

Teacher: Hannah Migliorini	Lesson Time: 45+ minutes and 15+ minutes independent
Unit Topic: Story Elements	Lesson Topic: Character
Discipline: Literacy	Grade Level: Kindergarten
Subject Matter Focus: Literature	Skill Focus: Identify
Standards	
CCSS	CA ELD STANDARDS
<p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Interacting in Meaningful Ways ELD. 1.6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p>
Objective	
I can identify the characters in a story.	
Prior Knowledge	
-Students know disney characters.	


<p>-Students know what a character is, but may need clarification on the academic term, character. In addition, students know characters from movies, connect characters in books to prior knowledge.</p>	
<p>Key Concepts</p>	<p>Academic Language Terms</p>
<p>-Stories include characters. -There are different characters in a story.</p>	<p>Characters: the people and/or animals in a story</p>
<p>Focus Student</p>	<p>Needs / Support / Strategies</p>
<p>EL Student</p>	<p>Visuals, Sentence frames, Group work, Scaffolding, Using visuals to define vocabulary, pre-teach</p>
<p>IEP Student 1</p>	<p>Repetition, Visuals, Schedule of Steps, Graphic Organizers</p>
<p>IEP Student 2</p>	<p>Movement Breaks (Brain Breaks), Visual Cues, Smooth Transitions, Grouping</p>
<p>Strategies for Differentiating</p>	
<p>-Visuals, teamwork activity, student interest content choices, graphic organizers</p>	

<p>SYNTAX</p>	<p>LEARNING EXPERIENCE</p>	<p>SCRIPT</p>
---------------	----------------------------	---------------

POP CYCLE 1: LESSON PLAN AND RESOURCES

<p>Lesson Intro 5 min</p>	<ul style="list-style-type: none">-Introduce characters.-Define characters.-State objective.-State purpose.-State input.	<p>-Today, we will be learning how to identify characters. We will begin learning about story elements. Story elements are the important parts that make up a story.</p> <ul style="list-style-type: none">-Identify means to point something or someone out. It also means to show or figure out something.-Characters are the people, animals, and/or things that are alive in a story.-Our objective today is, I can identify characters in a story using key details.-The reason we are learning how to Identify characters is because it helps us to understand the story and why things happen in the story.-We are going to talk about different story characters that we already know about and then we will read a book and describe a new character.
<p>Motivation 5 min</p>	<ul style="list-style-type: none">-Show image of known disney characters.-Give examples of characters using students prior knowledge (e.g. disney movies)-Disney movies: student's interests.	<ul style="list-style-type: none">-Do you know these characters? (Thumbs up/Thumbs down)-What characters can you already identify or point out from stories we already know? Can you give examples of any disney characters you know? One example is Belle from Beauty and

POP CYCLE 1: LESSON PLAN AND RESOURCES

		the Beast.
Demonstrate / Model (10 minutes)	<ul style="list-style-type: none"> -Practice identifying disney characters. -Use familiar stories. -Show some book examples and ask students to identify who the character might be. 	<ul style="list-style-type: none"> -Let's look at some familiar examples of characters. I will identify the characters so you can see how to use your words to identify a character. -Example 1: Belle from Beauty and the Beast. -Example 2: The Wolf from the 3 little pigs. -Example 3: Little Red Riding Hood
Check for Understanding (6 minutes)	<ul style="list-style-type: none"> -Students pick a book from their home, with a partner they identify the characters in the story. 	<ul style="list-style-type: none"> -Can you identify characters from a story you know? Grab a book and I will put you in break out groups. You will have 5 minutes to identify characters with a partner.
Guided Practice (15-20 minutes)	<ul style="list-style-type: none"> -Read, <i>The Roll Away Pumpkin</i>  <ul style="list-style-type: none"> -Define Cauldron and Butcher (Visuals on PowerPoint) -Identify the characters with students (e.g. Marla, and the characters that help her get the pumpkin) 	<ul style="list-style-type: none"> -We will now read the story The Roll Away Pumpkin, after we will identify the characters. -Let's review some of the vocabulary in this book first. -Let's identify the characters in this story.

POP CYCLE 1: LESSON PLAN AND RESOURCES

<p>Closure (5 minutes)</p>	<p>-Discuss what students learned.</p>	<p>-What did you learn about identifying characters? -Do you have any questions about identifying characters? -Next, we will learn about the story elements setting and events.</p>
<p>Independent Practice (15 minutes)</p>	<p>-Students will listen to the read aloud story, <i>The Day The Crayons Quit</i>. -Students will do a dictated drawing or use words to identify the characters from the story.</p>	<p>The Day the Crayons Quit</p>

<p>Entry Level</p>	<p>Students have prior knowledge of what a character is.</p>
<p>Progress Monitoring</p>	<p>Students will continue practicing identifying characters in guided reading groups. Students will begin learning other story elements (e.g. setting).</p>
<p>Summative Assessment</p>	<p>Students will dictate a drawing to show understanding of character. For my focus students, they will have the option of only drawing the picture and not using words. Exit Ticket -Adapted: read aloud instead of students read at an independent level</p>
<p>Resources</p>	<p>PowerPoint Slides -Graphic Organizer</p>

POP CYCLE 1: LESSON PLAN AND RESOURCES

