

Xeng Xiong
Lesson 1 – Monday, November 5, 2012
Period 1, ELD 1
Textbook: Edge (volume 1)
58 min.

Lesson Objective:

Students will be able to define three vocabulary words: character, fiction, and description.
Students will be able to describe the characters in a text.
Students will demonstrate understanding of the character in the text by filling out a Character Chart as they read.
Students will be able to define the character's actions and physical features.

English Language Development Standards for Grades 9-10:

1. *Section I: Goal, Critical Principles, and Overview*
 - a. *Part I: Interacting in Meaningful Ways*
 - i. *B6: Reading closely literary and information texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language*
 - ii. *C12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas*
2. *Section II: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts*
 - a. *Part I: Interacting in Meaningful Ways*
 - i. *1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.*
 - ii. *5: Determine comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.*
 - iii. *6b: Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs.*

Anticipatory Set:

Teacher will have students do a quick-write in their Opener Notebook (teacher will provide this). Teacher will project a question onto the SmartBoard: In Hmong, "nam" means "mom". How do you say "mom" in your language? Tell me one thing about your mom. Teacher will ask for volunteers, or call on students, to share their responses. (10 min)

Objective/Purpose:

The purpose of this lesson is to introduce students to characterization. Students will learn how to describe and chart down a character's physical features and actions. Additionally, the lesson will review and expand on the recurring unit theme: wisdom.

Input:

Teacher will have two or three students help pass out the Edge textbook and workbook. Using a PowerPoint, the teacher will do direct-instruction on three key words that students will need to know for the lesson: characters, fiction, and description.

1. characters: people or animals in a fictional story
2. fiction: a book or story that is not true
 - a. teacher goes over nonfiction (true)
3. description: words or phrases that tell us about the people, animals, and things (like table, chairs, etc...), including characters. To describe someone is to tell how the person acts, thinks, and/or looks like.
 - a. Teacher asks for example: please describe this classroom. Students give descriptions.

Students will be asked to take notes in the Edge section of their binder. Afterwards, the teacher will ask students to turn to page 118 in their Edge textbook. Teacher will ask for a volunteer to read the “Story Elements: Character” section. (10 min)

Check for Understanding:

Teacher asks students if know what an ‘author’ do. Teacher then explain how when authors (writers) write, they use words to describe the characters in their story/book. Refer back to the opener activity: earlier, the students were all writers who were describing their mom.

Input:

Teacher will explain to students that: first, she will read the passage on page 118, then, the students will write down what the character looks like and what she does. Teacher will explain that one way of keeping track of a character’s descriptions is to make a “Character Chart”. Teacher will hand out a Character Chart worksheet; students can fill in the chart as they read the story.

The teacher will point to the word “Uhmma” on page 118 in the Edge textbook. Teacher will explain that “Uhmma” is a character in the story; “Uhmma” means mom in Korean. Teacher explains that today, we are going to read a little bit about a character in a story called “Hands”. Tomorrow, they will to read a story called “Hands”. Teacher asks students, “The title is “Hands.” What do you think the story is going to be about?” Teacher will remind students that she will first read the text aloud. (5 min)

Modeling:

Teacher will read aloud the excerpt on page 118. Once she is done, teacher will ask students to look at their Character Chart worksheet. Teacher will go through and explain each column on the Character Chart using the SmartBoard.

Guided Practice:

Teacher will call on students to fill in the Character Chart. Teacher will write the things the students say on the SmartBoard as well.

First column: character, this is where the name of the character is written, “Uhmma”.

Second column: what character looks like, this is where you write down how Uhmma looks like. To guide students, teacher will reread the first sentence and explain that the sentence tells us something about Uhmma's hands. "How do we know that Uhmma is old?"

Check for Understanding:

Teacher has students look at their hands and describe it. Teacher has students compare their hands with Uhmma's hands. (1 min)

Third column: what character does, this is where you write down what the character does. In this case, what does Uhmma do? Teacher guide students by asking, "What does Uhmma use her hands for at home? What does Uhmma use her hands for at work?"

Fourth column: what character is like, this is where you look at your notes (column 2 and 3) and write down what kind of person is Uhmma. She has old hands and wakes up her children, so Uhmma is probably someone who works hard and is kind. (15 min)

Independent Practice:

Students will work on page 56 in their Edge workbook. Page 56 gives students a passage about Uhmma and a Character Chart for them to fill in, base on the passage. Workbooks will be collected at the end of the period and graded. (10 min)

Closure:

Teacher will round the students back together and ask them to take out their Opener Notebooks. Teacher will have students write down one thing that they learned today. Teacher will provide a sentence frame: Today, I learned _____. To help students who are struggling with the sentence, teacher will remind students: Remember, today we went over characters, description, Character Charts, what Uhmma means, etc... Teacher will ask for volunteers to share what they wrote. Teacher will collect their Opener Notebooks. (8 min)

Assessment/Feedback:

Teacher will look and grade students' Character Chart to assess for understanding of characterization. Students will eventually be tested on the three key terms: characters, fiction, and description.