

## Lesson Template : MAT/Certification Elementary

<b>Candidate Name: Alison Annis</b>	<b>Host Teacher Name: Alex Hahn</b>	
<b>School: Eagle River Elementary</b>	<b>Grade Level(s): 6</b>	<b># of Students: 25</b>
<b>Date &amp; Time of Lesson: 3/30/2016 11:30 a.m.</b>	<b>Length of Lesson: 50 minutes</b>	
<b>Topic of Lesson: Character</b>	<b>Content Area(s): Health/SEL</b>	
<b>Materials including technology: Books, Character traits handout, pencils</b>		
<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;
- 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.

#### **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:**

**Objective(s):**

1. Students will identify character traits.
2. Students will support identification with evidence from text.

**Student Assessment:**

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.

**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.

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.

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



