# Lesson Plan Template

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| **Teacher Candidate: Connor Hall** | | **Date: November 6, 2024** | **Title: Character Autopsy** |
| **Grade: 6** | **Subject: Language arts** | **Unit: reading and comprehension** | **Lesson #: 1** |
| **Core Competency: Critical and reflective thinking.** | | **Profile:** |  |
| **Big Idea: Exploring and sharing multiple perspectives extends our thinking.** | | **Content: Genre, Texts, Literary elements** |  |
| **Essential Question: How can I use my reading and comprehension skills to understand character motivations and interests in texts.** | |  |  |
| **Curricular Competencies: Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts** | |  |  |
| **Indigenous Perspectives and FPPL:** | |  |  |
| **Learning Intention: learning to analyze and understand characters by examining their traits, motivations, and changes throughout a story. We will use evidence from the text to support our ideas and connect the character’s journey to the story’s themes and plot** | |  |  |
| **Materials: Character sheets, pens, paper, highlighters or markers, sticky notes, Copy of the poem I should have stayed in bed today, book of short stories flying lessions and other stories.** | |  |  |

**Introduction -** Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

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| Approx Time  20min | First watch the Video “Character Motivations” by Lizjenkins728 on YouTube. <https://www.youtube.com/watch?v=vBX1QGPaCeU>  Discuss character motivations and how they drive the story. How can we infer what characters feel and why they act the way they do what they say and do?  Read a poem, I Should Have Stayed in Bed, today by Jack Prelutsky, together as a class, model the activity, and ask questions to the class to help fill in the sheet.  Head – what thoughts or beliefs does the character express? What do they believe about the world?  Heart – what emotions drive the character?  Feet – what are the character's main goals, and how do they pursue them?  Eyes - what the character notices and focuses on. |

**Body -** Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini-lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

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| Approx Time  40 min | Hand out the student's character autopsy sheets.  Have the students pick a story from flying lessons and other short stories from the book.  Allow some reading time for students to read the book and take some notes.  Please take 10 minutes for the students to fill out as much of their character autopsy sheet as possible.  Group students together with people who all read the same stories. Have them share ideas about what they wrote for character motivations and discuss the story.  Have the groups present together informally what their story was about, who the character they chose was, and what their motivations were.  . |

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| Approx Time  15 | Gallery walks to view the other student's character creations.  Discussion questions. Did anyone learn more about their character from looking into their motivations?  How can putting ourselves in someone else's shoes help us to understand how they act?  Do feelings influence actions?  Does how a character acts hint at what they might do in the future?  If you could tell your character one thing, what would it be? Do you think this would change how they think or feel?  Students can raise their hands to answer questions, and if the class is working well or if there is time, you can think share pair with desk partners and then have them present what they both think. | |
| **Adaptations/Modifications:**  **Extending students could read the story out loud to the group while others followed along.**  **Someone could take notes while others verbally discuss ideas.**  **Students could focus on a narrower scope.**  **What does the character want? How do we know?**  **What is the character feeling? How do we know?**  **The teacher or Ta could work with a group of students who need more scaffolding for a project on a story you have already chosen from the book.** | | **Extensions:**  **Students must submit proof through quotes from the text to support each of their ideas and be able to argue why they think those ideas are supported.**  **Have a debate between students about why they chose certain traits.**  **Students could write an interview they have with their character and write responses based on how they think their character would act.**  **Students could write diary entries reflecting the characters' thoughts and feelings from different points in the story.** |
| **Assessment Plan:**  **Gather character sheets from students to assess reading comprehension.**  **Take notes while students answer questions at the end of the assignment.**  **Listen to the group discussions to evaluate how students absorb the material.** | |  |
| **Lesson Notes/Reflection: This lesson could likely be 3 lessons broken into smaller pieces.**  **Instructor should have a working knowledge of the stories in the text to understand if students are on the right track for character motivation.** | | |

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**Closure -** Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize, and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.