

SOLAR LESSON PLAN FORMAT

Age Level: 4th Grade

Subject(s) Area: Language Arts/Reading Literature

Materials Needed: Reader's Theater: *The Corps of Discovery*, reading notebooks, writing utensils, character traits list

Standards:

Code and description: 4.RL.3 Describe characters, settings, and major events in a story, using key details.

Objectives:

What will the students know or be able to do? The students will be able to **analyze** a character from the story by creating a character matrix for the character with 90% accuracy.

Cognitive Level of Lesson (Bloom's Taxonomy): Analyzing

Learning Activities:

- **Technology: variety of technology used in the lesson**
- **Required Vocabulary:**
 - Previously Learned: script, stage directions, dialogue, setting, cast of characters, and scene.
 - New Vocabulary: characterization – a description of the distinctive nature or features of someone.
- **Reflective Questions: (Questions asked to help students process or reflect upon content)** How will better understanding the characters help you perform your script more smoothly on Friday?
- **Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)**
 - (3 minutes) Today we are going to dive a little deeper into the drama we read yesterday by focusing more on the characters in the story. (Quickly review characters from *The Corps of Discovery* and then discuss characterization and what makes a character who they are (name, actions, words, etc.))
 - “What are character traits? Turn to your elbow partner and tell them what two of their own character traits are.”
- **Instructional Methods:**
 - (2 minutes) Now we are going to each do a character review for the people we played yesterday. If you were a narrator, you can choose any character to review. Please open to a clean page in your reading notebooks. I want you to draw a large circle in the center of the page, the character's name at the top of the page, and the numbers 1, 2, and 3, somewhere around the circle (draw example on the board).
 - Now, I want you to write three characteristics which you learned about your character from the reading (give examples of what counts – is the character and explorer? Does that character do something nice? Something brave? Etc. “For Sakakawea, I might say she is brave for going along with Lewis and Clark on their Journey.”). You can use any of the character traits from the list I put up on the active board to help you think of some examples.

- (15 minutes) Work time. Tell them how much time they have to work on their characters. Once they have all three of their character traits written out, they can draw a sketch of their character in the big circle in the middle of their page.
- **Wrap-Up:**
 - (2 minutes before end) Let the students know when they have 2 minutes left to finish what they are working on.
 - I will have students raise their hands to share one character trait they wrote about their character and why (3-4 students share).
 - When the time is up, have them stack their reading notebooks on the back table with the page open to the character.
- **Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.**
 - First having them read the character's parts, having them review the characters, discussing what makes a character who they are, finally writing about the characters' traits and drawing their characters, then sharing what they wrote.
- **Independent Concrete Practice/Application: practice of skills in practical ways**
 - Each student draws and reviews their own character from the drama.
- **Differentiation:**
 - Number of character traits could be changed to fewer or more.
 - The students could write a paragraph describing their character's traits instead of writing three separate sentences.
 - Allow students extra time if necessary.

Assessment:

- **Formative:**
 - **Informal Formative:** have the students share what they already know about characterization. They don't need to write it down.
 - **Individual Measurability:** having each student work in their reading notebooks separately and handing them in at the end of the lesson (formal formative).
- **Summative:** The students understanding of characters, settings, and major events will be assessed with a rubric. They will be presenting a script written by the students, in which each student is a character from the Lewis and Clark expedition. They are expected to know about the character and what he or she did on the expedition.

Reflection:

Character Traits List:

Character Traits

How is my character as a person?

nice	mean	Sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

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