# How & Why? (Character Change)  
Edward Tulane Unit

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<tr>
<th>Name: Emmy Burkhard</th>
<th>Date: 1/31/13</th>
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<tr>
<td>School: Haley Pilot School</td>
<td>Grade: 3rd</td>
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<td>Starting and Ending Time: 11:00 to 11:30</td>
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## OVERVIEW OF THE LESSON

### MA Curriculum Standards:
RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Instructional Objective:
SWBAT identify and articulate how the main character Edward has changed throughout the story, by generating ideas in the turn and talk activity and sharing their thinking in our whole class discussion of *how* and *why* Edward has changed.

SWBAT identify appropriate character traits to describe a character in their independent reading book, and support their judgment using evidence and examples from the text of things the character does and says.

### Language Objective:
SWBAT demonstrate their understanding of the identified vocabulary words: *exhilarated, hobo, irony, resonate, tramp* by making sense of these words in the context of the story and using several of these key words in the retelling of the events of the chapter.

### Assessment:
- **Assessment of the instructional objective:**
  Students’ mastery of the instructional objectives will be measured by their ability to generate ideas in the turn and talk activity as well as our whole class discussion of *how* and *why* Edward has changed & their ability to accurately and independently complete the character analysis chart about a character from their independent reading book.

- **Assessment of the language objective:**
  Students’ mastery of the language objective will be measured by their ability to use several of these key words in the retelling of the events of the chapter.
## Content:
- Character analysis - identifying character traits and supporting judgments
- Character development - how characters change throughout a story (how events/experiences and relationships with other characters influence character development)

## PROCEDURES FOR THE LESSON

### Opening (5 minutes):
1. Remind students that yesterday we discussed how and why characters change throughout the story. We named two reasons why characters change: because of events in the story and relationships with other characters, referring students to posted objective.
2. Review chart from yesterday- how has Edward changed so far?
3. Call on students to share ideas to add to chart if additional ideas generated from homework assignment.

### During Lesson (15-20 minutes):
1. Before beginning reading introduce vocabulary: exhilarated, hobo, irony, resonate, tramp.
2. Set purpose for reading: In the next 2 chapters we will meet a new character. Think about how this character and the experiences Edward has with this character impact Edward.
4. Pose question: How did Edward change during these two chapters? Turn and Talk.
5. Call on students to share ideas to add to chart.

### Closing (5 minutes):
1. Review expectations for tonight’s reading homework: re-read chapters and response question about a lesson that Edward has learned.
2. Exit slip: (by the end of reading period) at least 1 character trait for a character in independent reading book, with 3 pieces of supporting evidence. Refer students to character trait anchor chart, review character analysis chart
   **check in with Jeremy, Jonathan, Summer, Xana (?)**
SUPPORTING ALL LEARNERS

Learner Factors: If teaching a small or whole group, what will you do to ensure success from all students – including struggling students who may need additional strategies; students on special educational plans; English language learners; and students who may need an extended challenge? Check off all that apply.

☐ Adjust Grouping Formats
☐ Oral, Pointing, Signed Responses
☐ Give Additional Examples
☐ Write Homework List
☐ Give Daily Progress Report
☐ Use of Braille or Large Print
☐ Give Student Copy of Directions
☐ Provide an Alternate Reading Level for a Reading
☐ Extend Time of Selected Work
☐ Reread Directions
☐ Use Assistive Devices to Respond
☐ Give Verbal Reminders
☐ Use of Interpreter
☐ Give Verbal Cues to Emphasize Main Ideas
☐ Use Page Markers
☐ Give More Frequent Breaks
☐ Handout Hard Copy of Board Notes
☐ Word Processor/Computer
☐ Seating Near Advanced Students
☐ Increase the Number of Review Activities
☐ Pair Students

Specific Examples: Choose 3 examples from the list above and explain in detail the differentiation.

Example 1: All students will be given a copy of the list of character traits (generated by the class) to glue into their reading response journals to help guide their thinking about character traits in our class reading and their independent reading books.

Example 2: All students will use the character analysis graphic organizer to help them generate and organize their thinking about a character from their independent reading book. Several students will receive a similar graphic organizer for their homework response rather than a question and will not be required to respond in paragraph form, but rather to complete the graphic organizer with their ideas.

Example 3: The opportunity for students to turn and talk before sharing as a whole class, will allow students who are hesitant to participate the opportunity to gain confidence in their ideas as their partner is able to respond to and validate their idea before sharing with the class. This time also allows for myself and the other teachers to check in with several students and provide them with more guiding questions to help them generate their response. Additionally this gives all students an opportunity to share their ideas, even if they are not shared to the whole class and the teachers a time to listen to all students to measure students’ understanding.

For each lesson that you teach, try to choose different examples from the above list to describe in detail.
# FINAL DETAILS OF THE LESSON

## Classroom Management:
I will use our classroom management routine of 1,2,3 Magic to redirect students and correct inappropriate behavior, while also using praise and positive feedback to reward and encourage participation and engagement.

## Materials:
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- Vocabulary cards
- Changes in Edward Anchor Chart (add to chart from previous day’s lesson)
- Markers
- Character trait Anchor Chart (as reference, from lesson 1/29, add to chart)
- Character Analysis Organizer (for independent work upon returning to their seats)
- Response notebooks (for homework response)

## Follow-up:
We will continue our study of character traits and character development throughout the remainder of the *The Miraculous Journey of Edward Tulane* adding to our charts as we are introduced to new characters throughout the book and Edward undergoes further changes. The unit will culminate with a final project, in which students will have several options of how to display what they have learned throughout our study of Edward Tulane.
REFLECTING ON THE LESSON

These questions and prompts are to be used to guide the post-lesson evaluation and critique of yourself. Remember to review the PPA+ to see if this reflection can be used as a piece of evidence.

1. What did the students learn? What evidence do I have to support this claim? Did the students’ learning differ somehow from what I was expecting? Explain.

2. How do I know that all of the students were actively engaged in the lesson? What might I do to improve levels of engagement in the future?

3. What were some of the ways I modified the lesson to address the needs of various students in the class? Provide specific examples.

4. Did I have to modify my original lesson plan by making adaptations while teaching? If so, explain.

5. What do I think were the most and least effective parts of the lesson? For example, how did the lesson materials and/or instructional aids support the lesson?

6. What do I see as my teaching strengths in the lesson? What areas of my teaching need improvement or modification?

7. Which parts of the classroom management were the most and/or least effective? Why? In what ways did the instructional activities help or hinder the classroom management?

8. If I taught small group or one-on-one, what are some insights from this lesson that I will transfer to a large group or whole class lesson? Cite a specific example or two.

9. What is my goal for the next lesson? What is one way that my CT or supervisor can support me in attaining the goal?