart with these characters, what trait you infer best fits them and the evidence from the book (actions, thoughts and words)”</p> <p>We will read chapters 3-4. We will stop at the end of each chapter and summarize to each other, what they read. They will infer what they think will happen next at the end of each chapter. Some students will share their summarizations and inferences. We will discuss new characters and any new information on the older characters. We will create a chart on each characters and write</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		<p>down their dislikes/likes, behavior, and interesting facts about who they are. On a chart paper we will take on character, such as the Preacher, write down what traits we think he has and proof (words, thoughts, and actions) from the book with the page number.</p>
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • 24 copies of the Character Trait Graphic Organizers • Pencils 	<p>Students will then go back to their desks. I will hand out the graphic organizer for them to fill out the example we did together, 3 other characters, the trait they infer and 3 pieces of evidence (actions, thoughts, and words) as partners.</p> <p>“Alright, you all did such a great job! Remember, character traits help us see how they contribute to the events of the story. If Opal would have never been lonely, she maybe wouldn’t have wanted to keep Winn-Dixie. Just my inference. Please put your worksheet in your Story Element Folder and put on my desk. Get ready to push you chair in and line up for music.”</p>

Accommodations/Modifications

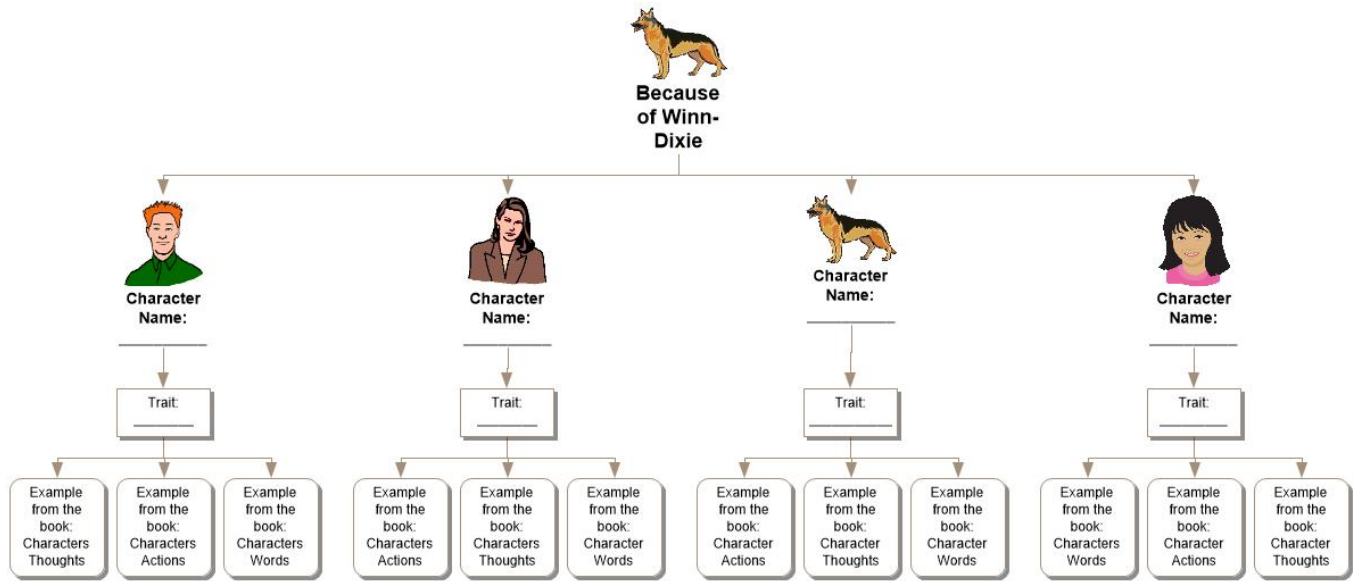
<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Accommodations and modifications will be in place according to the LPAC, IEP, or 504 of the students. If they are in partner or silent reading, students with read aloud will be played the audio book on their iPad as they follow along to the book if it is mandated on their plans.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>The ACE students or higher leveled students will be paired with ELs, SPED or Tier II or III students to act as a peer tutor in reading and writing assignments. ACE students will give 4 examples of evidence to support the trait they chose for their character. ELL, SPED, and Tier II/III students will be given sentence frames to help them fill out their graphic organizers and speak to their partner about the book. Graphic Organizers and an example will be given to all students to help them learn to identify character traits. There will be a chart with list of traits to choose from and anchor chart on what is a trait.</p>
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will answer oral questions about chapters 1-4 to determine if they are <u>comprehending the chapter</u> .
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will make inferences about the chapters or characters while reading chapters 1-4.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will fill out a character trait graphic organizer. They will choose a trait they believe describes the main characters in Chapters 1-4 and use inferences/evidence to support their trait.



Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	<p>Constructivism: Students must use their prior knowledge of identifying story elements and parts of a chapter book. Students will use their schema to build upon and identify character traits using textual evidence.</p> <p>Vygotsky: Students will interact after the chapter is read aloud by summarizing the chapter to their partners.</p>
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Lesson Reflection/Evaluation

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Updated 12-17-19 NLC

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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