

TEXAS TEACHERS LESSON PLAN FORMAT

NAME: New Teacher

SUBJECT: Grade 6 Language Arts

TEKS: (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) analyze how the characters' internal and external responses develop the plot and

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.

LEARNING OBJECTIVE(S): The student will analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts, and analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited by selecting from a group of tasks that include creating a character analysis cut-out or poster, acting out a character in a presentation, or pretending to be the author of a book during an interview.

ASSESSMENT: With the assistance of a peer, students will create a mock interview and presentation in which each student will discuss how they created a character in the book. Students must identify the four aspects of characterization and how they pertain to the character. Students will submit the interview and present to the class for evaluation.

MATERIALS and SETTING	Small groups (3 – 4) determined by the teacher Notebook paper, pencil, colored pencils for 'tweet sheet', paper sack, objects for the bag <i>Thirsty, Burger Wuss, The Chocolate Wars, Feed, and Refugee</i> books
KEY VOCABULARY and ACADEMIC LANGUAGE	Review definitions for analyze, plot, internal/external responses, character, characterization, point of view
FOCUS ACTIVITY	Students will create a character chart from two poems ("The Peanut Butter King" and "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out." to review 'static' and 'dynamic' characterizations.
CONNECTION TO PRIOR LEARNING	Students will review the four different characterization concepts we have learned in the last two weeks.
OBJECTIVE STATEMENT	Students, today we will continue our study of characterization, plot development and point of view. You will complete a project of your choice for the final assessment of your understanding of characterization and the role of plot and point of view in characterization.
PURPOSE OF LEARNING	This is important for us to know so we can understand how writers utilize characters to impact story lines, and in real life, helps us recognize how other people impact our lives.

INSTRUCTIONAL STEPS

Include:

Step by step

instructions

Key points

Directions to give

1. **Review:** I will review the different characterization concepts with the students prior to starting them on the activity. These concepts include antagonist and protagonist, dynamic vs. static, round vs. flat, and the difference in implied and explicit character traits.

2. **Focus Activity:** Students will complete the poetry activity to help them distinguish between static and dynamic characters.

3. **Activity:** Students will be completing three different learning stations that solidify some of the concepts of point of view and characterization. I will explain the station requirements for each station before releasing them to work.

****While students are working on this, I will be pulling some students for a tier one re-teach of the concepts before they complete an activity.**

Station 1: Students will “become” a character from their group independent reading assignment (each group has been reading one of the following books: *Thirsty*, *Burger Wuss*, *The Chocolate Wars*, *Feed*, and *Refugee*). On a piece of notebook paper, students will write down 10 adjectives that describe themselves as the character from the book. Students will then list ten more adjectives for two other characters in the book from the point of view of the character they have become.

Station 2: Students will be completing the “Tweet Sheet” activity. Students have to write tweets for different characters’ pointS of view on the different conflicts in the short story. Students may choose any of the following short stories: “Luck,” “Old Man on the Bridge,” and “The Other Wife.” Students will annotate these stories on the iPads using Scribble. They can read independently to practice their comprehension, and then share their findings and notes as a group. After groups finish discussing, they will work on their “Tweet Sheets.”

Station 3: Students will write paragraphs from their personal point of view about a particular object. They will then write a second paragraph from the point of view of that particular object. These objects will be in a paper sack so that they cannot see what they are grabbing. Tomorrow, students will take turns reading the paragraph from the point of view of their object.

4. **Station Completion:** Following completion of the stations activity, I will ask the PostQuestions to clarify any misconceptions and prepare students for their project choices. This assignment will be due in two days.

5. **Assessment:** Handout project choices for students. Students will be completing a project of their choice for the final assessment of their understanding of characterization and the role of plot and point of view in characterization. Each project listed is differentiated to fit different learning styles. Here is a link to this assignment:

<https://drive.google.com/file/d/1G8HfB059W4VKAiSB8z9AHXTAsh5eJw4/view?usp=sharing>

6. **Closure:** To review, we will list three types of point of view and some of the characteristics of each type. Students will also be sharing what they remember about the different characterization concepts before we leave class. They will not have to write it down for an exit ticket today. I will take notes on who seems sure of their responses and who else might need Tier1/Tier 2 instruction.

	7. Connect to Future Learning: Students will be using the concepts covered in this lesson as we begin our novel study of A Wrinkle in Time.
LITERACY STRATEGIES	Vocabulary review; characterization chart; adjective review Station 1; point of view Station 2 and 3
STUDENT USE OF TECHNOLOGY	Scribe annotation – Station 2;
QUESTIONS FOR UNDERSTANDING <u>Identify levels of Blooms</u>	Pre-Questions: - What are some of the key differences between direct and indirect characterization? Analyze - What are some ways to determine whether a trait is an implied or explicit characteristic? Evaluate, Create - What are some of the different details that make up the characteristics of a character? Remember Post Questions: - What are you the things that you are most comfortable with discussing about characterization and its relationship to other literary elements moving forward? Evaluate - What are some things that you think that we should practice more before we begin our study? Create
MODIFICATIONS/ ACCOMMODATIONS	Modifications: IEP and ELL students will have their sentence stem lists for the writing portions of the stations. IEP students will also work on their paragraphs with the teacher during study hall tutorials. Accommodations: IEP/504 Students will be able to type the written portion of these assignments.
RETEACH/EXTENSION	Reteach: Students who are struggling with the Point of view and characterization concepts will be pulled during this lesson for tier one instruction. We will begin by having students list different adjectives to describe each of the members of the group. After listing the different adjectives, we will discuss whether these are implied traits or explicit traits. Since most will be explicit, I will be giving them some examples of implied traits by helping them find ways to assume certain traits (ex: they can assume that I am also a coach because I generally come to class in wind pants or they can assume that a class mate is on the basketball team because they wear tennis shoes every day). The final aspect of this lesson will be for students to read the short story “Old Man on the Bridge.” We will read together and take our notes on Scribe using the iPad. We will discuss the different characters in the story and label them as flat/round and tell whether they are static or dynamic characters. After we finish this, students will complete a “Tweet Sheet” for one of the characters in the book. Extension: Students who are ready to move on will be completing the creative writing characterization activity. This assignment is NOT for a grade, but it can be used to replace a student’s two lowest grades. Here is a link to that assignment: https://drive.google.com/file/d/1O8iP5ZjzhfOXuHISl24kaErOpenwl8ru/view?usp=sharing
CLOSURE Review Connect to future learning	Review: We will list out the three types of Point of View and some of the characteristics of each type. Students will also be sharing what they remember about the different characterization concepts before we leave class. They will not have to write it down for an exit ticket today. I will take notes on who seems sure of their responses and who else might need tier 1/tier 2 instruction.

	Connection to Future Learning: Students will be using the concepts covered in this lesson as we begin our novel study of <i>A Wrinkle in Time</i>.
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