

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

Day 4: When Characters Act Out of Character, We Take Notice

**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 lesson, 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 – prepped with characters faces

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:**

- For students to recognize when a character acts out of character based on the theories they have developed about them.
- For students to recognize that perspective influences how events are described.

- Additionally, for students to use visual note taking as a comprehension strategy to track character development.
- 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 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
- 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 demonstrating their understanding of how perspective influences a character’s traits and theories we have about 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 group discussion- teaching point
2. Read Aloud
3. Share out and add to character drawings
4. Close

**Set or introduction:**

(Pick a student and demonstrate how you read a person by noticing things about them that illustrates things that make that person tick—the reason behind all of those actions)

Readers, you know the tendency we all have when we know someone really well to say, “there he/she goes again?” Today, I want to teach you that as we come to know our characters in our book, *Wonder*, we notice that a character often acts in similar ways. When we see patterns in how a character acts, we try to understand what makes that character tick.

Let me show you what I mean. I am going to think about one of you—say—Madeleine. I’m going to think about what gives me the feeling of, “there she goes again!” Hmm, well one thing is when I see her reading all of the time, even when we aren’t reading, I see stacks of books on her desk, next to her desk, you get the picture. I think, “that doesn’t surprise me.” I connect all of the times I see Madeleine with books surrounding her, like pieces of a puzzle and try to come up with a bigger idea. Maybe she likes escaping from reality through reading fantasy books or perhaps she is really shy and reads to pass the time to avoid socializing with peers.

Look through your readers notebook at all you have tracked about Auggie and Via thus far, or any of the characters you are tracking. Is there something that character does that makes you think, “there he/she goes again!”

(allow time for students to respond)

Now, what do you think would happen if tomorrow Madeleine came in with no books and told me she doesn’t like reading? Like many of the expressions on your face just showed me, I would be confused and perhaps concerned. I could say that Madeleine was acting out of character, her actions don’t match with the theories I have created previously about her.

Please turn to your teaching point page and add:

When a character acts out of character, we ask, ‘why did the character do that.’

Today as we read *Wonder*, I want you take notice to characters actions and ask yourself, “Does that surprise me? Why or Why not?”

Track characters actions in your readers note books. If you feel one of the characters has “acted out of character,” write their action outside of their face, in the space surrounding.

Think about the following:

The perspective of who is telling the story—is it influencing how you think of another character?

Is the character truly acting out of character or do you think that because you only know them one way?

- Begin Read Aloud—have a student recap where you left off the day prior.

- Through out reading aloud stop and ask questions or allow students to share out as ideas come up.

- Add to posters as needed
- After read aloud have students share out /discuss what they tracked in their notebooks and add to class posters
- Allow students time to copy and missed ideas into their notebooks

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

*How will you know what students understand? Questioning and observing throughout the lesson during read aloud and discussion.*

**Closure:**

*Share out –see above*

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

*Next steps include: stop and reflect character development*