Lesson Subject(s): Reading Comprehension
Topic or Unit of Study: How to accurately describe a character's personality trait based on actions in a story

Grade/Level: 3rd

STANDARDS AND OBJECTIVES
Your State Core Curriculum/Student Achievement Standard(s):
CCSS.ELA-Literacy.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Lesson Objective(s):
Given a blank character trait graphic organizer with a word bank, the students will identify the main characters of a short story in the first column, use words from the word bank to describe character traits of the identified characters in the second column, and copy a passage from the text into the third column as justification for each of the chosen character trait descriptions. Mastery will be determined when 8 out of the 10 questions can be answered correctly for an 80% proficiency level based on one point given for each correct choice from the word bank and one point for each correct justification.

MATERIALS AND RESOURCES
Instructional Materials:
Materials for character trait board
One large poster board
Markers of various colors
Materials for modeling/presentation of new skill
Printouts of the Tortoise and the Hare for students
Blank character trait graphic organizers for students
Pencils
Overhead Projector
Transparency of the Tortoise and the Hare for display
Transparency of the character trait graphic organizer for teacher
Dry erase markers
Materials for guided practice
Blank character trait graphic organizers for students
Short story print out (teacher created)
Pencils
Materials for Independent Practice
Blank character trait graphic organizers with word bank
Short story print out (teacher created)
Pencils
Spanish-English visual dictionaries for beginning ELL's
Step-by-step instruction with checklist for students with ADHD

Resources:
Common Core State Standards Initiative (2019). Retrieved from
http://www.corestandards.org/ELA-Literacy/RL/3/.
The Tortoise and the Hare (n.d.) Retrieved from http://read.gov/aesop/025.html.
Connell, G. (2012) Teaching Character Traits in Reader's Workshop. Retrieved from
https://www.scholastic.com/teachers/blog-posts/genia-connell/teaching-character-traits-readers-
workshop/.

INSTRUCTIONAL PLAN
Sequence of Instructional Procedures/Activities/Events (provide description and
indicate approximate time for each):

1. Student Prerequisite Skills/Connections to Previous Learning:
Students will need a prerequisite knowledge/skill of: What a trait is and how it is different from
an emotion.
o Students will need adequate knowledge of the difference between a trait and an
emotion in order to accurately identify traits and give the correct concrete
evidence from the story (i.e., actions of the character to justify the trait label)
Sufficient vocabulary of a wide variety of traits
o Students will need to have sufficient understanding of the meaning of a wide
variety of words used to describe common character traits
o Students will need to understand the meaning of all of the trait vocabulary from
the word bank assessment. How to work collaboratively in groups. Proficient reading skills for
short story. Teacher will activate prior knowledge of traits by:
Beginning a trait chart that will be displayed throughout the lesson and the assessment
o During a whole class discussion, the teacher will begin construction of a trait chart on a poster
board using input from the students. The teacher will begin by naming a trait and describing it.
For example, the teacher will say the word immature then give an example of an immature
action. The teacher will then have the students raise their hands to give other examples of traits
and example actions while writing the one-word traits on the trait chart.

2. Presentation Procedures for New Information and/or Modeling:
Presentation Procedures for New Information:
The teacher will begin the lesson by describing the goal of the displayed objective
The teacher will state the purpose of the lesson. "The purpose of this lesson is to be able to
correctly describe character traits of the characters in a familiar story by analyzing their actions."
The teacher will tell the students the activities they will be engaged in. The teacher will hand out
a copy of the Tortoise and the Hare to each student along with a blank graphic organizer
worksheet to fill in during modeling.The teacher will have a blank graphic organizer displayed on
an overhead projector along with a story. The teacher will read the Tortoise and the Hare to the
whole class to activate prior knowledge of the text.

Modeling:
The teacher will model how to complete the graphic organizer on the overhead projector as

students follow along with their graphic organizer handouts. The teacher will first identify the main characters of the story. The teacher will write the names of the characters in the corresponding column on the graphic organizer. The teacher will then identify two character traits for each of the characters using one-word labels and writing those in the corresponding column. The teacher will highlight key passages of actions taken by the characters to justify the choice of each character trait label chosen for the characters. Finally, the teacher will write the evidence, one per character trait label, verbatim in the
corresponding column on the graphic organizer

3. Guided Practice:
Students:
Students will split into their pre-determined heterogenous groups.
Each group will be given a handout of a short story, the same story will be given to each group.Each student will be given a blank character trait graphic organizer
The students will read the short story. On their graphic organizers, the students will write the main characters in the corresponding column. Through discussion, the groups will identify two to three character traits for each character using a one-word trait description. Students may refer to trait chart for ideas. Through discussion, the students will identify actions taken by the characters in the story that justify the given trait description.The students will write the evidence passages verbatim in the corresponding column of their graphic organizers
Teacher:
The teacher will walk around and observe group work and discussion. The teacher will use questioning techniques to guide any student confusion towards a logical discovery of key passages and/or character descriptors.
Students and the Teacher:
The students and the teacher will hold a whole class discussion upon completion of group activity. Groups will take turns discussing the trait descriptions that they came up with for the characters. The teacher will ask students why they came up with their answers and the students will respond with their supporting passages.

4. Independent Student Practice:
Students:
The students will return to their own desks. The teacher will hand each student a blank graphic organizer that contains a word bank and a handout of a short story. The students will silently read their story. The students will identify the main characters of the story and write their names in the corresponding column of the worksheet. The students will choose words from the given word bank to describe each character and write in the corresponding column. The students will then copy key passages from the text to justify their descriptors.

Teacher:
Will determine mastery by giving one point for each correct use of descriptor from the word bank, and one point for each justifying passage from the text. The teacher will determine competency based on a minimum of 8 out of the 10 questions
answered correctly for an 80% proficiency level.

5. Culminating or Closing Procedure/Activity/Event:
The whole class will engage in a discussion regarding the 'book of the week' that is progressively being read throughout the week. The teacher will ask the students to name some traits that describe the characters in this current reading. The teacher and the students will work together using this discussion topic to complete the character trait chart. The chart will then remain displayed going forward

Differentiated Instruction Accommodations:
ELL: The following accommodations will be put in place for the ELL students
o Beginning ELL students will have access to a Spanish-English visual dictionary
to help with word bank words
o All ELL's will be given extra time to complete the assessment
ADHD: The following accommodations will be put in place for the students with ADHD
o Students will be placed in the front of the classroom during instruction
o A step-by-step instructional handout with an area to check off steps will be
provided during the assessment
o Extra time will be given for the assessment

Student Assessment/Rubrics:
The teacher will know that the students have met the objective when given a blank character trait graphic organizer with a word bank, the students can identify the main characters of a short story in the first column, use words from the word bank to describe character traits of the identified characters in the second column, and copy a passage from the text into the third column as justification for each of the chosen character trait descriptions. Mastery will be determined when 8 out of the 10 questions can be answered correctly for an 80% proficiency level based on one point given for each correct choice from the word bank and one point for each correct justification.