

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

Day 1: Defining what a character trait is and applying them to our own lives

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: 45 minutes	Classroom organization: Whole group, students should be able to see the chart paper with images.
Resources and materials: Teacher Resources & Materials: <i>Wonder</i> , By RJ Palacio <i>Constructing Curriculum: Alternate Units of Study</i> (see above) Chart paper – 1 large piece prepared with a graphic novel like portrait of your face (example included) Markers, sharpies, and or crayons Student Materials: Reading notebook (or sheets of lined or white paper) Pencil 1 sheet of white paper (8.5 x 11) Sharpie to outline Crayons (optional) Skinny colored markers (optional)	

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 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.

<p>Specific Learning Objectives:</p> <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/people, think of them. • Additionally, for students to use visual note taking as a comprehension strategy • Students should be able to identify their personal traits (character traits) by jotting short phrases and/or single words on a using visual representation of themselves.
<p>Prerequisites:</p> <ul style="list-style-type: none"> • Students will need to understand what a character trait is, what adjectives are and how 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.
<ul style="list-style-type: none"> • Key ELD Standard(s): <i>(if applicable) Considerations for varying levels of English Language ability will include SDAIE strategies, such as visual character displays on chart paper.</i>
<p>Academic language demands:</p> <ul style="list-style-type: none"> • 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
<p>Access to the curriculum / modifications:</p> <ul style="list-style-type: none"> • Copies of the text can be provided for students who learn better by following along • Students having a difficult time comprehending the text may use the words and phrases recorded on respective characters during class discussion. • Those students who feel like they “can’t draw” the characters faces, may draw a circle with the characters name on it OR teacher can provide copies of the outlines faces for students to glue in notebooks
<p>Assessment:</p> <p>Informal evidence includes listening and observing students during class discussion. Formal evidence includes students visual representation, their head drawn in similar fashion to how characters are drawn in <i>Wonder</i> filled personal character traits.</p> <p>Evidence will be used to determine whether students understand:</p> <ul style="list-style-type: none"> • 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. Students take out readers notebook and pencil

2. Discussion
3. Guided practice
4. Independent practice
5. Regroup and share out

Set:

How will you begin the lesson? How will you engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?

Whole class

Say:

- Tomorrow I am going to begin reading, *Wonder*, as a class read aloud, which is one of my favorite books!! While I am not going to details about the book today, we are going to be using the book along side our unit on character study.
- Describe me (give some time for students to call out/raise hand)...what kinds of words are you hearing? Are they things? Places? Describing words? (adjectives)
- One of the words I heard was *tall*. Tall is a physical trait.
- What other types of traits are there? (Personality, character) – how are character traits different from physical traits?
- Have you ever experienced meeting someone that you had “heard” about for the first time? How is it different than meeting someone for the first time that you never heard about? If someone met you for the first time, how do you think they would describe what kind of person you are?
- Do you think you have changed since the beginning of the year? How so? Are character traits set in stone for ever?

Guided practice

- Hang up chart paper prepared graphic novel like outline of your face
- Explain what it is

Say:

- What are some character traits that I possess based on what you know about me as your teacher? (as students call out, write them inside outlined face)
- Today, you will be creating your own visual representation of your face and filling it in with character traits.
- What do you notice about my visual representation? Is it identical to what I look like? Is it even close?
- What do you notice about how I wrote my traits? Are they all the same? Different? What do you notice about how I wrote the word, “creative”? I used symbols, such as the number 8, to convey the word creative. I want you to have fun! See if you can come up with ways to represent the meaning of the words you choose.
- Steps:
 - o In pencil draw a visual representation of your face
 - o Outline it in sharpie
 - o Write words or phrases of your character traits --is LOL or OMG! A character trait? Show me that you understand what a character trait is.
 - o Leave the outside of your face empty, Ill explain that step later!
- Does anyone have any questions? I am going to give you 20 – 30 minutes to work
- Once you are done you may choice read

Distribute needed materials and allow students to begin working.

During this time, walk around and observe students working—informally assess student understanding of character traits

Regroup

Students may share out if they want

Choose a student example and select one word they wrote

Say:

- “_____, what evidence do you have to support “stubborn,” one of the words you wrote?

(Allow student time to provide evidence. If student is unable to provide evidence, allow another student to help out by sharing an example that supports “stubborn.”)

- A person’s character traits develop through experiences and interactions with others.

Tomorrow, I will begin *Wonder* and as a class we will be tracking character traits similar to how we did today.

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

If students are able to demonstrate their understanding of character traits and visual representation of idea, begin *Wonder*.