**Lesson Plan Idea Format**

**Grade Level & Subject Area: Grade 4 English/Language Arts**

**Standards/Framework (State Standards, Content Standards, InTASC Standards)**

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thought, words, actions).

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):**

This would be at the end of reading a grade level appropriate book together in class.

**Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson….):**

This specific lesson would be a 5 day 60 minute lesson, but the series would last for several weeks since it involves reading a chapter book.

**What do the students already know? (This could be the Intro or they have learned information before starting this lesson):**

The students would already have read the book and know the characters, plot, setting, conclusion, etc.

**Objective (What are the students’ going to accomplish):**

The students are going to show their understanding of the text that they have read. They are going to show that they can back up their ideas with examples from the text. They will show their ability to use context to infer the traits of a main character that aren’t explicitly stated in the text.

**Materials:** A copy of the book, a computer with inspiration installed, the character trait template on inspiration, pictures from google of their character/book cover, paper, pencil.

**Procedure:**

1. Students will have finished reading the book together in class.
2. Students will open the character trait template on inspiration.
3. Students will choose a main/supporting character from the book.
4. Students will fill out the template for the character they chose, using the book to find examples that back up the traits they choose.
5. Students will find images that are associated with the book and insert them into their template.

The Next Day

1. Students will be given a printed copy of their web.
2. Students will use their template as an outline to write a 5 paragraph essay about their character. It will include an introduction, one paragraph for each trait, and a conclusion.

The Next Day

1. Students will switch papers with each other and peer-edit the draft.

The Next Day

1. Students will write their final paper.

The last day will be designated for finishing up the project. If student is done already, they will be given time to read independently.

**Assessment (How will the students’ show you that the objective has been met):**

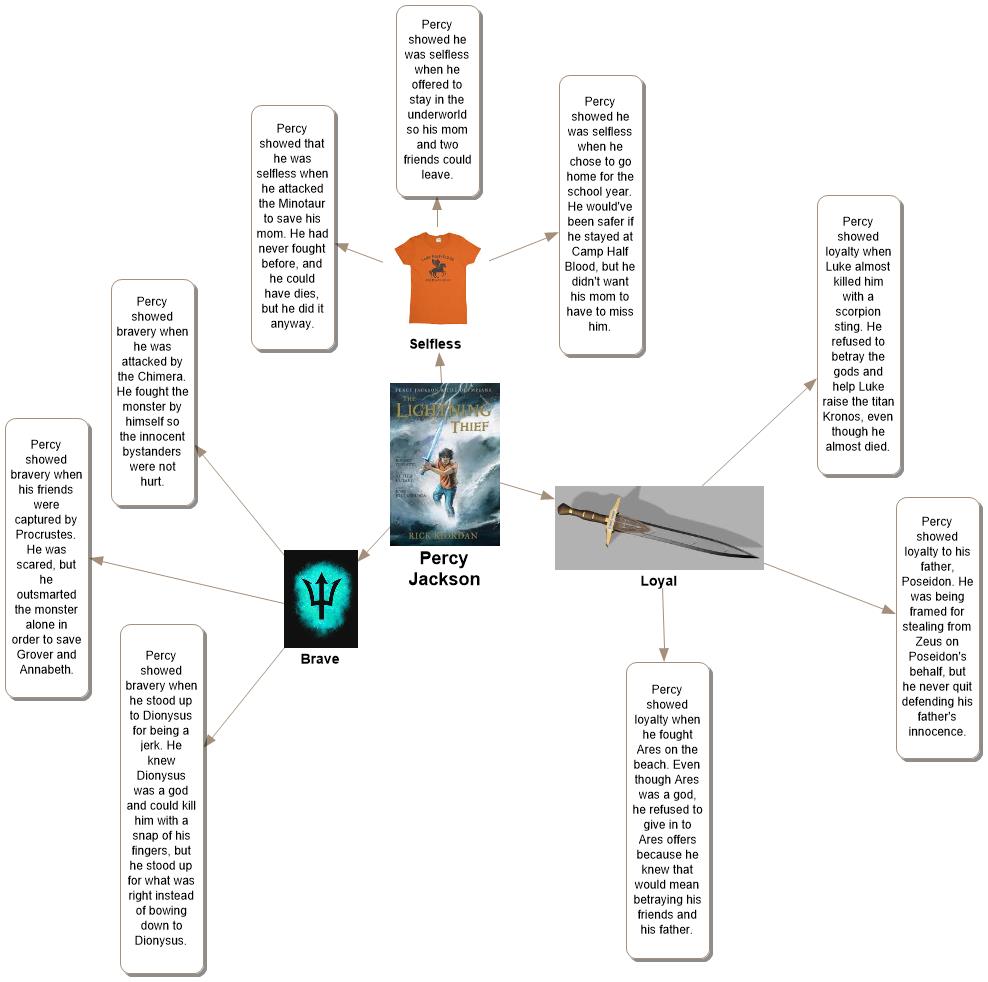
**(Note: the assessment does not have to be a paper and pencil test)**

The printed web outline and all drafts of the essay will be turned in and graded.

**A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:**

The class will read a grade level appropriate book together. Then, the students will complete an inspiration outline and traits essay over a character of their choosing. They will write these to show that they understood the book and can use examples from the text to infer what character traits their character possesses.

**(I should be able to see and understand your entire lesson by reading this. Remember, Technology is not the lesson. It enhances the lesson)**

**Example of Completed Template with grade level appropriate book character: **