Lesson Plan Model[1]

esson Title/#: Identifying Character Traits

rade Level: 3rd Grade

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The central focus of this lesson is for students to be able to understand the traits of specific characters in a story.
Content Standard What standard(s) are most relevant to the learning goals?	**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.
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies[2]** What are the specific learning goal(s) for students in this lesson?	The student will understand how to identify character traits and be able to use textual evidence to support these traits.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary	The student will have prior knowledge as to how accomplish linear reading. The student will understand how to read aloud with other students in small groups. The student will know how to identify characters and understand their emotions from the text. The student will know to how type and organize words on a laptop.

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to support the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks
Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch 10 Minutes How will you start the lesson to engage and motivate students in learning?	I will introduce the lesson by first introducing the story, "Charlotte's Web" to the students. I will then briefly introduce the characters in the story.
Instruction 20 Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and their	I will explain to the students what they will accomplish throughout the reading of the story, which is identifying specific characters and their character traits throughout the story. I will explain to them that they will be reading aloud in small groups. I will explain to them that their group will be placing their completed web on a poster board at the end of the story. I will reintroduce character traits to them and provide them with examples from previous character trait web's done by them earlier in the school year. After I introduce the characters to them, I will ask my students to foreshadow what they think their character traits will be.

personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	To help engage my students in the lesson, I will show them a short video of character traits from a different short story to refresh their memory. Each small group of students will complete a character trait web over 1 character from the story as they read parts of the story over the course of the time it takes them to finish the book. To determine if my students are meeting the learning objective, I will review each of their web's each day and see if they are filling them out with the correct evidence from the text. I will also have them complete a short matching quiz over all of the characters and their traits in the story.
Structured Practice and Application 10 Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	I will introduce the blank character trait web to them on the smart board. I will explain to my students that they will be completing their web on their laptop, so they can easily change the traits if need be as they continue reading the story. Student's will complete portions of their character web over a period of time. Because of this, we will be able to review their web's as a class each day after they finish reading the portion of the book for the day. Due to this, I will be able to ensure they all grasp the concept. They will be able to apply what they have learned by organizing their own personal web over the character I have chosen for their group. At the end of the lesson when the book is complete along with their webs, I will print out each web and staple them together so each student will have a copy of every groups character web. I will explain to them that they will have a short matching quiz over the information on the webs.

Closure _____ Minutes How will you end the lesson?	Each day, I will end the lesson by summarizing as a class what they read in the book for that day. After that, each group will share to the class what they added to their character web for the day. I will pull up the blank character trait web on the smart board for each character as the groups read their traits to the class. As they are explaining the traits they came up with as a group, I will fill in the character trait web on the smart board so the whole class is able to see what each group has accomplished. When the class has finished the book and their character trait web's, I will provide each group with a poster board for them to draw out their web's. I will place these on the walls around the classroom for display.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure opportunities for students to work with partners or in	The students will read the book in small groups and complete the character web over their groups specific character together. To form these groups, I will randomly pull popsicle sticks with their names on them. The number of groups will depend on the number of characters since each group has their own character.

groups? What criteria will you use when forming groups?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	If this lesson doesn't go as planned, I could take away or add more boxes to each web depending on the character, considering some characters appear more in the book than others.
Theoretical Principles and/or Research– Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	Materials needed for this lesson include: laptops, inspiration software, poster boards, markers, tape, and a smart board.

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	

What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching
To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

Puts bugs to sleep so they don't feel pain

Makes sure are babies are taken care of after she is gone

Greets Wilbur by saying salutations

Caring

Knows how to get Templeton to do what she wants

Rescues Wilbur from being killed by the Zuckerman's

Writes words in her web

Joins Wilbur in the crate at the fair because he is nervous

Smart

Loyal

Thinks of ways to help save Wilbur

Says she would be Wilbur's friend when no one else wanted to

Charlotte from "Charlotte's Web"