

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

Day 2: Begin *Wonder*, launch visual note-taking and “getting to know characters like we get to know a good friend”\*

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| <b>Lesson Title:</b> Integrating Art into Reading – Studying Character Traits, Development & Perspective  |  |
| <b>Central Focus or ‘Big Idea’ for set of lessons that includes this Lesson:</b><br>Bringing characters to life:<br><b>Getting to know characters like we get to know a new friend (pg. 131)*</b><br>As we read on, we make and revise theories (page 134)<br>When characters act out of character, we take notice (page 165)   |  |
| <b>Grade:</b><br>5 <sup>th</sup> Grade  | <b>Content Area:</b><br>ELA, Art   |
| <b>Time Allotted:</b><br>(45 minutes)   | <b>Classroom organization:</b><br>Whole group, students should be able to see the chart paper with images. |
| <b>Resources and materials:</b><br><br><b>Teacher Resources &amp; Materials:</b><br><i>Wonder</i> , By RJ Palacio<br><i>Constructing Curriculum: Alternate Units of Study</i> (see above)*<br>Chart paper – have one prepped with an outline of Auggie’s face (I replicated the book cover image)<br>Markers, sharpies, and or crayons<br><br><b>Student Materials:</b><br>Reading notebook<br>Pencil |  |

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| <b>California Content Standard(s):</b><br><b>Reading:</b> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Describe how a narrator’s or speaker’s point of view influences how events are described.</li> </ul> <b>Visual literacy (Art):</b> <ul style="list-style-type: none"> <li>• 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.</li> </ul> |
| <b>Specific Learning Objectives:</b>  |

- Readers read characters, noticing actions and choices that reveal what each character is like. 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 recognize that people’s actions are windows into what they are like by tracking the things characters do and say while reading *Wonder*.

**Prerequisites:**

- *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.*

- **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, actions
- 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:**

- 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

**Assessment:**

Informal evidence includes listening to and observing students during read aloud and discussion. Formal evidence includes notes taken in students’ reader’s notebooks. Student notes should reflect actions characters take, what they say and traits that describe them.

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. Notebook prep for reading – draw Auggie’s face
3. Read Aloud
4. Close

**Set or introduction:**

Every year, before the school year starts, I wonder the same thing. “What will my new students be like? As I set up my classroom, I ask myself, “Will these kids be like that kids I had last year? Will they play together or split up into little groups? Will they feel comfortable to laugh or cry during read aloud?”

So many questions!

Then, I get my new class list and scramble to put your names to the little pictures of your faces I receive on your files. From the minute you walk in on the first day, I quickly get to know you more than by name. I notice who you sit next to, what types of books you like to read, and from all my watching, listening and noticing, I get an idea of who you are.

Me getting to know you each of you as students is also what readers do to get to know characters in their books.

In your notebook please title a new page, Character Study.

Underneath it, write today’s teaching point:

**Readers notice the little things and take notice to the actions and choices that reveal what each character is like.**

We will record new teaching points on this page.

As we read *Wonder*, I want you to think about the type of people the characters we are introduced to are and get to know them as you would a friend. As we read, I am going to have you track what you notice about characters similar to how we did yesterday when you created a visual representation of yourself.

Ask: Raise your hand if you have read *Wonder*? For those of you who have, it will be interesting to see if your perspective of the book and characters changes listening to me read versus independently.

Say: Go back to your desks and on the next sheet in your notebook, title it *Wonder*, by RJ Palacio.

Read the back of the book prior to beginning for students to familiarize themselves with the text.

Put up outline of Auggie’s face.

As we discussed yesterday, graphic images can be used to convey information. Through out this read aloud, try this strategy.

Draw an outline of Auggie’s face; it doesn’t have to look like mine! Just make sure to leave room to write.

As I read, jot ideas you have about Auggie as a character inside your drawing.

**BEGIN READ ALOUD**

**Checks for Understanding/ On-going informal assessment:**

*How will you know what students understand? Questioning and observing throughout the lesson*

**Closure:**

After read aloud, have students share out what they recorded, noticed, ideas that they have as well as any evidence to support their thinking.

Record student responses on class model, allow students to add any ideas they missed, hadn't thought about, etc.

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

*Next steps: teaching point--* As we read on, we make and revise theories (page 134) to build off lesson today.