

Unit: Character Traits Lesson Plan #1

Title of Lesson #1: Physical Traits

Overview

Students sometimes have difficulty reading a book and identifying the physical traits of a character. This lesson will allow students to engage in an activity that will allow them to demonstrate their understandings of physical traits. The teacher will model and think aloud before allowing students to practice as a class and independently.

Essential Unit Question

How can readers identify character traits and prove them from using evidence from fictional texts.

Learning Outcomes

Students will identify the physical traits of a character in a fictional text.
Students will use illustrations and texts of a story to describe a character.

Resources/Materials for This Lesson

- Chart paper
- Markers
- Anchor chart from previous lesson
- Independent worksheet
- Wemberly Worried
- Chrysanthemum

Activities/Procedures

1. Activate the class's prior knowledge on physical traits by opening up a brief discussion. Refer to the anchor chart that has been previously made and explain to the class how physical traits are what can be seen on the outside of (how they look or dress). Have students read the definition of a physical trait aloud. Remind students how just like people, characters in stories can have physical traits.
2. Draw the attention of the class by posting a printed out story character on chart paper and ask students to conduct a Think-Pair-Share about which physical traits can be circled on the chart paper to identify the character. Ask for volunteers to circle the physical trait words.

3. The teacher will begin modeling to students by first stating today we will just be focusing on how a character looks and not on how they act or behave.
4. Teacher will demonstrate through a **think-aloud** using the character Wemberly and chart paper. Teacher will write down words that describe Wemberly's physical traits on the chart paper.
5. Teacher will check for understanding by asking the class how he/she found the physical traits of Wemberly by using the story. (Students should respond that you looked at the pictures and read parts of the story). Encourage students by paying attention to the illustrations and details of any story can aid them in understanding the character traits of a specific character in a story.
6. The teacher will then read-aloud Chrysanthemum and conduct a guided practice. Teacher will stop at certain points throughout the text ask students what physical traits can be used to describe Chrysanthemum. Teacher can check for understanding by asking students why they chose a specific word as a physical trait. Teacher can also recommend a behavioral trait to write down as a physical trait; another way to check for understanding.
7. Students will be instructed to independently write down three words that describe the way the character on the exit slip.
8. *As students are working, teacher will walk around the room and monitor student progress; stopping at certain students to ask them guiding questions and keep them on task*
9. If time permits allow students to share the completed exit slips with the rest of the class.

Evaluation/Assessment

- Participation in class discussion and practice
- Completion of the exit slip

Vocabulary

- Physical trait

Name _____

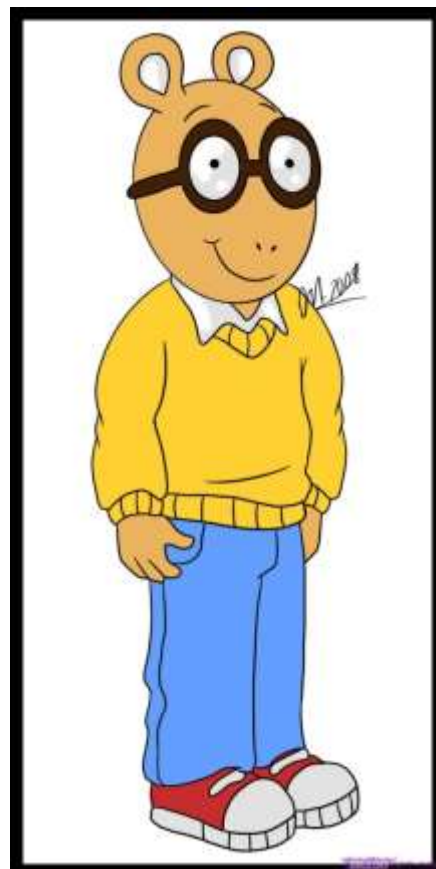
Exit Slip

Write down **three physical traits** to describe the character below.

1. _____

2. _____

3. _____



Engagement Picture and Words



Fun	Big eyes	Short	Tall	3 fingers
Green	Big mouth	Forgetful	Skinny legs	
Purple	Athletic	Stubborn	Spotted skin	