

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

Day 3: As we read on, we make and revise theories—continue reading *Wonder*

**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<sup>th</sup> Grade

**Content Area:**

ELA, Art

**Time Allotted:**

45 minutes – including teaching point, read aloud and discussion

**Classroom organization:**

Whole group, students should be able to see the chart paper with images.

**Resources and materials:**

**Teacher Resources & Materials:**

*Wonder*, By RJ Palacio

*Constructing Curriculum: Alternate Units of Study* (see above)\*

Chart paper – 6 large pieces –prep new character faces as needed (i.e. Via, Auggie’s sister)

Markers, sharpies, and or crayons

**Student Materials:**

Reading notebook

Pencil

**California Content Standard(s):**

**Reading:**

- 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):**

- 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

**Specific Learning Objectives:**

- As we read on and learn more about characters, we continuously make and revise theories based on what we learn.
- Additionally, for students to use visual note taking as a comprehension strategy
- Students should be able to track character traits and development using short phrases and/or single words by creating and using visual representation of the characters in *Wonder*.

**Prerequisites:**

- *Students will need to understand that our ideas we have about people may change over time based on experience.*
- *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:**

- 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 align with lesson objective.

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. Read aloud
3. Share out
4. Close

**Set or introduction:**

(Start with a personal example demonstrating how your initial idea about someone changed once you got to know them or visa versa.)

In college, I was best friends with a girl named Lisa. We had class together, played Water Polo together and hung out together; however, we were two very different people. While I was not “popular” Lisa was and she wasn’t necessarily known to be the nicest all the time, but was to me for the most part. Since we were always together, I was known as “Lisa’s friend,” instead of

Ashley. One day during Crew practice, I was injured and couldn't practice and was told to go for an easy run with another girl, Lindsay, who was injured. While we were jogging on the beach, chatting away, she suddenly stopped, looked at me and stated, "I had no idea you were nice."

I looked at her kind of like a dog looks at you when you talk to them and replied, "What do you mean?" She simply said, "I just figured you weren't nice because you are best friends with Lisa. Sorry."

From that point on, Lindsay and I were friends.

What do you think happened?

(call on students)

It was like her idea about me changed.

Teaching point: Readers pay attention to what characters say, do and think over time, to grow theories about them, often revising them as we go.

(Allow time for students to share their own examples. If too many want to share, have them turn and talk with a partner)

Today as we continue to read *Wonder*, I want you to continue to record character traits, ideas and observations in your readers notebook. See if your initial theories about characters change at all. Whose perspective are we hearing the story from? Do you think that changes anything?

Since we were introduced to Auggie's sister, Via, yesterday, I went ahead and created a face for her. I would like you to go ahead and do the same in your notebook.

Have a student recap where you left off, then begin read aloud for 20 -25 minutes based on student engagement

While reading aloud, walk around the room observing students work. Allow them to share out if they notice something.

**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 – When characters act out of character, we take notice*