

<b>Grade:</b> 4th		<b>Subject:</b> Reading	
<b>Materials:</b> <ul style="list-style-type: none"> <li>Picture Book- Snowflake Bentley</li> <li>List of character traits</li> <li>Character traits chart</li> <li>Pictures of traits on a slide show</li> </ul>		<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>Smart Board</li> </ul>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>Direct instruction</li> <li>Guided practice</li> <li>Socratic Seminar</li> <li>Learning Centers</li> <li>Lecture</li> <li>Technology integration</li> <li>Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>Large group activity</li> <li>Independent activity</li> <li>Pairing/collaboration</li> <li>Simulations/Scenarios</li> <li>Other (list)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>Hands-on</li> <li>Technology integration</li> <li>Imitation/Repeat/Mimic</li> </ul>	
<b>Standard(s)</b> RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		<b>Differentiation</b>	
<b>Objective(s)</b> By the end of the lesson, students will identify character traits by listening to a book and writing own the traits of the main character.  By the end of the lesson, students will identify evidence of a character trait by looking through the text and having a discussion with the class.  Students will infer a character trait by looking at a picture of someone and discussing with the class what is happening.  <b>Bloom's Taxonomy Cognitive Level:</b> Identify		<b>Below Proficiency:</b> students can wait to write traits or evidence down when we discuss it as a whole class or can talk with their partner about it to get extra guidance.  <b>Above Proficiency:</b> students can try to find more than three traits and provide evidence for each.  <b>Approaching/Emerging Proficiency:</b> students can find three traits or more and can discuss with their partner if they need guidance or to give guidance.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li><b>Visual:</b> Slide show at the beginning of the lesson and the picture book.</li> <li><b>Auditory:</b> Listening to the reader and discussing with their partner.</li> <li><b>Kinesthetic:</b> Moving from their desk to their reading spot.</li> <li><b>Tactile:</b> Writing down traits and evidence on a sheet of paper.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> -Students will sit at their desk while the slide show is being presented. -Students will then transition to their spot on the carpet for reading. -Students will sit in their spots with their clip board and keep their hands to themselves and write on their own paper.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> -Students will raise their hand when they have a question and wait to be called on. -Students will listen to the teacher read and listen to the other students who are talking. -Students will have one partner to turn and talk to when discussing the book.	
<b>Minutes</b>	<b>Procedures</b>		
<b>30min.</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Find a picture book that has good character traits.</li> <li>Create a slide show of pictures with different traits.</li> </ul>		
<b>3-5min.</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Review with students what character traits are and have them get their list of traits out so they can look at them while listening to you read the book.</li> <li>Make a slide show with pictures of different character traits on it and have the students infer what they see.</li> <li>“When looking at this picture what kind of character trait can we infer this person has?”</li> <li>Go through a few pictures and prepare students for the book that will be read.</li> <li>Transition students to their spots on the floor to get ready to listen to the teacher read.</li> <li>Students can grab clip boards, pencil, and a character traits chart.</li> </ul>		
<b>5-7min.</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>To get the students attention, hold your hand up in a fist and wait for them to do the same.</li> <li>“Before I start reading the book I want you to turn to someone next to you and give them a high five. This person will be your</li> </ul>		

	<p>turn and talk partner while I am reading the book. Every hold their hands up high so I can see everyone has a partner.”</p> <ul style="list-style-type: none"> <li>• Look at the book and see if there is any vocabulary you may need to address with the students before you start reading.</li> <li>• Intricate, snow crystal. If there are any words you read that they may not understand stop and explain.</li> <li>• Before reading- ask students what are some strong character traits you can think of? I want you to listen carefully for character traits of Wilson Bentley and write three down with evidence. If you don't get them all right away or don't have evidence that's ok, we will discuss when we are finished reading.</li> </ul>
<b>20-30min.</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Next, read the book to the students and while you read, pause and ask some questions about the character traits or what is going on in the story.</li> <li>• During reading-stop at certain points in the book to model finding character traits(model my thinking) and then let them answer questions throughout the book with their partner.</li> <li>• Have students write down three character traits they see while you are reading and provide evidence as to why they wrote that trait down.</li> </ul>
<b>8-10min.</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “Now that we finished the book we are going to discuss what character traits we found and what evidence we have to support that.”</li> <li>• Make a chart on the board similar to the one they have in front of them.</li> <li>• “What are some of the character traits you found while I was reading the book?”</li> <li>• Write down some of the traits and make sure all of the students are understanding what is going on by asking for a thumbs up or thumbs down.</li> <li>• “Where did you find the evidence for this trait?”</li> <li>• “It is important for us to find character traits and provide evidence because it helps us understand what we are reading and why a character does something. We can then look at ourselves and see how we act and what our character traits are.”</li> <li>• “You can now turn in your list to Mrs. Herman and put your clip boards away and get ready for the next lesson.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> <li>• Listen to groups as the turn and talk to one another and ask them questions about what they are talking about.</li> <li>• Observe students as they take note to what you are reading and what character traits they are writing down.</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>• Have students turn in their list of character traits with evidence to why they wrote down that trait. The teacher can look through these and make sure what they wrote down makes sense with the book.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I really enjoyed this lesson and I noticed that the students were quick to understand what I was teaching and they seemed to enjoy the book I read to them. My goal of this lesson was to review character traits with the students and help them practice finding evidence to support the trait they wrote down. I had them fill out a character trait graphic organizer while I was reading the book to help them focus and pay more attention to the details of the book and character.</p> <p>What went well was the engagement of the lesson, turn and talks, and then the discussion after the lesson. At the beginning of the lesson I showed them some pictures and had them infer what kind of character trait the person or people were portraying. I used simple pictures and then some of myself that they could relate to. This was a great way to catch their attention and get them excited for the read aloud. Because the students already knew what character traits were, I did not spend as much time on what traits are and I was able to help them remember the information they already knew. I then had them transition over to the reading corner and have their materials ready for when I start reading. To pick their partners, I had them high five each other so I knew everyone had a partner and they knew who they were supposed to talk to. This went very well and I listened in to the discussion of some students and I was pleasantly surprised but what they were gathering from the book. There were some students in front of me that I noticed did not completely understand the questions so I was able to talk with them during the turn and talks and clarify what I was asking. The discussion after the lesson went really well and the students did not have a hard time finding different character traits. Some of them found more than three so I put a few extra on the board so they could see the variety of character traits within the book. After the lesson, I was able to see the worksheets they filled out and I noticed most of the students had different ones and not all were the same that were on the board. I enjoyed this lesson and would definitely do it again with a few changes.</p> <p>Some changes I would make, would be to differentiate the lesson a little more and maybe have a more active activity for them to do. I did try to differentiate the lesson by saying you do not need to find all three character traits because we will discuss the book after I read and then I tried to talk with some groups. This was difficult because I could not move around and talk to students, but luckily the ones that needed more help were up front. In the future though, I would like to find more ways to differentiate my lessons and be more confident with the content I am teaching. I would also have an activity to do with them if it was the first time they were learning about character traits. I would love for them to have their own book they could find character traits in or find what their own character traits are so they can become more confident in themselves and see how unique they are and the importance of their differences.</p>	