

Character Traits & Perspective Using *Wonder*, By RJ Palacio LESSON PLAN

Checking for Understanding: Stop & Reflect—Character Development (I use this twice, once half way through the book and once at the end)

Lesson Title: Integrating Art into Reading – Studying Character Traits, Development & Perspective	
Central Focus or ‘Big Idea’ for set of lessons that includes this Lesson: Bringing characters to life: Getting to know characters like we get to know a new friend (pg. 131)* As we read on, we make and revise theories (page 134)* When characters act out of character, we take notice (page 165)*	
Grade: 5 th Grade	Content Area: ELA, Art
Time Allotted: 40 minutes	Classroom organization: Whole group, students should be able to see the chart paper with images, independent work
Resources and materials: Teacher Resources & Materials: <i>Wonder</i> , By RJ Palacio <i>Constructing Curriculum: Alternate Units of Study</i> (see above)* Chart paper – 6 large pieces Markers, sharpies, and or crayons Class set of Stop and Reflect directions Student Materials: Reading notebook Pencil, skinny markers, crayons White computer paper	
California Content Standard(s): Reading: <ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Describe how a narrator’s or speaker’s point of view influences how events are described. Visual literacy (Art): <ul style="list-style-type: none"> 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information. 	
Specific Learning Objectives: <ul style="list-style-type: none"> For students to learn what character traits are and understand how perspective of who/how a story is told impacts what we, as readers, think of them. Additionally, for students to use visual note taking as a comprehension strategy Students should be able to identify at least 3 character traits and provide evidence to support their thinking using graphic symbol, imagery and words. 	
Prerequisites: <ul style="list-style-type: none"> <i>Students will need to understand what a character trait is, what adjectives are and how</i> 	

they are used to describe a noun (person, place, thing), and an idea of what perspective is and how it may impact your beliefs, feelings and/or perception of others.

- *Students will also need to understand that using visual arts to represent ideas, information, etc. is a reading comprehension strategy, not the only way to record notes.*

- **Key ELD Standard(s):** *(if applicable) Considerations for varying levels of English Language ability will include SDAIE strategies, such as visual character displays on chart paper.*

Academic language demands:

- Academic language includes (but not limited to): perspective, adjective, character traits, character development
- Students will be using active listening skills during read aloud and class discussion as well as productive skills to include note taking and speaking during discussion

Access to the curriculum / modifications:

- Those students who feel like they “can’t draw” the character’s face or graphic symbols/imagery to support their ideas, may draw a circle with the characters name on it **OR** teacher can provide a copy of a generic face for student to use. Students may use all words if drawing/coming up with symbols/illustrations is frustrating

Assessment:

Informal evidence includes listening to and observing students during read aloud and discussion. Formal evidence includes collecting students stop and reflect character reflections.

Evidence will be used to determine whether students understand:

- What a character trait is and how they impact our perception of someone—help us determine whether a character is acting out of character.
- The perspective in which a story is told influences our perception/understanding of a character/s.
- Ideas about characters can be revised as story develops and/or another perspective is heard.
- How graphic images can be used to convey information.

Instructional Sequence

1. Whole class instruction
2. Independent work

Set or introduction:

- Distribute directions and one piece of white computer paper to each student

Today, instead of jumping straight into read aloud I am going to have you stop and reflect on one of the characters in *Wonder*. You may choose which character to use. Instead of having you write a traditional writing response, I am going to have you create your reflection like we have taken notes, using visual images, symbols and words.

Review the directions, check for understanding.

Show **teacher model** (included on website) illustrating idea and expectations

Students complete independently in class, they may use their reader’s notebook.

Plan for Reflection on Students’ Learning and Your Teaching, including next steps:

Use reflection as formal evidence to determine whether students understand character traits and development