

Student Teacher Candidate: Jessica Kelley
Lesson Subject(s)/Title: ELA- Character Traits
Lesson Date(s): 11/20/18
Course & Grade(s): 6th Grade Learning Support

INSTRUCTIONAL MATERIALS:

Overhead projector, dry erase markers, stool, chrome books, Google Classroom-
reviewgamezone.com and ixl

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What is a character trait?
What is an example of a character trait?
When given a passage, can you identify character traits of specific characters?
Can you express a character trait in a small passage (two or three sentences)?

PURPOSE:

The students to be able to accurately create and establish character traits/emotions.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

For the students to be able to identify character traits by reading a passage.
For the students to be able to make a small passage based on character traits.

STANDARDS:

5.E05.D.2.1.4 Choose words and phrases for effect.
Show character emotions and traits (5-M.1)

Which will lead to:

Standard - CC.1.2.6.B

Cite textual evidence to support analysis of what the text says explicitly as well as inferences
and/or generalizations drawn from the text.

Standard - CC.1.4.6.M

Write narratives to develop real or imagined experiences or events.

DIFFERENTIATION STRATEGIES:

ANTICIPATORY SET:

Review Qs-

What is a character trait? These are just a few descriptive adjectives used to describe someone's
personality, and that is exactly what character traits are. They are words used to describe how
characters act during certain situations or what kind of people they are. Character traits are
sometimes described as good or bad, and everyone has them.

What is an example of a character trait?

IXL Review- <https://www.ixl.com/ela/grade-5/show-character-emotions-and-traits>

Can you express a character trait in a small passage (two or three sentences)?

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEEN NEW KNOWLEDGE:

Guided Practice- <https://reviewgamezone.com/game.php?id=29774>

Hot Seat!

1. Student sits in the front facing the class.
2. The class silently reads the small passage, and thinks about which answer would be correct.
3. Teacher goes behind the student who is facing the class and points to the answers while the students raise their hands for the answer they think is correct.
4. Think of synonyms of the character trait that they chose from reading the passage.

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

5. The student will be given the three traits the answer could possibly be while the other students are giving that student synonyms of the right character trait.
6. If the student gets the character trait right they compete in the activity on the projector, then picks the next student to go.

CLOSURE/ASSESSMENT:

Individual Practice- <https://reviewgamezone.com/game.php?id=29774>

1. Students sign in to track progress before beginning the game.
 - a. Press "Track Progress"
 - b. Type in name and teacher ID: 21120
2. Play one game, and keep track of their personal record.
3. Close their laptop when the game is over.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

None.

EVALUATION/ASSESSMENT OF STUDENTS:

The evaluation will be during the guided practice and the individual practice using "Track Progress" with my teacher ID in it.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Review by asking: What is a character trait? What is an example of a character trait? 2. Do a small IXL review by having the students stand up when they know the answer, and call on a student to answer. 3. Guided Practice- reviewgamezone.com: Hot seat (instructions in deepen knowledge section). 4. Individual Practice/Closure- reviewgamezone.com: have the students track their progress by putting their name and my ID number in the boxes. 	<p>The students will:</p> <ol style="list-style-type: none"> 1. Answer by saying something along the lines of: These are just a few descriptive adjectives used to describe someone's personality, and that is exactly what character traits are. They are words used to describe how characters act during certain situations or what kind of people they are. Character traits are sometimes described as good or bad, and everyone has them. Then give an example. 2. Stand up when they know the answer and then answer the question if called on. 3. Give synonyms to the character traits after establishing the correct answer for the student in the hot seat to answer with the correct character trait. 4. Sign in to track progress and compete in one game, then close their laptops when done.
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