

Lesson Plan

Inference and analysis - Words That Describe Characters

First (1) - ELA

LEARNING TARGET

- Students will be able to identify character feelings based on their actions and dialog.
- Students will analyze descriptive sentences to determine characters' emotions.
- Students will make connections between characters' behaviors and their emotions.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- 45 minutes

MATERIALS

- Short passages with descriptive sentences (e.g., Tan and Dad had walked about five miles. Tan's legs were moving very slowly.)
- Whiteboard and markers
- Chart paper or interactive whiteboard

VOCABULARY

- Character
- Actions
- Dialog
- Emotions
- Feelings

INTRODUCTION

1. Engage students by asking: "Have you ever wondered how we can understand what a character in a story is feeling? How do authors help us figure it out?"
2. Explain the key idea: "When you read a story, think about what the characters do and say. This can help you understand what the characters are like and how they feel."
3. Provide an example: Read the sentence, "Tan and Dad had walked about five miles. Tan's legs were moving very slowly." Ask students, "How do you think Tan is feeling based on these actions?" (Take responses and encourage reasoning.)

INSTRUCTION

1. Display a short passage with descriptive sentences on the whiteboard or chart paper.
2. Model the process of analyzing character feelings: a. Read the passage aloud, emphasizing the descriptive sentences. b. Think aloud: "Hmm, how can we tell how the character is feeling? Let's look at the actions and dialog." c. Identify specific actions and dialog related to the character's emotions. d. Label the character's emotion and explain the reasoning.
3. Guide students through a few more examples, encouraging them to actively participate and provide their own interpretations.
4. Discuss different emotional states and their corresponding actions and dialog, reinforcing the connection between behavior and feelings.

GUIDED PRACTICE

1. Distribute sentence strips with different character actions and dialog to small groups of students.
2. Instruct the groups to read the sentences, discuss the emotions conveyed, and come to a consensus.
3. Have each group share their interpretations with the class, allowing for discussion and comparing different perspectives.
4. Provide feedback and clarification as needed.

INDEPENDENT PRACTICE

1. Distribute individual passages to each student.
2. Instruct students to read the passages and independently analyze the character's emotions based on the actions and dialog.
3. Encourage students to write down their interpretations and supporting evidence.
4. Circulate the classroom to monitor students' progress and provide assistance when necessary.

HOMEWORK

1. Assign students to read a short story of their choice and identify character actions and dialog that reveal their emotions.
2. They should write a brief paragraph explaining their interpretations.

EXIT TICKET

1. Distribute exit cards to students and ask them to write down one example of how they can determine a character's feelings by analyzing their actions and dialog.
2. Collect the cards to assess students' understanding.

SUMMATIVE

1. Assess students' understanding of analyzing character emotions through a short quiz.
2. Include passages where they must identify the emotions based on actions and dialog.

CLOSING

1. Recap the key idea: "Remember, analyzing character actions and dialog helps us understand their feelings."
2. Ask students if they have any questions or if there is anything they would like you to review in the next lesson.
3. Summarize the importance of paying attention to character actions and dialog to gain insights into their emotions and understand the story better.
3. Reinforce the connection between behavior and feelings, emphasizing that authors intentionally include these details to help readers engage with the characters.

TEACHING TIPS

- Encourage students to provide evidence from the text when identifying character emotions based on actions and dialog.
- Use visual aids, such as pictures or videos, to illustrate different emotions and help students make connections between behaviors and feelings.
- Foster classroom discussions by asking open-ended questions and promoting peer-to-peer interactions when analyzing character emotions.

MISCONCEPTIONS

- Mistaking character actions for emotions without considering the context and supporting evidence.
- Assuming that characters always express their emotions explicitly through dialog, overlooking subtle cues.
- Generalizing character emotions based on a single action or dialog, without considering the overall character development.

EXTENSION

1. Provide additional passages with more complex character emotions for advanced learners to analyze.
2. Encourage students to create their own short passages where character emotions are conveyed through actions and dialog. They can share their passages with peers for interpretation.
3. Integrate technology by using interactive websites or apps that allow students to explore character emotions through interactive stories or games.

INTERVENTION

1. Provide sentence starters or sentence frames for struggling students to support their analysis of character emotions.
2. Offer one-on-one or small-group support to students who require additional guidance in identifying character emotions based on actions and dialog.
3. Incorporate visual aids such as emotion charts or posters displaying facial expressions and body language cues to assist students in connecting actions with emotions.

COMMON CORE STANDARD

RL.1.3 - Describe characters, settings, and major events in a story, using key details.

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