

Lesson Plan Template

Teacher Candidate: Ryan Anderson		Date: November 14th 2024	Title: Novel study: character levels
Grade: 5	Subject: English	Unit:	Lesson #:
Core Competency: Critical and Reflective Thinking		Profile:	
Big Idea: Texts can be understood from different perspectives		Content: Story/text: perspective/point of view	
Essential Question: Can students read a text and analyze a character from the text on multiple levels			
Curricular Competencies: Put above because could not fit in box			
Indigenous Perspectives and FPPL: Use Indigenous texts and stories			
Learning Intention: For students to look at a characters personality and characteristics on a deeper level and see that there is more than surface knowledge			
Materials: Students will need a novel of their choice or it can be a group novel study, a handout that asks deep questions about the character at different levels, a cut out of a tee-shirt, a long sleeve, and a jacket or hoodie			

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.*

Approx Time	Just as a side note before hand this is a multi-lesson project that continues alongside a novel study, this is to help your students be more engaged along the novel and to help the gain a sense of character development as well as their own social circles/levels.
10-15 min	To introduce the layer lesson you could ask the students what are some of their favourite layers to wear when it gets cold outside and what they like to wear and you can even create a poll: hoodie, jacket, wool sweater, toque, mitts, long underwear, and so on. Then you will go on to explain how this is similar to how characters have different layers that not everyone can see. We all have certain levels of ourselves that we only let certain people see

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.*

Approx Time	<p>This is an ongoing task but after each chapter you will have the students write down 2-3 facts in each of the following categories: outer layer, middle layer, and inner layer. The outer layer is the outside reputation of the character (this is maybe what their colleagues may think of them), the middle layer is how coworkers or even some distant friends may see them, and the inner layer this is how their closest friends and family would see them. This can be done in point form but they should write down what page they are referencing it from so that they can create a better defence and explain why they are describing the character later on in the final part of the project.</p> <p>Now for the actual main part of the project they will get a cut out of three different layers: a tee-shirt, a long sleeve, and a jacket. The students will pick what three facts that they think most defines this layer of the character: outer most, middle, and inner layer. This is just an analogy to help your students understand the different layers that go into character development. The students are allowed to involve symbols if they want but they must pick three words that they think define the character on each of the three different levels. They will also have to create a mini paragraph approximately 5 sentences long that back up what they are saying about the character along with a reference in the book to back it up.</p>
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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.*

Approx Time	Once all the layers are created and the final project is all put together they students can do a gallery walk and show each other their projects and their takes on the characters from the book.
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Adaptations/Modifications: As an adaptation you could have it so that your students just need to create a final project (the layers) using symbols and just explain why they picked what the symbols they did	Extensions: Have them create a larger paragraph that summarizes the events in which they used to decide why that is a defining characteristic of the character
Assessment Plan: On going assessment: at the end of each chapter give out an exit slip that asks for student to share one major defining characteristic they found this chapter Final assessment: create a rubric that assess the different attributes of the assignment	
Lesson Notes/Reflection:	