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ENGLISH LANGUAGE ARTS

Grade 4

Lesson 8: Character Trait Analysis

Focus Standard(s): RL.4.3

Estimated Time: 90 Minutes

Text(s): *Amazing Grace* by Mary Hoffman

Resources and Materials:
- Handout 8.1: Character Trait Graphic Organizers
- A container to hold folded strips of paper
- Chart paper
- Markers
- Tape

Lesson Target(s):

- Students will describe the characters of a story or drama, referring to specific details.

Guiding Question(s):

- Can you describe a character in the story using specific details from the text?
- What do you think your character looks like?
- What words does the author use to describe your character?
- What words let you know what the character was thinking?
- Why do you think that happened that way in the story?

Vocabulary

Academic Vocabulary:	Instructional Strategies for Academic Vocabulary:
• Character • Describe • Specific details	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Create pictures/symbols to represent words ☐ Write/discuss using the words ☐ Act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:
- ✓ Students review the following "I Can Statements" for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult:
  - I can identify characters.
  - I can locate sections of a text where characters are described.
  - I can use specific details from text to describe characters.

Anticipatory Set/Introduction to the Lesson:
- ✓ Review vocabulary words from previous lessons by playing a Word Wall game. See **Handout 1.4: Word Wall Games** for ideas

Activity 1: Vocabulary
- ✓ Students use the academic vocabulary words for a Frayer model. Ensure students understand these academic words before moving toward the character analysis.

Activity 2: Character Analysis

Read *Amazing Grace* by Mary Hoffman aloud to the students. Explain to the students the purpose for reading this text is to become familiar with the main character. The goal is to understand why a specific character responds to situations the way they do. Ask the following questions as you read the text aloud:

1. Describe a character in the story using specific details from the text.
2. What do you think your character looks like?
3. What words does the author use to describe your character?
4. What words let you know what the character was thinking?
5. Why do you think that happened that way in the story?

Activity 3: Traits

Pick a graphic organizer from **Handout: 8.1: Character Traits** and model how to complete the worksheet. Do the first few alone (I do), and then ask for students input for the rest of the worksheet (we do). Keep the example displayed for students to use as a reference as they start their independent work.

Activity 4: Guided Practice

Complete the following steps:

- Write the names "Jeremy," "Josias," and "the men" (Mr. Charlie, R.W., and Melvin) on the board.
- Have students number a piece of paper 1-3. Students list, in order, which character they would like to describe.
- Group the students based on their preference.
- Place students in their respective groups of 3-4 students.

Note: An alternative way to group students without them picking their own character, have students draw a characters' name from a "hat" to determine which character they will analyze.

Activity 5: Independent Practice

Display the 3 different graphic organizers, **Handout 8.1: Character Traits,** and have each group pick which graphic organizer they would like to complete.

For students who are EL, have disabilities, or perform/read well below the grade-level:
- Display completed graphic organizers for students to refer to.

Extensions and/or a more advanced text for students who perform/read well above grade level:
- If students are comfortable with the materials and process, have them create their own graphic organizer.

Activity 6: Class Work
- ✓ Students fill in the graphic organizers together. Make sure students are referring to the text to find evidence to support their descriptions. Once students have completed the worksheet, have them share out with the class.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Allow the students to use teacher given notes or a summary.

Extensions and/or a more advanced text for students who perform/read well above grade level:
- Ensure students give plenty of evidence from the text. This will help with their critical thinking skills and text dependent questions.

Activity 7: Narrative Writing
Begin to discuss narrative script writing with students.

Students imagine that this text was a short film and that there was a screen play/narrative script written.

Guide discussions about how writers of short films write screen play narrative scripts. Model or provide a model of a portion of the text students will not use for students before they begin their own.

- ✓ Students take a portion of the text that involves the character they are describing and turn it into a narrative script written for a short film.

Reflection and Closing:

- ✓ On an exit ticket, students write down three different character traits that the reader must analyze when learning about a character.

Homework

Student directions:

- ✓ After reading a book, sum up the book in one or two sentences. Decide what the entire story was about. Then give details that support the main idea of the story.

Note: For longer books, tell the main idea and key details in each chapter, rather than the entire book.

See page 6 of the Family Guide for Student Success.

Handout 8.1: Character Trait Choice #1

Flordia Center for Reading Research

Name _____

C.002.SSI   Character Connections

Title:_____ Author: _____

Character: _____

Thoughts
_____
_____
_____

Description
_____   Feelings
_____   _____
_____   _____
                                 _____
Actions
_____   Goals
_____   _____
_____   _____
                                 _____

Traits
_____
_____
_____

Other
_____
_____
_____

Handout 8.1: Character Trait Choice #2

Flordia Center for Reading Research

Name _____

C.001.SS4   **Character Consideration**

Title: _____ Author: _____

How does the character think and feel about the event or problem?

_____
_____
_____
_____

How does the character feel about the outcome of the event or problem?

_____
_____
_____
_____

Event or problem

_____
_____
_____

How does the character react to the event or problem?

_____
_____
_____
_____

Character

Handout 8.1: Character Trait Choice #3

Flordia Center for Reading Research

Name _____

Character Consideration

Title: _____ Author: _____

Character: _____

For training or questions regarding this unit, please contact:

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