

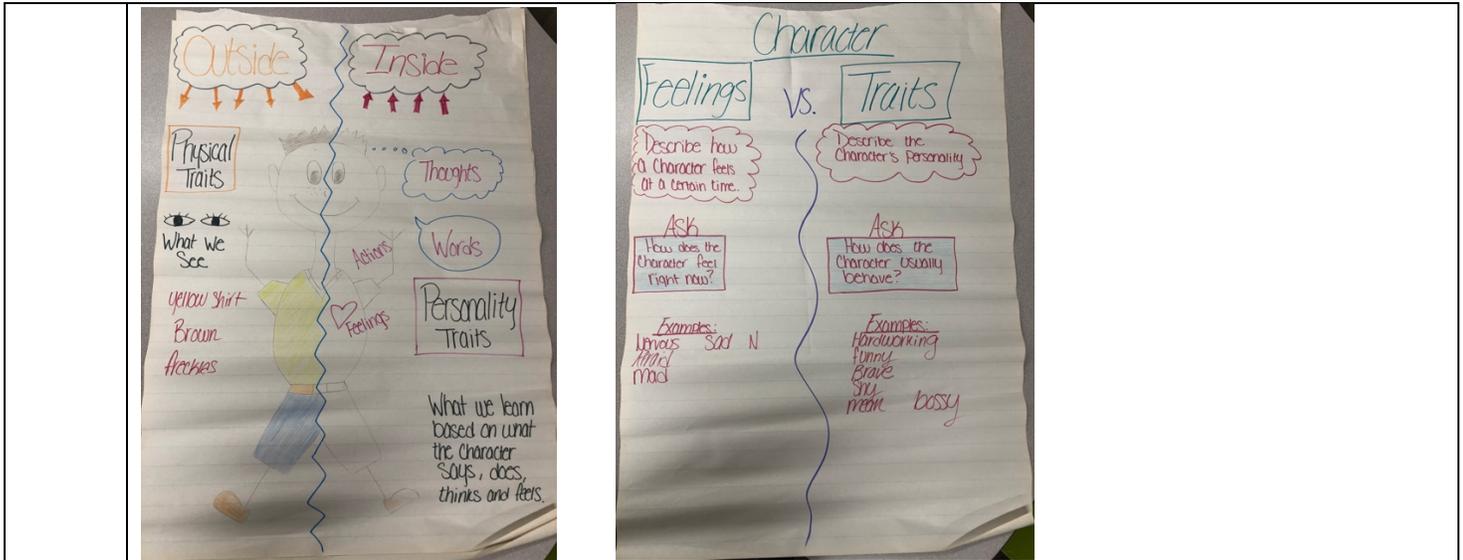
# Character Analyze/visualize

Date: 10/8/18

<b>Grade:</b> 3 <sup>rd</sup>		<b>Subject:</b> Language arts	
<b>Materials:</b> Anchor chart paper, markers, character picture		<b>Technology Needed:</b> Smartboard	
<b>Instructional Strategies:</b> <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) <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		<b>Guided Practices and Concrete Application:</b> <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) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> eTechnology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> Allow students to draw and label parts of the poster. Allow students to use a printed list of traits and feelings.  <b>Above Proficiency:</b> Challenge the students to visualize more indepth traits and feelings of the characters.  <b>Approaching/Emerging Proficiency:</b> Allow students to draw and label the poster. Allow the students to work in pairs.  <b>Modalities/Learning Preferences:</b> Visual	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>• By the end of the lesson students will be able to identify a characters traits, feelings, and relationships based on a picture.</li> </ul>			
<b>Bloom's Taxonomy Cognitive Level:</b> Understanding			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will be seated at the rug in rows. Students will give all attention to the teacher and keep their voices off. When asked a question students will use a quiet voice level. When students are asked to check-in they will remain quiet until their name is called.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will be expected to transition to the rug in an appropriate manner. Students are expected to keep their voices off and listen carefully. When asked to turn and talk student's voice level will remain low. Students will be expected to raise their hand when they want to talk.	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Prepare picture</li> <li>• Have anchor charts ready</li> </ul>		
<b>10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Bring students to the carpet</li> <li>• “raise your hand if you have ever looked at a picture and wondered what the character might be thinking”</li> <li>• “So have !! Today we are going to figure out the characters traits and feelings. This will help us understand what we are reading”</li> <li>• “Now I just said a super interesting word... TRAITS. What is a trait?”</li> <li>• Have students turn and talk to explain what a trait might be</li> <li>• While students are talking put up outside/inside chart</li> <li>• Have some students share their answers</li> <li>• Explain what a trait is. Use the anchor chart of look at a character to describe what we see on the outside and what we see on the inside.</li> <li>• “Now our feelings and our traits are two different things” Use the anchor chart for feelings and traits. Have students together give examples of both</li> <li>• “Now that we know what a trait is how do we figure them out? Turn and talk and share 2-3 ways you can figure out the traits and feelings of the characters”</li> <li>• Have some share with the class</li> <li>• Show the hidden part of the inside/outside anchor chart</li> </ul>		

# Character Analyze/visualize

Date: 10/8/18



5 **Explain: (concepts, procedures, vocabulary, etc.)**

- Show the picture on the smartboard
- "Together with your partner find 1 feelings the character might be having"
- Have student share
- "Now together with your partner find 1 trait the character has"
- Have students share

5 **Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

- While doing our daily 5 I want you to look at the characters in your book and try to visualize what their traits may be. If you are reading to someone I want to share your thoughts with your partner"

5 **Review (wrap up and transition to next activity):**

- "Lets think about the different ways we can figure out our character's traits while we check in."

**Formative Assessment: (linked to objectives, during learning)**

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
- While students are doing daily 5 walk around and ask students to analyze a character in their book and tell the traits.

**Summative Assessment (linked back to objectives, END of learning)**

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

- Asking students to turn and talk during the lesson went very well. This got student engaged in what they were learning and could reflect on their pervious knowledge of the subject.
- Students were able to learn about the difference between a trait and an emotion.
- Things I would change: have students practice independently with their new visualizing skill. Add a more hands on approach to the new skill.