**Name: Kesha Prince Grade Level: 6TH GRADE**

**LESSON 1**

|  |
| --- |
| **1.** **Content Objective(s)/State Standards:*** Students will be able to explain how elements of a story work together like character traits.
* Students will be able to identify a theme in a text and how it is developed.

**Behavior:**All students are required to participate. If students are not on task they will have their name put on the board and will receive 1 more warning. Once a student has received 2 warnings, they receive a think contract; on the 4th warning students will submit a referral to the office and contact a parent. |
| **2.** **Instructional Focus:** “I will learn about what a character trait is an isn’t so that when I read I can identify the character’s traits. “ |
| **3. Interesting Texts/Materials for Instruction**What text(s)/materials are you using for your lesson? * **Character Trait Poster**
* **Character Emotion Poster**
* **Sample Character Trait List**
* **Poster board, large notebook paper, or large PostIt note**
* **Character Traits Graphic Organizer**
* **217 Computer Lab- MAC LAB**
* **Thank You, Mr. Falker By Patricia Palacco**
* **A Day’s Work By Eve Buntin**
* **Wordle**
 |
| **4.** **Student Engagement:**  What engagement principle(s) are you choosing for this lesson? \_\_\_\_X\_\_choice, \_\_\_\_collaboration, \_\_X\_\_\_building concepts, \_\_X\_\_relevance—real world interaction**I will engage students in this lesson by:**Helping them relate characters in their book to themselves on character traits. I will also engage the students by having the create a Wordle online.  |
| **5. Student Activity/Differentiation.** What will your students be doing to meet the purpose of your lesson? (listening, reading, searching, writing, strategy instruction, group work, etc.) What my students are actually DOING: **Before, During, and After.****Before:** Lessons on character traits are truly lessons on the comprehension skill of inferencing. I will tell the students, rarely does an author come out and say a character is jovial or bossy; instead, the reader must discover it by analyzing a character’s actions and dialogue. That’s what we are going to do today, talk about how we can identify a character or person’s traits.**During: Day 1:**Begin by differentiating between character traits and emotions. I tell my students that a character trait is the way a person or a character in a book acts: it’s a part of their personality and it comes from inside. Emotions are usually fleeting feelings that may be due to an outside force, such as good news. We will be focusing on the character traits instead of the emotions, but I make sure the students know the difference so they do not confuse the two. I will be demonstrating this by showing them the *Character Trait and Character Emotions posters*.Once the students know the difference between a trait and emotion, I pull out the large notebook paper, poster board, or post it note and ask the students to tell me all the different character traits they know. Some exampled include: pitiful, guilty, wild, funny, creative, elegant, etc… Once you put a few examples on the poster board, the students should be able to come up with a substantial list of about 30 or more. There should be a discussion between the students as to whether some words are true character traits or passing emotions. Asterisked any traits on which you cannot reach consensus.I've found books listed above work very well when studying character traits. I have decided to read *Thank You, Mr. Falker* and *A Day’s Work,* both showing different character traits and both teaching some sort of morale lesson to the students. After I read each book I will have them fill out the Character Traits Graphic Organizer on every character that they can think of that was present in the stories. They should be able to fill their organizer with no problems. There are a few students that may need reminding or coaching on the characters and their traits.**During: Day 2:**Have the students go down to the 201 Lab, they are all MAC computers and all are larger screens for students with accommodations. Have students log on to their computer and pull up the internet- preferably Firefox. Have them turn and face the screen, which has been hooked up the computer and Wodle.net has been pulled up. Explain to the students that they will be making their own Wordle to show their character traits. Show them if they click on Create your own then it will bring you to a blank screen where they can input their information. They will need to include their name and every character trait that they think they hold. If they need help coming up with character traits refer to the list below:AccommodatingCarefreeCarefulCaringCharismaticCharmingCheerfulClassyCompassionateComposedConfidentCongenialConscientiousConsiderateConsistentContentCooperativeCourageousCreativeCulturedCuriousDaintyDebonairDecentDeterminedDignifiedDisciplinedEasy-goingGlamorousGood-naturedGracefulGraciousGregariousHard-workingHelpfulResilientRespectfulResponsibleRomanticSaintlySavvySelflessSensualSereneSeriousSincereSmartSpiritualSupportiveMore traits can be found online by searching “Character Traits” Before they create their Wordle tell them that they are going to printing their Wordle but for some reason they are not able to do it from the computers, so when they click “create” once they have inputted all of their words they want to use, come up with their layout, and made sure that it is exactly how they want to do it they will want to hold down the Shift+Command+4 keys. This will give them a little curser that looks like a plus sign. They will outline their Wordle, which will take a picture of the Wordle and save it to the desktop. They will open the Wordle on the desktop and print it to the closest printer. **After:**After students have completed their Wordle on the Computer, cut, copied, and printed the Wordle from Microsoft Word, they will respond to the prompt below and turn it in to the 2nd period basket:Prompt: Either choose a character from the book your are currently reading, or yourself, and write about the positive and negative traits that you or the character posses. Comment on what you like or dislike about these traits.The prompt writing needs to be a paragraph or more, proper 6th grade work, and well written. The students must also have correct grammar, punctuation, and spelling.  |
| **6. Writing/Communicating/Assessment:** How will you know students have met the purpose of the lesson? What will students do to record their understanding? **I will see that students have understood what I have taught by them turning printing and turning in their Wordle and their writing prompt on the back of the Wordle sheet.** |
|  |