

Lesson Title: Examining Internal Character Traits

Grade Level: 5

Date & Time:

UDL-Infused Elementary Inclusive Preservice Program Lesson Plan

Pre-Planning: Setting a Learning Goal & Anticipating Multiple Paths to that Goal

<p>Learning Objective(s) What do you want students to know, understand, or be able to do as a result of <u>this</u> lesson?</p> <p><i>To push your thinking:</i></p> <ul style="list-style-type: none">• What should all students learn?• What will some students learn?• What will a few students learn?	<p>Learning Objective:</p> <ul style="list-style-type: none">- Students will be able to define what a character trait is and identify character traits within a text- Students will be able to determine a character's traits based on a character's feelings, actions, thoughts and sayings <p>All students: Will be able to identify the difference between a physical trait and a character trait</p> <p>Some students: Will be able to identify character traits based on at least 1 of the following: a character's feeling, actions, thoughts or sayings</p> <p>Few students: Will be able to identify character traits based on all 4 of the following: a character's feelings, actions, thoughts, sayings</p>
<p>Rationale Why are you teaching this lesson?</p> <p>Questions to consider: <i>How does it connect to students' interests, strengths, and needs? How does it fit within the curriculum? What connections does it have to standards? In what ways does this lesson represent your commitment to social justice?</i></p>	<p>Why am I teaching this lesson? Students are about to begin a narrative writing unit. By having an understanding of character traits, students can better develop and depict the individuals portrayed in their narratives.</p> <p>Connections to Standards:</p> <ul style="list-style-type: none">- <u>CCSS.ELA-LITERACY.RL.3.3</u>: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
<p>Prerequisite Knowledge What prior knowledge are you counting on?</p> <p>Questions to consider: <i>What will you do if students demonstrate that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?</i></p>	<p>Prior Knowledge: In science, students are currently examining the physical traits of organisms. By having an understanding of physical traits (traits that you can see), students can better grasp the concept of character traits (traits that you cannot see).</p> <p>If students do not contain necessary prerequisite knowledge, I will be providing students with examples of physical traits as well as character traits during the mini lesson (specially during the hook of the mini lesson).</p>
<p>Anticipate Evidence of Learning How will you know if students have achieved the learning objective(s)? Consider listing multiple ways that students might demonstrate</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none">- Mini Lesson: Ability to generate examples of character traits when asked to describe someone in their family- Mini Lesson: Ability to analyze character traits of Mean Jean during Active Engagement portion of the mini lesson- Concept Development: Ability to analyze character traits of Jean using graphic organizer

<p>understanding by the end of the lesson.</p>	<ul style="list-style-type: none"> - Exit Ticket: Ability to describe the difference between a physical trait and a character trait and provide examples of each
<p>Teaching for Diversity</p> <p>UDL invites us to consider our learners' diverse strengths, interests, and needs <i>before</i> planning so that we can “plan for the many.” Brainstorm multiple means of representation, expression, and engagement that could be available to <i>all</i> students during this lesson.</p>	<p>Multiple Means of Representation</p> <p><i>What are some different ways that content could be presented to learners throughout the lesson?</i></p> <ul style="list-style-type: none"> - Visually: Picture of my brother to prompt discussion on physical traits versus character traits, definitions of each written out so students can see, pictures of the book will be shown under document camera for students to see - Orally: All content and instructions will be delivered verbally - Demonstration: I will demonstrate how to fill out the graphic organizer before students have to complete the task on their own. <hr/> <p>Multiple Means of Expression</p> <p><i>What are some different ways that students could “show what they know” throughout the lesson?</i></p> <ul style="list-style-type: none"> - Mini Lesson: Comprehension Check (listing character traits of a family member), Active Engagement (using FAST to determine traits of Mean Jean) - Exploration / Concept Development: Completion of the graphic organizer → citing evidence from the text - Closure: Class conversation/debrief, exit ticket <hr/> <p>Multiple Means of Engagement</p> <p><i>What are some different ways that you can help students get “fired up” about their learning during this lesson?</i></p> <ul style="list-style-type: none"> - Hook: I think students will be very excited when I start the mini lesson by talking about my brother and describing his traits. I also think it will be fun for students to think about their own family members and the traits they possess - Connection to Prior Knowledge: I think students will be excited about this lesson because they have really enjoyed our discussion of physical traits in science and I think making this connection will also get them fired up
<p>Accessibility Extensions</p> <p>Do you anticipate any additional accessibility and participation challenges? How will you address them?</p>	<p>I anticipate that many students may think emotions and character traits are synonymous. Because we can determine one’s traits by analyzing their feelings, I can see students thinking that if a character feels sad for a moment, their character trait is sad. The reality is that a person’s character trait is sad, if they feel sad all the time. It will be important to explain to students that emotions are fleeting and character traits remain more stable over time. I anticipate that this will come up during the debrief and I am prepared to have students grapple with</p>

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	<p>this potential confusion. I am also hoping to secure enough copies of the book <i>Amazing Grace</i> so students can refer back to it. If not, I will most likely photocopy the pages of the book.</p>
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Planning: Step-by-Step List of Instructional Moves

Materials List: Mean Jean The Recess Queen, Amazing Grace, Graphic Organizers, Index Cards		
<u>Introduction</u> How will you invite students into the learning experience? Consider: <i>A hook, an immersive experience, a connection to yesterday's lesson, modeling...</i>	Minutes: 15	Mini Lesson Part 1: Connection / Hook (3 Minute) Picture of my brother: <ul style="list-style-type: none">- Physical Traits: Dark brown eyes, dark wavy hair, dimples, bitten nails- Activation of Prior Knowledge: In science we have examined various physical traits of wolves such as fur color, eye color, ear shape- Physical traits are external. They are traits that we can see with our eyes
	<u>Mini Lesson</u>	Mini Lesson Part 2: Objective (3 Minutes) Objective: Today we are identifying character traits <ul style="list-style-type: none">- Character traits are internal. They are traits that we cannot see.- What you don't know about my brother is that he is kind, handy, creative, easygoing- Comprehension Check: Think of someone in your family, what character traits would you use to describe them? → Create a character trait word bank that students can use for activity Mini Lesson Part 3: Teaching (3 minutes) <ul style="list-style-type: none">- Today you are going to be identifying the character traits of Mean Jean The Recess Queen. I am going to demonstrate by looking at another character in the book - Katie Sue- If character traits are internal (on the inside), how can we identify what someone's character traits are? FAST (Reveal graphic organizer) We infer their character traits by studying a character's<ul style="list-style-type: none">- Feelings- Actions- Sayings- Thoughts Mini Lesson Part 4: Active Engagement (5 minutes) <ul style="list-style-type: none">- Feeling example: PICTURE<ul style="list-style-type: none">- Trait: Happy, optimistic- Action Examples: "Katie Sue Kicked..b4 Jean Kicked"<ul style="list-style-type: none">- Trait: Brave, Naive, innocent- Saying Example: "How did you get to be so busy"<ul style="list-style-type: none">- Trait: Courageous- Thought Example: "<ul style="list-style-type: none">- Trait: Mini Lesson Part 5: Link / Instructions (2 minute) <ul style="list-style-type: none">- Today you will be thinking about the character traits of Mean Jean from- Using evidence from the text, you are going to examine:<ul style="list-style-type: none">- How Jean FEELS, how Jean ACTS, what Jean SAYS and what Jean THINKS to determine Jean's character traits- Assign Partners Early Finishers: Create a character trait word bank in your readers notebook

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<p><u>Exploration/Concept Development</u></p> <p>Consider: <i>Guided practice, independent practice, a group or partner exploration...</i></p>	<p>Minutes: 20</p> <p>Part 1: 10 minutes</p> <p>Part 2: 10 minutes</p>	<p>Partner Work:</p> <ul style="list-style-type: none"> - Provide students with graphic organizers - Students work independently to complete their graphic organizers - Louise and I are circulating between tables <p>PARTNERS:</p> <p>Amelia / Nadhirah / Ray Rachel / Hana Gus / Elijah Alyssa / Roxy Asher / Hailey Julian / Walker Declan / Nico Juan / Teo Chuck / Shigi Roxy / Pietro Dagny / Sullivan Eitan / Olive</p>
<p><u>Closure</u></p> <p>How will you bring students to closure with this learning experience and connect it to future learning?</p> <p>Consider: <i>A share, a closing challenge, a sneak peek at tomorrow's goal....</i></p>	<p>Minutes: 10 - 12</p>	<p>Part 1: Group Share Out (7 Minutes) Have students come to the rug with their graphic organizers</p> <ul style="list-style-type: none"> - Have students share out 1 example of <ul style="list-style-type: none"> - Feeling → Trait - Action → Trait - Saying → Trait - Thought → Trait <p>Possible Answers for Mean Jean:</p> <ul style="list-style-type: none"> - Feeling Example: "Too surprised" <ul style="list-style-type: none"> - Trait: Lonely - Action Examples: "If kids ever crossed her, she'd push em and smoosh em.." <ul style="list-style-type: none"> - Trait: This makes me think that Mean Jean is ... unfriendly, rude, scary - Saying Example: "Just who do you think your talking to" <ul style="list-style-type: none"> - Trait: Bossy - Thought Example: "Recess Queen was NOT amused" <ul style="list-style-type: none"> - Trait: Stubborn <p>Pose the following questions:</p> <ul style="list-style-type: none"> - Are emotions considered character traits? Why or why not? <p>Part 2: Exit Ticket (2 minutes)</p> <ul style="list-style-type: none"> - Provide everyone with an index card to complete the following: What is the difference between a physical trait and a character trait? Provide an example of each. <p>Part 3: Wrap Up (1 minute)</p> <ul style="list-style-type: none"> - Clean up materials
<p>Beginning of lesson assessment plans: Comprehension Check (Mini Lesson - See Above), Active Engagement (Mini Lesson - See Above)</p> <p>Middle of lesson assessment plans: Graphic organizer</p> <p>End of lesson assessment plans: Debrief, completion of graphic organizer</p> <p>Post lesson assessment plans: Analysis of student work as well as Exit Tickets</p>		