

Essential Standards Plan: Characters

<p>Standard What do we want our students to learn?</p>	<p>RL.3.3- I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>Learning Target What do we want our students to learn?</p>	<ul style="list-style-type: none"> • I can explain what a character trait is. • I can describe a character's traits based on his/her dialogue, feelings, actions, and/or thoughts. • I can describe how a character's actions and motivations contribute to the events. • I can evaluate how a story would change if the character's actions were different.
<p>Vocabulary What do we want our students to learn?</p>	<p>Std. vocab - character, trait, dialogue, feelings, actions, thoughts, motivation, events</p> <p>Testing vocab- explain, describe, contribute, evaluate</p>
<p>Tier 1 Lessons What do we want our students to learn?</p> <p>We rearranged lessons. Lessons 1-6 focused on determining traits, 6-7 focused on citing evidence to prove the traits, & 7-14 focused on analyzing how the character affected the plot & how the story would be different had the character changed or been different. This was because it made more sense to progress that way.</p> <p>We also added in more independent practice during small group time. Students seemed to grasp characters more because of this change.</p>	<p>Lesson 1- Define vocab for the unit /anchor chart, flocab or brain pop video, google form CFA 1 (linked below)</p> <p>Lesson 2- Character traits vs. feelings. -Sort Activity</p> <p>Lesson 3- Character traits of ourselves/others -Character Trait selfie using either flipgrid or another digital platform</p> <p>Lesson 4- Character traits in a Pixar short as a hook to finding character traits in text Link: https://www.youtube.com/watch?v=vPuRBiBCxyk&t=7s -Non digital plan: fishbowl or partner discussions -Digital plan: Google meet to discuss video and/or padlet response: What character trait did you think the Piper displayed & why?</p> <p>Lesson 5- Practice identifying character traits on google slides -link: https://docs.google.com/presentation/d/1WSZe_9Wthe7J7PQIX0rw7-GPPsdGslP0nLlpJfxJVqM/edit#slide=id.g8732ecc2ba_1_19</p> <p>Lesson 6- Character traits in task cards CFA 2 (linked below)</p> <p>Lesson 7- Character development & change. -Watch these videos on Gru from Despicable Me: https://www.youtube.com/watch?v=bx7PdmKIC3U Beginning (stop at 3:08) https://www.youtube.com/watch?v=R9_BOWldeq4 Middle</p>

We also changed our mentor text to Charlie and the Chocolate factory.

(ends at 3:13)
<https://youtu.be/tMKzQ1Ta8JU> End (starts at 3:20 & ends at 5:39)
-Discuss how he changed & what caused him to change on flipgrid and/or padlet
Lesson 8- How character traits/actions contribute/affect the plot
-Mentor text: a chapter from Junie B. Jones & her Big Fat Mouth
-If digital & ideal do a google meet to read story & discuss. If not record story & have students respond via form or flipgrid or padlet
Lesson 9, 10, & 11- Read Sweet Ms. Adeline & begin questions on character traits, change, how characters affect plot (if ideal, do a google meet to get kiddos started.)
Link:
https://docs.google.com/presentation/d/1jU1jsO8eQ2YjLY3Q3vfw7-E7CPQPoz9AAf47_vTeBU/edit#slide=id.g85a2c95240_0_5
Lesson 12: Citing evidence when determining character trait
-Google forms if digital:
<https://docs.google.com/forms/d/18TH603YhH95gN1Pfve3G6WMelQICPaTJ29rtGBjyQEk/edit>
-If not digital 4 square strategy with groups
Lesson 13: Citing evidence when determining character trait
-Google forms if digital:
<https://docs.google.com/forms/d/11lqXTEmepkmRdENsbykVCeKE7JyEZvr0A78BkTwFmDI/edit>
-If not digital do forms with a partner
Lesson 14: Citing evidence when determining character trait
-Google forms CFA 4 (linked below)

15 day plan:
<https://docs.google.com/document/d/1Qc8JiaW4KWIsjzJV1YximjsYo-WS5Oj/edit>

UNIT SLIDES:
<https://docs.google.com/presentation/d/1bU4Axw247N2tFgjJ5e-0R9EdQYA-kFgJOGZo3fJX2Oo/edit#slide=id.p>

Strategies finish once 15 day unit plan is complete

What visible learning strategies can you use?

- Direct Instruction
- Summarizing

Direct Instruction:

- Given using the 15-day planning guide for characters

Vocabulary:

- Discussed in class and supplemented with Flocabulary

Discussions:

<ul style="list-style-type: none"> ● Vocabulary Instruction ● Concept mapping ● Class Discussion ● Peer Tutoring 	<ul style="list-style-type: none"> ● Student-led discussions (ex. think, pair, share & fishbowls) used frequently, Flipgrid & padlet responses
<p>Co-Teaching Responsibilities What will the co-teacher be doing to support the students?</p>	<p>Mrs. Raines will supplement this unit by providing:</p> <ul style="list-style-type: none"> ● Small group reteaching based on data showing specific target goal needs; using different strategies ● Providing accommodations to those with an IEP
<p>Formatives How will we know if they learned it?</p>	<p>CFA 1- https://docs.google.com/forms/d/137NFq7bWWiYN_levMjCXOrDioDguXqYNnDsn0YARhss/edit</p> <p>CFA 2- https://docs.google.com/presentation/d/1FOI_uhj4BvzCp2Lv1Z4U4vmvVvEErVfoe437vB2sBds/edit#slide=id.p</p> <p>CFA 3- https://docs.google.com/forms/d/1PW18wNMeow9GcomtWBgG2lgzld3XCImHofuEWbEZSEc/edit</p> <p>CFA 4- https://docs.google.com/forms/d/11ycMC2o-ByK05WanRrR5JP9UU4HSF7FUMGCBQcyj1OU/edit</p>
<p>Summatives How will we know if they learned it?</p>	<p>RI.3.3- Characters Summative Assessment: https://docs.google.com/presentation/d/1FmCDV451uvF3PEQnhjuQtfgLuDcD_aOvW5blwzgrCfc/edit#slide=id.g77915164b0_0_21</p>
<p>Tier 2: Re-teaching What will we do when students don't learn it?</p>	<p>Most Fridays will be used for reteach/extension groups. Mrs. Raines, Ms. Crawford, and Mrs. White will all take a group based on what needs to be re-taught. Lists are developed after CFAs have been discussed.</p>
<p>Extension What will we do when they already know it?</p>	<p>Reteach: Character Traits vs. feelings Reteach: Finding character traits of characters in text. Reteach: How a character changes and how his/her actions contribute to the plot Extension: During: Retell a story in which you give the character(s) different character traits. How has the story been changed now that these characters have new traits? and/or write a story to show characters' traits, motivations, & development. After CSA: Point of View</p>

Mid Unit Reflection:

Date: 9/10/20

<p>What performance tasks/other evidence show that the students are doing well with this unit?</p> <ul style="list-style-type: none"> • Student CFAs • Center activities aligned specifically with target goals (New)
<p>What learning experiences are being used to facilitate the students' successes?</p> <ul style="list-style-type: none"> • Digital centers to practice target goals • "Charlie and the Chocolate Factory" read aloud • Student discussions on the read aloud above • Real-life application (identifying own character traits)
<p>What additional supports are needed for this unit?</p> <ul style="list-style-type: none"> • Small group reteach with task cards as practice

<p>Teacher: White Class Average: Target 1: 90% Target 2: 80% Target 3: 70% Target 4: 85%</p>	<p>Teacher: Arp Class Average: Target 1: 85% Target 2: 80% Target 3: 80% Target 4: 85%</p>	<p>Teacher: Crawford Class Average: 85 Target 1: 90 Target 2: 90 Target 3: 80 Target 4: 80</p>	<p>Teacher: Cothren Class Average: 85 Target 1: 80 Target 2: 85 Target 3: 80 Target 4: 80</p>
<p>Students of Concern: T1: BA, BB T2: BA, BB T3: BB, CB, OP, RB T4: BA, BB, TB</p>	<p>Students of Concern: Target 1: AC, EG, JS Target 2: AC, EG, JS Target 3: SB, EG, JS Target 4: SB, EG, JS</p>	<p>Students of Concern: Target 1: Target 2: Aliyah, Trey, Karlei, Jax Target 3: Trey, AllYah Target 4: Trey</p>	<p>Students of Concern: Target 1: Target 2: Sophia, Shy Target 3: Target 4: Brayden</p>
<p>Next Steps: Small group reteach with task cards to practice</p>	<p>Next Steps: Small group reteach with task cards to practice</p>	<p>Next Steps: Small group reteach with task cards to practice</p>	<p>Next Steps: Small group reteach with task cards to practice</p>

End of Unit Reflection:

Date: 9/23/20

Assessment Results:

Teacher: White Class Average: 75% *After corrections, but before reteach average: 84%	Teacher: Arp Class Average: 76% *After corrections, but before reteach average: 82%	Teacher: Crawford Class Average: 81.8	Teacher: Cothren Class Average: 80.2
What students still need reteaching: BraylInn Braxton Tyler Enoch	What students still need reteaching: Ethan Jax Kailaan Corbin	What students still need reteaching Jax Aliyah Trey	What students still need reteaching Shy Savannah Brayden Cameron

What learning experiences were most useful with this unit?

- Having students do independent practice during guided reading proved to be the MOST helpful. They understood character traits much quicker because of this intentional practice.
- Using a chapter book as a mentor text allowed practical application and showed them how they could describe characters in a book. It also allowed more time for practice.

What learning experiences did students struggle with?

- Students struggled the most with understanding motivations of a character and how they affect the plot.
- In the beginning they also struggled a little with citing evidence. They did great with verbalizing the evidence, but couldn't always get it on paper. They did however improve in this area.

What target goals did students struggle most with?

- Using evidence to support answers
- Character Motivation

What adjustments need to be made for this unit?

- Next year, we need to spend more time with characters' motivation and how that affects the plot.