

Lesson Plan Form
Wheeling University

Name: Olivia Kqira

Date: 2/24/25

Subject: Language Arts/Reading

Master Teacher's Name: Maxwell

Grade Level Content Knowledge: Sixth Grade Special Education

Credit the source from which you adapted this lesson: Gay Miller

West Virginia CSOs & CCRS:

WV: ELA 6.3 Describe Characters in a literacy text (e.g., their traits, motivations, or feelings).

Specific Lesson Objectives:

Students will be able to determine character traits for characters in the story

Materials:

- Character trait paper
- Box light projector board
- *Ghost* by Jason Reynolds

Interest Builder/Motivation:

Start class with a discussion about physical appearances and inner personality traits. Ask students to recall from the previous lesson what the difference between the two elements are and how we determine them. Record on the board what students say, organizing physical appearances on one side and inner personality traits on the other side.

Procedures: Designing coherent instruction

1. Instruct students to get in groups of two (previously picked out from the teacher)
2. Hand out character traits worksheet
3. Explain that one group is going to have "Ghost", one group is going to have "Brandon", and one group is going to have "lu"

4. Explain that students will work as a group to write physical appearances for their character, then they will write a character trait and find evidence from the book to support their answers
5. After completing, students will draw a picture of their character

Assessment of Student Learning:

(Formative and/or summative assessment procedure or tools):

Formative- Teacher observation, physical appearance and character trait organizer

Technology Integration: Boxlight projector

Assignment(s): None

Differentiation of Instruction:

Visual- Students are able to visually see the organizer and find evidence from the book

Auditory- Are able to hear teachers explain the differences, students are also able to listen to and discuss with partners.

Writing- Students will be writing both physical appearances and character traits

Struggling students- Struggling students will be able to use the board to remind them how to find physical appearances and inner personality traits, teacher will help these students, these students will have help from their partner

Advanced Students- These students will be encouraged to independently read chapter 6 when they are finished their worksheet or practice their fluency poems

Global Awareness:

In this lesson students are learning to work together and collaborate with peers. Students will have to work in groups in future lessons and other classes. Being able to respectfully interact with classmates will help students interact with people outside of school. Knowing how to determine character traits helps students understand characters as well as people. This lesson helps students learn how to infer character traits based on people's actions.

Accommodations and Modification:

Struggling students- Struggling students will be able to use the board to remind them how to find physical appearances and inner personality traits, teacher will help these students, these students will have help from their partner

Advanced Students- These students will be encouraged to independently read chapter 6 when they are finished their worksheet or practice their fluency poems

IEP will be accommodated and will have ways to be included in this activity

Closure-

With 5 minutes left in class, gather students' attention and lead a discussion about the characters each group does. Review what the students wrote for the character's physical appearances. Discuss what traits they wrote down and their evidence for the traits they picked.

Reflection/Personal Evaluation of Lesson (use after teaching a lesson):

Before this lesson I reviewed the differences between physical appearances and character traits as a class discussion. Starting off the lesson like this was super beneficial to the students because it refreshed their minds as well as helped the struggling students be reminded of the differences. I picked partners for this activity so my mentor teacher and I could help the struggling students more; for example I have a student who cannot read/spell, I was able to sit down with him and his partner and listen to their conversation and write down what they were thinking. Listening to this group showed me that they do understand and follow along, they just struggle to write. I liked this particular organizer because many of my students like to draw. I knew they would enjoy the drawing portion. One thing I would change for the next time I teach this lesson is to prepare for the groups to finish at different times. Some groups finished in 20 minutes and others took the whole class period.

Constructed Response - Character Traits of Castle

In the first box, list physical characteristics of Castle. In the three remaining boxes, list three personality traits. Give proof from the text for each trait.

Physical Appearance

Castle

Trait

Proof from Text

Trait

Proof from Text

Trait

Proof from Text

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).