

Discipline: Reading, Writing, Speaking, Listening

Standard Category: Reading, Analyzing and Interpreting Literature

Lesson Focus: Story elements: character study

PA Standard(s):	Related TESOL Standard(s):
1.3: Reading, Analyzing and Interpreting Literature.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Skim and scan text for descriptions of story characters. • Recognize the words used to describe story characters. • Select one character to discuss with a peer and illustrate for the creation of a character web. • Write words or phrases to describe or tell actions of their chosen character on their web. • Read three sentences about the chosen character with fluency and accuracy with modeling. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Skim and scan text for descriptions of story characters. • Recognize the words used to describe story characters and discuss two of them with a peer. • Select two characters to discuss with a peer and illustrate one for the creation of a character web. • Write notes, phrases or copy five simple sentences to describe or tell actions of the chosen character. • Read the five sentences containing the character chosen with fluency and accuracy with modeling. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Skim and scan text for descriptions of story characters. • Recognize the words used to describe story characters and discuss two of them with a peer. • Select two characters to discuss with a peer and illustrate one for the creation a character web. • Write notes, phrases and five simple sentences to describe or tell actions of the chosen character. • Read the five sentences containing the character chosen with fluency and accuracy with modeling.

Materials:

1. Multiple copies of stories containing many strong characters (Felita by Nicholasa Mohr, When the Relatives Came by Cynthia Rylant)

Suggested

Level:

Primary

Lesson Focus:

Story elements:
character study

Teaching

Strategies:

Whole group

Instruction to flex groups

Jigsaw approach/
cooperative learning

Notetaking for
character descriptors

“Who’s Who?” game

Echo reading

Modeled reading and
writing

Shared reading and
writing

Assessment

Strategies:

Oral descriptions of
characters

Written sentences

Group participation

Character web with
notes

Running record of the
actual text

2. Multiple copies of the texts. text on audio
3. Drawing paper, writing paper, colored pencils or crayons

Procedures:

1. State the main objective of the lesson: To identify characters in the story and write notes to describe characters.
2. Provide a thorough story introduction and explain the procedure in whole group setting.
3. Several students will repeat, chant, or restate the procedure.
4. Grouped heterogeneously, text assignments are given, the easiest pages for Beginners (Beginners might have a limited number of pages to review while Advanced students might scan the entire story).
5. Students will skim and scan, identify story characters, and write words to describe their selected character on a character web graphic organizer.
6. Students will illustrate the character chosen based on text.
7. In the text, students will find the sentences containing their chosen character and discuss their findings amongst the group. Beginners would copy three phrases or sentences from the text. Intermediates could copy their five sentences or generate simple sentences. Advanced students would produce five original sentences describing the character while including some events involving the character.
8. Students will read their sentence with fluency. Beginners would listen an audio or to a fluent English speaker reading sentences while the Beginner echo reads. Intermediates will also read their sentences with the same support if needed. Advanced students may need support as well reading their generated sentences. Teacher will circulate to provide constant support.
9. Using the illustrations and notes about the character, students will play “Who’s Who?” Students read descriptions, as written on the character web, and others guess who is being described.
10. The groups’ illustrations and notes are combined to create a “story photo album”.
11. In small flex groups, the entire text is read. Beginners read if they volunteer to read their sentences and are not expected to understand the complete text.
12. Intermediate and Advanced students can volunteer to read what they can and are encouraged to do so.
13. The “story photo album” becomes the readable text for the Beginners and added to the classroom library. Copies can be made for individual albums to go home.
14. Reading running records will follow: Beginners would read their character descriptions from their web. Intermediates will read their notes and descriptions. Advanced students would read seven sentences from the text. Fluent English speakers would read based on their ability.

Assessments:**Beginners**

Will illustrate chosen character, write words from the text and copy a

phrase from the story to create a story 'Photo album'.

Teacher observation of skimming and scanning.

Intermediates

Will illustrate chosen character, write and read sentences from the text and create a story 'Photo Album'.

Teacher observation of skimming and scanning.

Advanced

Students will illustrate chosen character with details, create and read sentences about the character, and create a story 'Photo album'.

Teacher observation of skimming and scanning.

Notes:

Teacher should record written notations of students' progress

