

Backward Design Unit Design Template: MAT/Certification Elementary

Candidate Name: Alison Annis	Host Teacher Name: Alex Hahn	
School: Eagle River Elementary	Grade Level: 6	# of Students: 25
Date Range Unit: 2/1 - 4/1	Length of Unit: 8 Weeks	
Theme of Unit: Character, Growth Mindset	Content Area: Health & SEL, Language Arts	
<p>Materials: Include all materials including technology: Whiteboard, document camera, MacBook, bulletin boards, books: <i>An A From Miss Keller</i> by Patricia Polacco (Zest, Grit), <i>A Boy Called Slow</i> by Josephe Bruchac, illustrated by Rocco Baviera (Grit), <i>The Boy Who Harnessed the Wind</i>, by William Kamkwamba and Brian Mealer, pictures by Elizabeth Zunon (Grit), <i>The Man Who Walked Between the Towers</i> by Mordecai Gerstein (Zest, Grit), <i>On a Beam of Light, A Story of Albert Einstein</i> by Jennifer Berne, pictures by Vladimir Radunsky (Curiosity), paper, pencils, bulletin boards, videos, bucket, bucket fillers, Character Counts handout.</p> <p>(Books chosen for reading instruction containing character themes: “Bud, Not Buddy” by Christopher Paul Curtis, “Number the Stars” by Lois Lowry, and “Wonder” by R. J. Palacio.)</p> <p>Videos: “The Power of belief -- mindset and success” (https://youtu.be/pN34FNbOKXc), “Growth Mindset Animation” (https://youtu.be/-oqghnxBmY), and “The Science of Character” (https://youtu.be/U3nT2KDAGOc).</p>		

Alaska Content and Subject area Standards:

SKILLS FOR A HEALTHY LIFE

1.B: A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
- 5) evaluate what is viewed, read, and heard for its effect on personal well-being; and
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C: A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and
- 6) assess the effects of culture, heritage, and traditions on well-being.

LIBRARY/INFORMATION LITERACY

C: A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

A student who meets the content standard should:

- 1) read for pleasure and information;
- 2) read, listen, and view a wide variety of literature and other creative expressions; and
- 3) recognize and select materials appropriate to personal abilities and interests.

Reading Standards for Literature Grade 6 students:

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standards ~ Grade 6 students:

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.

Speaking and Listening Standards ~ Grade 6 students:

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data- related, orally) and explain how it contributes to a topic, text, or issue under study.

TRANSFER GOALS (Unpacked Standard(s))

1. Students will view and interpret videos about mindset and character.
2. Students will engage in discussions surrounding ideas presented in videos.
3. Students will practice healthy interpersonal relationships by engaging in "bucket filler" activities.
4. Students will determine character traits present in literature and support findings with evidence from the text.
5. Students will write about their personal character strengths and weaknesses.
6. Students will identify and discuss character traits of literary characters during reading instruction.

STAGE 1 – Essential Questions and Enduring Understandings

<p><u>Enduring Understanding(s)</u> Students will understand that....</p> <ul style="list-style-type: none"> • <u>A growth mindset is the foundation that will allow them to develop each of the seven essential character strengths.</u> • <u>Zest, grit, curiosity, gratitude, self-control, optimism, and social-intelligence are the seven character traits they should recognize in themselves or try to develop.</u> 	<p><u>What Essential Questions will be Considered? (Q)</u></p> <ul style="list-style-type: none"> • What is a growth vs a fixed mindset and why is important? • What are the seven character traits that can lead to academic and personal success and happiness?
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STAGE 1 – Objectives/ Key Learning

<p><u>What students should know....</u></p> <ul style="list-style-type: none"> • <i>That effort determines their life outcomes not IQ</i> • <i>Their brain is malleable and not fixed</i> • <i>Their character development is as important as academic development</i> 	<p><u>What students should be able to do.....</u></p> <ul style="list-style-type: none"> • Identify a fixed mindset • Identify a growth mindset • Name one character trait they feel they have as a strength • Name one character trait they want to work on or admire in others
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STAGE TWO: Assessment (Identify Desired Results)

Other Evidence

Pre-assessment - Discussions of terms and ideas before videos/lessons/upon bulletin board completions.

Formative - participating in bucket fillers (ongoing)

Summative - Completion of “Character Counts” worksheet. Students give verbal examples of social intelligence, grit, etc.

Performance - Small group literacy groups/discussion groups

Student Self Assessment - Written self assessment; students are able to identify their own character traits and traits they want to develop.

Culminating Performance Task

G.R.A.S.P.S. (For ED621B &C)

L4 - Health Lesson - Literacy Circles with Handout, identifying character traits in literature. FORMATIVE ASSESSMENT

“Now that we have learned more about the 7 character traits: grit, zest, optimism, gratitude, self-control, social-intelligence, and curiosity, we are going to see if we can recognize these traits in books. Today you are going to conduct the lesson yourselves. You will be divided up into small groups. Each group will get one of these ‘everybody books’. Each of these stories are about real people and real events. Everyone in the group has a job. The reader reads the book to the group. As the book is being read, you are to listen for character themes. Once you are done reading the book together, have a discussion and come up with the character traits you think are depicted in the story along with evidence from the text to support your idea. Each person in the group fills out the “Character Counts” handout with the results of your reading and discussion. When all the groups are finished we will reconvene as a class to share what we discovered. Someone from each group will give a brief summary of the book, the character trait it portrays, and the evidence in the story that led you to that character trait.”

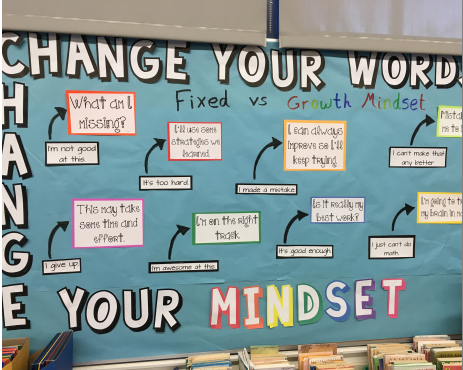
L5 - Response - Identifying character traits in self & others. POST ASSESSMENT

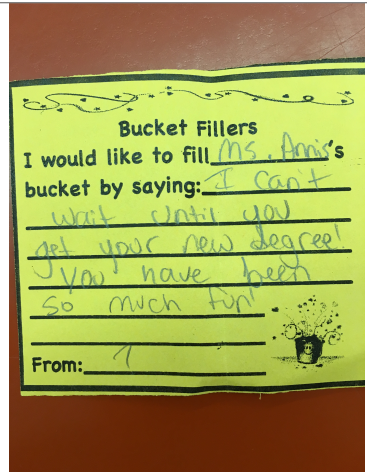
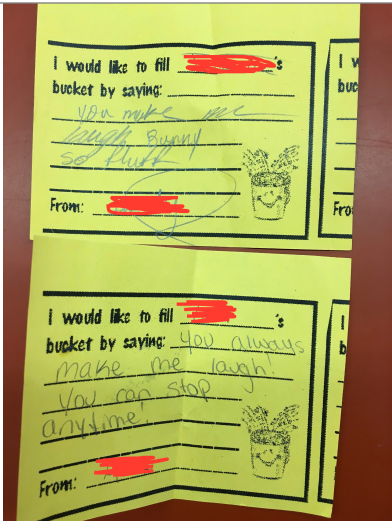
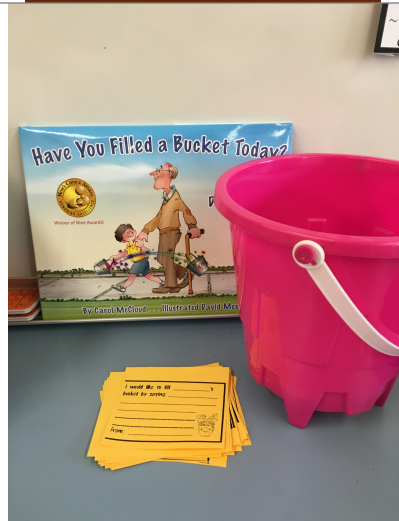
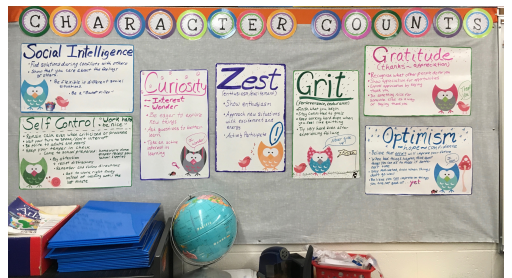
“You know yourselves better than anyone. So knowing what you know about yourself, and knowing what you now know about the character traits, what is your strongest character trait? What character trait would you like to have or what character trait would you like to work on or have more of? Remember in the video that it said we can help each other to develop our character strengths by recognizing them in each other. What character traits do you admire in others and why?”

Rubrics (attached)

STAGE THREE: Opportunities to Learn

Standards Addressed	Learning Activities	Learning/Instructional Strategies
	1. Introduction / Hook “What do you think it means to have character? What is a fixed mindset? What is a growth mindset? What is grit?”	Name and recognize the character traits as students demonstrate them at school and as they appear in literature. (ongoing)

		<ul style="list-style-type: none"> • Give descriptive feedback to students using the terms: zest, grit, self-control, etc. • Make them wonder about “grit” or “zest” when complimenting them on it early on (planting seeds) • Pre-assess by saying or writing “You have grit/zest!” and see what they say. Do they know what it means?
	Lesson 1 Growth Mindset, 2/5/16	
Speaking & Listening A.S 1 & 2	<ol style="list-style-type: none"> 1. Show video https://youtu.be/pN34FNbOKXc 2. Discussion 3. Show video https://youtu.be/-oqghnxBmY 4. Discussion: Intelligence or talent isn't something you are necessarily born with. A growth mindset allows a person to learn and develop skills by putting forth effort over time. A growth mindset helps a person to overcome failures or setbacks. A growth mindset is also important to have even if something comes easy to you because one day, it may not seem as easy as it once was. The Hare in the video thought he had the race won before he even started so he didn't even try. He had a fixed mindset that he was automatically better but he lost. 	<p>Bulletin board</p> 
		<p>Ongoing/model: Refer to bulletin board/ growth mindset as opportunities arise.</p> <ul style="list-style-type: none"> • The character in “Bud, Not Buddy” has a growth mindset/Grit • “I have a growth mindset because...”
Health: B. 6., C 1-5	Lesson 2 - “Be a Bucket Filler” (Social Intelligence) 3/1/16	Keep a bucket and bucket filler slips in the room for students to fill out.
	<ol style="list-style-type: none"> 1. What does it mean to be a bucket filler? (class discussion, students have all read the bucket filler book by 6th grade and their school counselor refers to it often so reinforcing it in the classroom is beneficial.) 2. “Remember to use the bucket filler slips to fill someone’s bucket.” 3. Students fill in slips when they have time. 	<p>Ongoing/model: “Check with yourself: is what you are saying/doing helpful or hurtful? Are you filling or dipping a bucket?”</p> <p>“That really fills my bucket, thank you!”</p>

	<p>Day 2 ~ Distribute slips to addressees.</p> <p>Day 3 ~ Remind students to “fill” the buckets of others in ways that <i>can't be</i> written on paper. Ask students for suggestions as to what this looks like. Discuss.</p>	
		
	Lesson 3 - Science of Character, 3/16/16	
<p>Speaking & Listening</p> <p>A.S 1 & 2</p>	<ol style="list-style-type: none"> 1. Show video https://youtu.be/U3nT2KDAGOc “The Science of Character” 2. Class discussion: What do you think about what the video says about character? 3. Pause the video and discuss the quotes. 4. Pause the video and discuss/define each trait. 5. Review posters on bulletin board: What does that look like for you? 	<p>Bulletin Board:</p> 
	Lesson 4 - Health Lesson, 3/31/16	
<p>Literacy - C1; Reading - A.S.1;</p>	<ul style="list-style-type: none"> • “What does character look like in others?” • Divide class into 5 groups (designed and differentiated by teacher) and distribute one ‘everybody book’ to each group. Give instructions. • Give handout containing small copies of character definitions and examples from bulletin board. 	<p>Differentiation: Handout includes visual aids.</p>
	<ul style="list-style-type: none"> • Students choose spots on the floor to read together. (five groups) 	<p>Collaboration, peer learning</p>

	<ul style="list-style-type: none"> Everybody Books for Literacy Circles: <i>An A From Miss Keller</i> by Patricia Polacco (Zest, Grit) <i>A Boy Called Slow</i> by Josephe Bruchac, illustrated by Rocco Baviera (Grit) <i>The Boy Who Harnessed the Wind</i>, by William Kamkwamba and Brian Mealer, pictures by Elizabeth Zunon (Grit) <i>The Man Who Walked Between the Towers</i> by Mordecai Gerstein (Zest, Grit) <i>On a Beam of Light, A Story of Albert Einstein</i> by Jennifer Berne, pictures by Vladimir Radunsky (Curiosity) 	Alternate book choices for early finishers: <ul style="list-style-type: none"> <i>The Most Magnificent Thing</i> by Ashley Spires (Grit/Growth mindset) <i>Thank you, Mr. Falker</i> by Patricia Polacco (Gratitude) <i>Harvesting Hope, the Story of Cesar Chavez</i> by Kathleen Krull, illustrated by Yuyi Morales (Optimism, Grit, Zest)
	<ol style="list-style-type: none"> Teacher assigns a reader who reads the entire book aloud to the group. Teacher monitors progress. Each student in the group listens for themes of character. Each student has a “Character Counts” handout that they are to complete after reading and discussing the book as a group. FORMATIVE ASSESSMENT (See <i>Artifacts from Lesson 4</i> below) 	Differentiation: Choose readers for groups and allocate students according to best possible personality combinations and ability balances. Put lower level students in groups with books they’ve read previously to improve outcomes.
	Lesson 5 Language Arts ~ Writing, 4/1/16	
Writing - A.S. 1, a, b.; Health: B. 6., C 1-5	<ul style="list-style-type: none"> What is/are my character strengths? What is/are a character strength I want to have or work on? What character strength do I admire in others and why? (Clarify that this isn’t a physical feature or something beyond our control like clumsiness or being short.)	“You know yourselves better than anyone. So knowing what you know about yourself, and knowing what you now know about the character traits, what is your strongest character trait? What character trait would you like to have or what character trait would you like to work on or have more of?”
	UNIT POST ASSESSMENT Students reflect and give written response. (See <i>Artifacts from Lesson 5</i> below)	“Remember in the video that it said we can help each other to develop our character strengths by recognizing them in each other. What character traits do you admire in others and why?”
	**Books for <u>reading instruction</u> containing character themes: “Bud, Not Buddy” by Christopher Paul Curtis ~ Grit, Zest, Gratitude “Number the Stars” by Lois Lowry ~ Grit, Social Intelligence, Optimism “Wonder” by R. J. Palacio. - Zest, Grit, Social Intelligence, Optimism, Gratitude	<i>To reinforce character traits instruction, highlight moments when characters in our reading books are showing any of the character traits. Choose books rich in SEL and character trait (multi-cultural) education opportunities that enrich character unit.</i>

Differentiation

Learner Variability based on content pre-assessment and class demographics:

The class is made up of 15 boys and 10 girls. The class has 1 African-American student, 3 hispanic students, 3 Alaska Native students, one Asian student, 4 students who are a mix of black, white, Asian, Alaska Native, or Native American. The rest are caucasian or other. There is a range of socioeconomic classes represented in this class and 6 students in military families. Three male students go to resource for math and six male students go

to the resource room for reading. Two male students have support for behavior issues and are now on a formalized behavior modification plan. There are four students in the Ignite (gifted) program; two male, two female, and one of those girls skipped fifth grade.

Differentiated Assessments:

The Character Counts handout included visual representations of the character traits we had been discussing. The collaborative and social nature of lesson 4 helped students at all achievement levels to complete the tasks. The higher achieving students had a chance to use their leadership skills by being the “reader” for their group.

The writing assignment was differentiated because students could write about themselves. It required only self-reflection and not knowledge of anything or anyone else. Students were given a choice of what to write. Students could list one or many character strengths. Students had a choice of writing about a character trait they would like to work on in themselves or a character trait they admire in someone else.

Differentiated Instruction:

The use of technology and video presentations helped to engage students in this age group and of this learning style. Bulletin boards served as effective visual aids.

Books chosen for lesson 4 (health lesson) include multicultural themes and were brought into the classroom early in the semester to allow for students to read and build familiarity.

Literacy groups were planned in advance to include a “reader” and “listeners” who would most likely work well together. Lower students were grouped with stronger performing students, evenly amongst the groups.

One of the Alaska Native students has a slow processing speed issue and receives support in reading and writing. Weeks before the health lesson he needed something to do when he returned to class early from the resource room so I gave him “A Boy Called Slow” (the story of Sitting Bull) to read. He said he really liked the book. When it was time to do the health lesson on Character, I put him in the literacy group with the book “A Boy Called Slow” so that he would have the benefit of being familiar with the story. This helped him to participate in the activity and give an accurate response on the written assessment, just like his peers.

Culture and Language connections

- Cultural relevance
- Access to cultural capital
- Language proficiency

This unit includes literature with multicultural themes and characters. It teaches social-intelligence which facilitates empathy, tolerance, and respect for other people. It is valuable for students of all backgrounds because the character strengths featured in this lesson are timeless and beneficial to all people; cross-culturally.

This unit affords students an opportunity to expand their vocabulary by exploring new ideas and terms. Students must use listening, speaking, reading, and writing skills in this unit; all of which contribute to language proficiency.

The literacy circles in this unit gave students an opportunity to engage in social behavior and learn from each other.

Reflection:

I was pleased with how receptive the students were to the concepts in this unit. This age group is naturally very social so the social-intelligence activity was engaging for these students. (Slavin 2012). The students didn’t need much prompting or reminding throughout the semester to use the bucket fillers either. Towards the end of my unit, I was really happy to see “Archie” engage in the activity by writing a bucket filler for “Bobby” (at his table) who struggles with self-control and low mood. “Archie” wrote a nice bucket filler to try to cheer “Bobby” up. It was the first bucket filler “Bobby” had ever received.

These students are developmentally interested in focusing on self (Slavin 2012) so it wasn't difficult to get them to think and write about themselves. I was pleasantly surprised by their candor when several of them wrote that they needed to work on self-control or honesty in the final assessment. It was nice to be able to give them descriptive feedback indicating that by recognizing and admitting that they wanted to work on that character strength, they were on the way to achieving their goal.

This unit was timely because there had been an increase in incidents of inappropriate language, behavior, and treatment of others among students in the intermediate classes. The principal, teachers, and councilors gathered all the intermediate classes together for an unplanned meeting in the multipurpose room to address these problems with language and character (2nd week of April). The discussion touched on themes that we had been learning about in my unit.

The "Science of Character" video (we had already watched and discussed) featured a powerful quote that we revisited after the meeting:

*"Watch your thoughts, they become words;
watch your words, they become actions;
watch your actions, they become habits;
watch your habits, they become character;
watch your character, for it becomes your destiny."*
FRANK OUTLAW

We spent time discussing this quote because it is a valuable tool when learning how to exercise self control, but also it is a great tool to use for goal setting. We talked about how successful athletes use this process and how students can use it themselves. They can set a goal to improve their soccer game or to improve their grades and it can begin with their thoughts, their words, their actions, etc..

Before I began my full-time teaching period I worked with my host teacher on all subjects. I gradually took over reading but I *wanted* to dive right in. From my search for multicultural literature with character strength themes last semester, I discovered "Bud, Not Buddy" by Christopher Paul Curtis. I recommended this as the selection to teach reading and the bonus was that it took place during the Great Depression, which they were studying for social studies. My host teacher agreed and the library had a classroom set so we prepared to teach it. I taught the author and book introduction, as well as the first chapter. My host teacher liked the book so much that he took instruction back from me. (He wasn't quite ready to hand over his kids to me yet). I resumed reading instruction toward the last third of the book. Throughout every chapter though, I was able to talk about and teach the character traits and empathy (also something I find important to teach) as the opportunities presented themselves.

We went on to read "Number the Stars" by Lois Lowry, and "Wonder" by R. J. Palacio, both of which portray character themes and other important SEL lessons. By the time we read "Wonder" in April, many students were able to identify character traits portrayed in the story and mention them in our discussions.

Sources:

Kipp Schools Character Lab self assessment card: (USED TO CREATE CHARACTER COUNTS POSTERS)
<https://characterlab.org/character-growth-card/>

Slavin, R. E. (2012). *Educational Psychology: Theory and practice* (10th ed.). Boston, MA: Pearson.

Attachments: Rubric, lesson plan, teaching tools, and artifacts:

	Expectations not met	Meets Expectations	Exceeds Expectations
Growth vs Fixed Mindset - (video, bulletin board, ongoing discussions)	Student cannot explain what a fixed or growth mindset is.	Student identifies growth or fixed mindset in self or others.	Student demonstrates a growth mindset and verbally indicates they use it as a thinking strategy.
Bucket Filler Activity (Social-Intelligence)	Student abstains from paper Bucket Filler activity and may even empty others' buckets in other ways.	Student participates in Bucket Filler activity by using the Bucket Filler papers to "fill someone's bucket."	Student participates in Bucket Filler activity by using the Bucket Filler papers to "fill someone's bucket" AND fills' others' buckets in non-tangible ways. Student seeks out students who don't often get their buckets filled by others and includes them in the activity (fills their bucket).
Science of Character - Video and Discussion	Student does not participate in discussion and shows lack of interest.	Student participates in discussion and shows interest.	Student participates in discussion, shows interest, and offers examples that show signs of self awareness of character.
Health Lesson - Identifying Character in literature	Student does not participate in literature group or unable to identify character traits present in literary sample. Does not complete the "Character Counts" handout.	Student participates in literature group, is able to identify at least one character trait in literary sample, and is able to cite evidence from the text. Completes the "Character Counts" handout with one piece of evidence to support their one identified character trait.	Student participates in literature group, is able to identify more than one character trait portrayed in the literary sample, and cites plenty of evidence from the text. Their "Character Counts" handout is complete with plenty of detail in their supporting evidence of their identified character traits.
Writing Lesson - Identifying Character in self and others	Student does not identify a character trait or identifies a trait that is more physical in nature (e.g. sports related). Student does not identify a character trait they would like to have.	Student describes one of the character traits they have as a strength and gives evidence. Student describes a character trait they would like to have OR a character trait they admire in others and describes why.	Student describes more than one character trait they have as a strength with good examples to support their claim. Student describes more than one character trait they would like to have AND a character trait they recognize/ appreciate in someone else and why.

Lesson Template : MAT/Certification Elementary

Candidate Name: Alison Annis	Host Teacher Name: Alex Hahn	
School: Eagle River Elementary	Grade Level(s): 6	# of Students: 25
Date & Time of Lesson: 3/30/2016 11:30 a.m.	Length of Lesson: 50 minutes	
Topic of Lesson: Character	Content Area(s): Health/SEL	
Materials including technology: Books, Character traits handout, pencils <i>An A From Miss Keller</i> by Patricia Polacco (Zest, Grit) <i>A Boy Called Slow</i> by Josephe Bruchac, illustrated by Rocco Baviera (Grit) <i>The Boy Who Harnessed the Wind</i> , by William Kamkwamba and Brian Mealer, pictures by Elizabeth Zunon (Grit) <i>The Man Who Walked Between the Towers</i> by Mordecai Gerstein (Zest, Grit) <i>On a Beam of Light, A Story of Albert Einstein</i> by Jennifer Berne, pictures by Vladimir Radunsky (Curiosity)		

Alaska Standards:

B: A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
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- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C: A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

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- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and
- 6) assess the effects of culture, heritage, and traditions on well-being.

Profile of Your Students (cultural, language, developmental and behavioral characteristics):

The class is made up of 15 boys and 10 girls. The class has 1 African-American student, 3 hispanic students, 3 Alaska Native students, one Asian student, 4 students who are a mix of black, white, Asian, Alaska Native, or Native American. The rest are caucasian or other. Three male students go to resource for math and six male students go to the resource room for reading. Two male students have support for behavior issues and are now on a formalized behavior modification plan. There are four students in the Ignite (gifted) program; two male, two female, and one of those girls skipped fifth grade.

STAGE ONE

STAGE TWO:

<p><u>Objective(s):</u></p> <ol style="list-style-type: none"> 1. Students will identify character traits. 2. Students will support identification with evidence from text. 	<p><u>Student Assessment:</u></p> <ol style="list-style-type: none"> 1. Students collaborate to identify character traits portrayed in “everybody books” in student lead literacy groups. 2. Students share their discoveries with the group successfully identifying character traits: grit, zest, and curiosity.
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STAGE THREE: Opportunities to Learn

Introduction/Hook: Today we are going to explore character and you are going to work together in small groups.

Procedure and products

- Review what we've learned about character traits thus far.
- Explain process: I am going to put you in small groups.
- I have special "everybody books" that your group reader will read aloud to your group.(I created groups and determined who will be the reader).
- You will be listening for evidence of what character trait is being portrayed in the story.
- When you are finished with the story you will raise your hands and I will bring you a "Character Traits" handout. You will use it to determine what character traits are present in your story. Discuss it in your group.
- On your handout, you will write down evidence from the story next to the character trait that your group finds in the story. There can certainly be more than one character trait present.
- When each group is finished we will come back together and share what you have discovered.
- Each group will give a brief summary of their story, what character trait the story portrayed, and evidence to support it.

Differentiation/Accommodations/Modifications

The collaborative nature of this lesson will help lower students with comprehension and will give higher achieving students an opportunity to use their leadership skills to support their peers.

Closure: These books will be here in the classroom for you to read and enjoy when you finish early and need something to read.

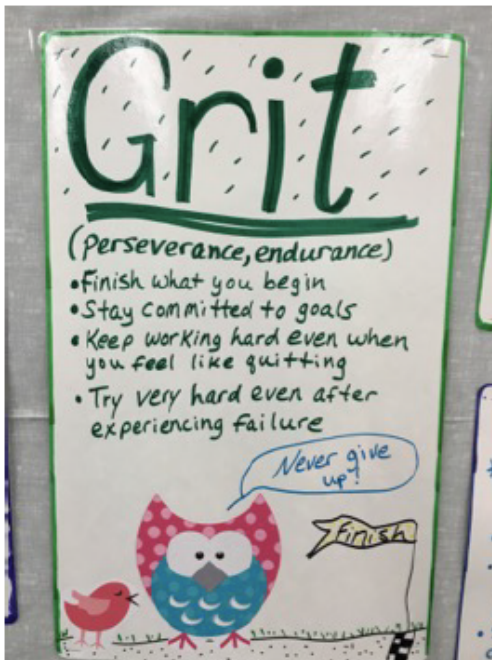
Character Counts

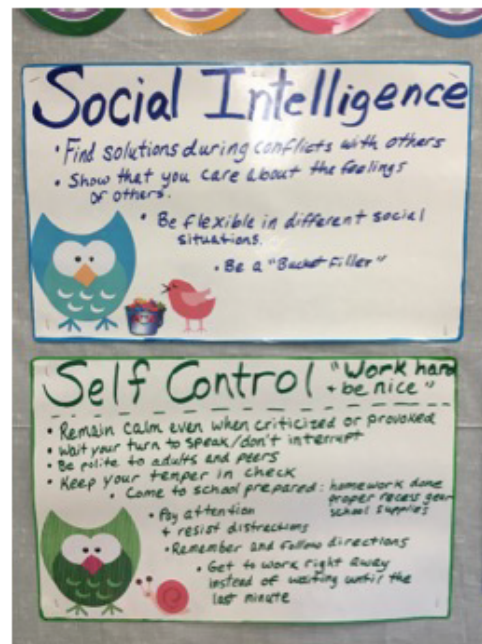
Seven character traits are featured in this handout. Use the definitions featured here (or refer to the bulletin board) to determine what character trait(s) are portrayed in the story that your group read.

The book we read was: _____

The character traits we found were: _____

The evidence in the book for this/these trait(s) is/are:_____

[illegible]



Character Counts

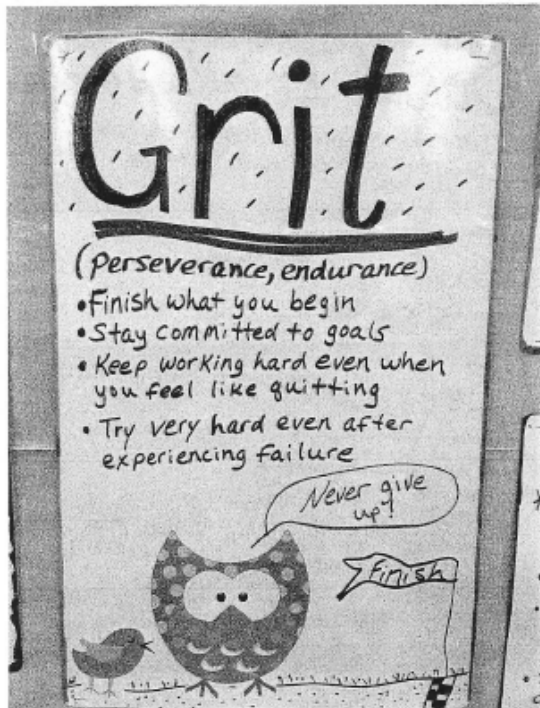
Seven character traits are featured in this handout. Use the definitions featured here (or refer to the bulletin board) to determine what character trait(s) are portrayed in the story that your group read.

The book we read was: The man who walked between the towers

The character traits we found were: Grit, courageous, unique,

The evidence in the book for this/these trait(s) is/are: he walked

across the twin towers with a
rope across each other. He also
layed on the rope and danced and
other things



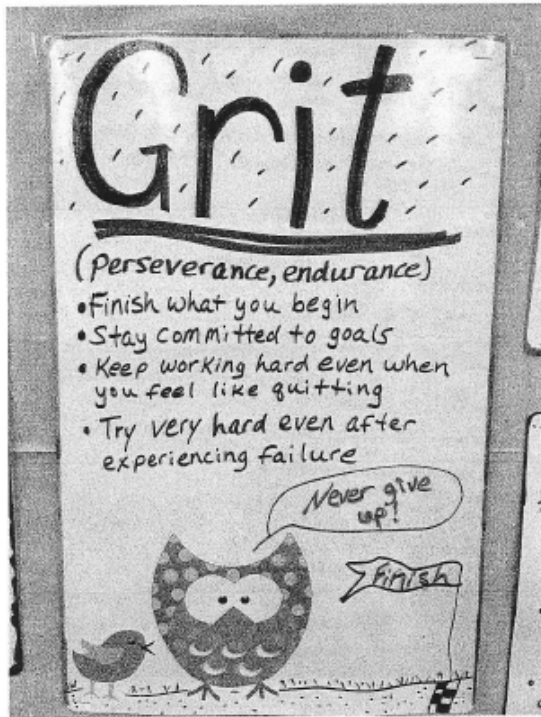
Character Counts

Seven character traits are featured in this handout. Use the definitions featured here (or refer to the bulletin board) to determine what character trait(s) are portrayed in the story that your group read.

The book we read was: On a beam of light

The character traits we found were: curiosity, grit

The evidence in the book for this/these trait(s) is/are: Curiosity



because he wandered
about he wanted
to know every thing
and he had big
curious eyes that
always wandered. Grit
because he never
gave up.

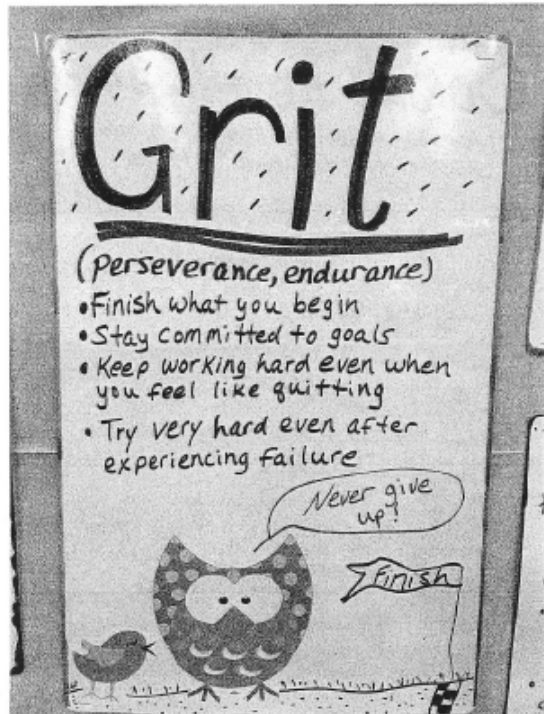
Character Counts

Seven character traits are featured in this handout. Use the definitions featured here (or refer to the bulletin board) to determine what character trait(s) are portrayed in the story that your group read.

The book we read was: The boy who Harnessed the wind

The character traits we found were: grit, Zest, Gratitude, optimism, Social intelligence, Self control, brave curiosity

The evidence in the book for this/these trait(s) is/are: never gave



up on helping his
town, wonder how
things worked.
always believed in
the magic of the
rain. Went to reason
Sas and learned
real things. he never
gave up even when
people didn't believe
in him.

Character Counts

Seven character traits are featured in this handout. Use the definitions featured here (or refer to the bulletin board) to determine what character trait(s) are portrayed in the story that your group read.

The book we read was: An A from Miss Keller

The character traits we found were: grit, self control, zest,
Optimism

The evidence in the book for this/these trait(s) is/are: Patricia



had grit b/c she
kept getting B's and
then she kept going
and trying again. She
had self control b/c
she remained calm
when Mrs Keller
was kicking her.
She had zest b/c
she approached her
writing with excitement
and new energy.
Patricia has Optimism b/c
when bad things were
going wrong in Mr. Keller's
class she would figure out how to make

① My character trait that I have is grit because I Don't give up in my work that I have to do.

② If I had a another character trait it would be Creativity because its Awesome to think more or to draw or build something.

I know I have bravery.
Also I know I have grit,
zest, optimism, gratitude, and curiosity.
Also, I know I'm kind, responsible, and respectful.
A character trait I would like
to work on is honesty because
I'm not always honest with myself and myself.
The character trait I admire
is appreciation because I loved when
people appreciate others.

① I think I'm strong in Grit. When I start something
I like to finish it.

② I think I'm not very good at self control.

① humor, leadership. I can make people laugh.

② honesty, sometimes I can may tell a little white lie.

I think I have perseverance because if I don't understand it I skip it and come back to it. If I still can't get it I read it slower and try to understand it better.

I admire Erica because she is funny and always make people laugh and smile. Another person I want to be or admire is Alex Morgan because she has an optimism attitude.

I think I am curious but I could work on being brave.

I am curious because when my mom or dad gets home I wonder how their day was. I cannot contain my curiosity around Christmas time. I wish I could be brave and try new things or make my Parents proud of me for a change.