

1 Language Arts Lesson Plan: Analyzing Characters

Date: October 13, 2020

Hannah Krebs

<p>Grade: 3rd</p> <p>Materials:</p> <ul style="list-style-type: none"> • White board • Marker 	<p>Subject: Language Arts</p> <p>Technology Needed:</p>
<p>Instructional Strategies:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </div> </div>	<p>Guided Practices and Concrete Application:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </div> </div>
<p>Standard(s)</p> <p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.</p>	<p>Differentiation</p> <p>Below Proficiency: There will be a lot of check-in questions during the read aloud and lesson to ensure these students are not left behind.</p> <p>Above Proficiency: These students will be challenged with questions during the discussion that do not have an immediate answer.</p> <p>Approaching/Emerging Proficiency: These students will be challenged with questions that do not have an immediate answer, while also receiving questions that are simple to answer.</p> <p>Modalities/Learning Preferences:</p> <p>Visual: Students will be able to see a chart that lists what we will be looking for in the story.</p> <p>Auditory: Students will be able to listen to a story and discussions about the story.</p> <p>Kinesthetic: Students will write answers to the questions on the worksheet.</p>
<p>Objective(s)</p> <p>By the end of the lesson students will:</p> <ul style="list-style-type: none"> • Identify the traits, feelings, and relationships of a main character in a fictional passage. • Identify clues that show the character’s traits, feelings, and relationships. • Visualize to understand a text. • Use academic sentence frames to discuss strategies. <p>Bloom’s Taxonomy Cognitive Level:</p> <p>Understand, apply, analyze</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Before instruction:</p> <ul style="list-style-type: none"> - Give students a 30 second warning that we are moving onto the next subject. - Tell the students to pack up whatever is on their desk, put it in their bins, and sit in the gathering space. - Give a 15 second warning that we are moving onto the next subject. - Give students a 10 second warning, 5 second warning, and then call any students who are still up to the gathering space. <p>During instruction:</p> <ul style="list-style-type: none"> - Students are at voice level 0 unless asking or answering a question. - Students are wearing their masks. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students are expected to put away their things quickly and nicely. • Students are expected to be respectful of each other and wear their masks while in close proximity to each other. • Students are expected to participate in the discussion and read aloud.

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	<p>- Students will raise their hands if they have a question and will not talk over each other.</p>
Minutes	Procedures
5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Write Analyzing Characters on the board • Write I can statement on the board-“I can analyze characters and identify their character traits, feelings, and relationships to help me understand the story”. • Create three columns and label each one with the following titles: • Column one is character traits, column two is feelings, column three is relationships
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • All right friends! We are going be moving onto a new activity in 30 seconds. Please pack up everything on your desks, your computers and notebooks, and put them in your bins. After you do this, please come to the gathering space (carpet in front of the projector white board) • Give 15, 10, and 5 second warnings for transitioning. Allow time for students to sit down. • All right! Thank you for putting away your things so quickly for me. So yesterday (or today, whenever the strategy visualize has been introduced to the class) we learned how to visualize. • Visualizing is like making a picture in your mind about a character from a book. When we visualize, we think about what the character is like, how they feel, and if we were the character, what we would feel like and do. • Today, we’re going to practice visualizing so we can read a story better. • Read the first two sentences of Selling Corn short story (pg 18 in the literacy book) • Demonstrate thinking aloud and visualizing. Example: In what we just read, I found out that Roy lives on a farm and likes helping his parents with chores. I <i>visualize</i> Roy is a strong, healthy, boy because he works hard... • Read up until the third paragraph. Pause and practice thinking aloud and visualizing. Ask some students if they can visualize how Roy feels. Call on one or two students to see if they are visualizing Roy’s feelings or connecting Roy’s feelings to their own. • Finish reading the short story and have a short discussion with the students on visualizing. • Ask the students how Roy and Luis felt in the story. How do we know that’s how they felt? • Ask the students if visualizing helped them understand what was going on in the story.
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “So today, we’re going to take visualizing a step further and be detectives.” • “We’re going to analyze the character using our visualizing skills and find clues that will help us understand the story better.” • Ask if any of the students know what analyzing means. Accept a few student answers, try to call on the students who might not be as sure to give them a chance to answer. • Explain what analyzing is. • Go through the chart, ask if the students know what a trait, feeling, or relationship is. Call on one student for each category • Give a brief explanation of each word. • A trait is something that describes someone. For example, Aspen is kind. A clue to help us know that Aspen is kind is that she got a spark from the school. • A feeling is something that we feel. So like angry, sad, happy, tired, excited, etc. • A relationship is a connection we have to another person. For example, your relationship with Ms. Weisz and I are teacher and student. Your relationship between you and the other students in the room are classmates. • Explain that we can find these three words with clues from the story. Example of a trait: Roy is hardworking. Clue to know this: likes to help with chores, feeds animals, and has his own patch of corn to tend. • Ask the students if there is any confusion as to what a trait, feeling, relationship, or clue is. • “All right friends! Now we’re going to read this story again and remember, we’re going to be detectives this time so we’re going to be looking for clues that will give us answers to the character’s traits, feelings, and relationships. This will help us understand what is going on in the story, so let’s begin.” • Read the story again.

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	<ul style="list-style-type: none"> • After the first paragraph, stop and ask the students if they saw any clues for Roy’s trait. Accept one or two answers. • Explain that the clues were in the words. Trait: Roy is hardworking. Clue to know this: likes to help with chores, feeds animals, and has his own patch of corn to take care of. • Read the next two paragraphs. • Tell the students to think about clues that shows us Roy’s feelings. Feeling: Anxious, unhappy. Clue to know this: doesn’t have \$10. • Ask the students how Roy gets money. Is this a clue that tells us something about Roy? Yes, it tells us he is smart/clever. Trait found for Roy: Clever • Ask the students how knowing Roy’s traits and feelings help us better understand the story. Answer: It helps us predict how Roy will solve his problem. • Read the last three paragraphs. • Ask the students if they saw any clues in Roy’s relationship with his parents. Were they helpful? Supportive? How do we know? Answer: Roy’s parents told him his idea was good.
4	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will fill out the Analyzing Characters worksheet. • When they are done, they will turn it into the turn-it in bin and start read to self.
1	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “All right! Thank you friends for learning with me! We’re going to move onto the next activity so for now, go back to your desks and wait for instructions on what to do next.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Questions throughout the reading and discussions will determine if students understand what analyzing a character means.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will fill out the Being Detectives sheet provided them. This will determine if they actually understand how to analyze characters and how it helps them better understand the text.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went extremely well. I was most worried about the 20-minute time limit for the lesson, but I paced the lesson well, was not rushed and finished the lesson right on time. I was also mindful of which students I called on during the lesson and tried to call on new students if they had their hand up. This really helped involve all of the students and keep them engaged. Through this, I was also able to call on the students who are not as outspoken as others because if they were confident in their answer, they would put up their hand and I was mindful of calling on them. Managing the class also went well with transitioning the students from one subject to the other. Before my lesson, the students were packing up their things in preparation for my lesson, and I gave a sporadic countdown in which I said the students had 30 seconds, and then called out 20 and 10, but did not actually count each number from 30 in order to not stress students out.</p> <p>In this lesson, the students learned how to analyze characters as a strategy to help them understand the story. They had also learned the metacognitive skill of visualizing to help them understand the text before I taught this lesson. It was useful to keep pulling visualizing in because this was a skill the students were used to and helped them make more sense of the new strategy of analyzing characters. Most students understood the concept of analyzing characters really well as was evident in their completed worksheets. Some students did not get the transfer of the strategy to the worksheet, but I did walk around the room helping these students if they were confused. For these</p>	

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students, I only had to explain the bottom directions of the worksheet again and then they were able to understand the worksheet and what was expected. A couple students were not able to comprehend the directions, but they still understood the strategy and after I worked with these students to understand the directions, they were able to fill out the worksheets with no problem.

What the above paragraph tells me, is that I should work on making directions more clear on my worksheets. I typically do not think to do this because the directions seem perfectly clear to me, but it helps to remember that these students are just 3rd graders and need directions that are extremely explicit. In addition to this, some of the words I used on the worksheet to describe character traits, feelings, and relationships were unfamiliar and too big for some of the students to read. This made the words daunting and harder for the students to try and tackle on their own because they did not even know what the word was to begin with. I would change the words to something more familiar for the students, or go through each of the words, describe what they mean, and write a short definition somewhere the students can see to help them with the word. I would also make sure to focus on just analyzing one character from the story. I brought in too many characters at one point and it was confusing for some students because they were not able to concentrate on the analyzation of more than one character.

Practicing Analyzing Characters

Name: _____

Make sure to underline clues in the story to help you analyze the character!

Story:

Becky likes to climb mountains. She's always smiling when she climbs a mountain. Becky's friend Sarah, does not like to climb mountains, but she tells Becky she is a good climber anyways.



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Pick one in each column to answer the questions below.

Character Traits

Feelings

Relationships

Adventurous

Sad

Supportive

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Shy	Excited	Discouraging
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What is a character trait for Becky?

Becky's trait is _____.

What is Becky feeling when she climbs mountains?

Becky is feeling _____.

What does Becky's relationship tell us about Sarah?

Sarah is _____.