**TEXAS TEACHERS LESSON PLAN FORMAT**

**NAME: Jennifer Wooldridge SUBJECT/GRADE:** \_\_\_\_5th Grade English Language Arts and Reading\_\_

**TEKS:** 5.6B - Explain the roles and functions of characters in various plots, including their relationships and conflicts.

**LEARNING OBJECTIVE(S):** Students will analyze and explain the characteristics, functions, roles, and traits of characters from the novel; Tuck Everlasting.They will accomplish this through creating a Fakebook profile and showing internet safety and the development of characters throughout the novel in a modern setting.

**ASSESSMENT:** Due to the in-depth nature of this assignment we will be using the rubric to assess their understanding of the lesson and character development in a story. With the rubric, students will be presenting their character and ONE post to their peers, explaining why they thought these character traits were important to highlight.

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| **MATERIALS and SETTING** | Individual assignment. Notebook paper, pencils, Fakebook profile assignment sheets, Chromebook during computer class, rubric, Tuck Everlasting novels, and example sheet of Fakebook profile. |
| **KEY VOCABULARY and ACADEMIC LANGUAGE** | Review the definitions for Point-of-view, character traits, plot, characteristics, conflict, antagonist, and protagonist. |
| **FOCUS ACTIVITY** | Students will create a list of popular character traits that can be found in a protagonist and an antagonist. |
| **CONNECTION TO PRIOR LEARNING** | Students will review different characterization concepts we learned in the past three weeks, review traits, review the list of characters and whether they are a protagonist of antagonist in Tuck Everlasting. |
| **OBJECTIVE STATEMENT**  **(including a performance behavior)** | Students, today we will extend our learning of character traits and how a character can develop throughout a story. Sometimes a character can develop in their role, functions, or even change their traits. You will be completing a Fakebook profile of a character from Tuck Everlasting and showing how they develop throughout the story in a modern way. |
| **PURPOSE OF LEARNING** | The importance of this lesson is so we understand how characters can change throughout a story and how a plot can affect their change. Or we can see how a character changing can change the plot line of the story. It is important to see character development and relate it back to our own lives and how we develop and change. |
| **INSTRUCTIONAL STEPS**  Include:  Step by step instructions  Key points  Directions to give | **Review.** Begin the instruction by asking the students a question relating it to internet safety.  *Has anyone seen the movie Avatar? What is it about? [Explain that it’s*  *about a distant world, Pandora, where humans interact with the Na’vi beings by creating an*  *“avatar” that can live and breathe in their world. Then make a connection to the online world*  *where we “live out lives” using 21st century tools in a social media world. Just like the rules*  *on Pandora, we need to understand the rules and etiquette of the online world.]*  **Active Engagement:** I will preview each of these videos and pick the one most appropriate for each of my classes and their levels. This will show them a little more about internet safety and the importance of it. Review plagiarism, and copyrighting, how we can avoid it in choosing our pictures.  • http://www.commoncraft.com/video/protecting-reputations-online  •https://www.youtube.com/watch?feature=player\_embedded&v=Gd520wZZGDE#  • https://www.youtube.com/watch?v=nOUu1fldBbI  • <https://www.youtube.com/watch?v=dT1GvPQG904>  Avatars are one of the things we can use to protect ourselves on the internet. They are digital representations of ourselves. We are going to practice by making digital representations of our characters from Tuck Everlasting.  **Model:** (I will be doing this) Please go to the internet browser on your laptop. I will be typing in the link on your handout (<http://doppelme.com/>). This link takes you to your avatar creation site. Remember you are creating a character’s modern day avatar from Tuck Everlasting, not of yourself. Be sure to name your avatar the correct name and spelling, I have handed each of you a copy of Tuck Everlasting for reference.  **Activity:** Now that you have seen how to create an Avatar, please look to your directions handout (page 1 of the packet). Make an avatar (digital representation) of your character from Tuck Everlasting. Go to one of the following websites to create one and take a snapshot of it.  • <http://doppelme.com/>  **Friends list:** Brainstorm a list of characters who might be “friends” with  your character from Tuck Everlasting, what characters might block you on Fakebook?  **Profile Information:** Be creative with details about your character  including job, marital status, hobbies, etc.  **Photos on the posts:** Go to http://search.creativecommons.org/ and find some photos that could accompany your posts. They will allow you post photos from here onto your Fakebook profile.  **Written Assignment:** Before you create your profile, please complete the assignment that is included in this packet. It will walk you through the steps and changes your character may have gone through in Tuck Everlasting. Be sure to use complete sentences. Please use your Novel Study Journal to continue your discussion on Tuck Everlasting's plot and remind yourself of the major events in the novel.  **Fakebook Profile Page:** Go to <http://www.classtools.net/FB/home-page> and complete your profile. When finished go to the top right of your webpage and click print webpage. That will allow you to print your profile and turn it in to me. We will be discussing how, even with some of the same characters our profiles were different and our develop may have been interpreted differently. Be sure to check your rubric before turning in your final draft.  **Group Collaboration:** Once each profile is complete, the students that have the same character from Tuck Everlasting will work together in a group and compare/contrast (using a Venn Diagram) their personal Fakebook profiles. They will note on their assignments how their profiles differed from others and what they like about the other person's profile.  **Activity Completion:** Following the completion of this activity I will be asking students the Post Questions to clarify any misconceptions or misunderstandings from the lesson.  **Assessment:** Due to the in-depth nature of this assignment we will be using the rubric to assess their understanding of the lesson and character development in a story. With the rubric, students will be presenting their character and ONE post to their peers, explaining why they thought these character traits were important to highlight.  **Connection to Future Learning:** Students will be using the skills learned in this lesson, both internet and character development, to better understand our next novel study Guns for General Washington.  **Closure:**  Review the definitions for Point-of-view, character traits, plot, characteristics, conflict, antagonist, and protagonist. Students will write the most obvious change in their character’s traits on an exit ticket and why it affect the plot of Tuck Everlasting the most. I will review these and if needed will go over the points of the plot with Tier 1 and Tier 2 students.  **Alternative Activity for Alternative Learning:** Students can continue with an alternative activity instead of the Fakebook profile. They can, instead, create a song on Club Create MusicLab. This will allow the students to create a soundtrack using the program that represents their character from Tuck Everlasting's change throughout the novel. They will use the same assignment sheet to complete their assessment of the character's change and how their traits evolve.  Once they complete their soundtrack, they will work in a group with students that had the same character and discuss what they thought worked in their project and what did not. They will use a Venn Diagram to compare their assessment of the character's change with their partner's.  They will present their soundtrack to their peers and explain why their music changed and how it represents their character's change in Tuck Everlasting.  \*While students are continuing these activities independently, I will be pulling some of my Tier 1 and Tier 2 students to build their comprehension of the plot in Tuck Everlasting. We will also continue to go over Fakebook profiles and how we can use the events in Tuck Everlasting to create their character's profile effectively. |
| **LITERACY STRATEGIES USED** | Review of vocabulary: review of plot, point-of-view, characteristics, conflict, antagonist, protagonist. Review of plagiarism and internet safety. |
| **STUDENT USE OF TECHNOLOGY** | Laptops, social media platform (fake educational one). |
| **6 QUESTIONS FOR UNDERSTANDING**  *1 per Bloom’s Level; Identify levels of Blooms*  **Questions should increase in complexity as lesson progresses** | **Pre-Questions:**   1. Describe the plot of Tuck Everlasting. **Knowledge** 2. What differences exist between your character traits and your Tuck Everlasting character’s traits? **Comprehension** 3. Would the events in Tuck Everlasting still have happened if your character’s traits were the opposite of what they are at the end of the book? **Application** 4. How does your character compare/contrast from the beginning of the book to now? **Analysis**   **Post Questions:**   1. What solutions would you suggest for the problems that happened because of your character’s traits? **Synthesis** 2. What do you think about the protagonist and the antagonist’s character traits affecting the plot of the story the most? Do you agree or disagree? Why or Why not? **Evaluation** |
| **MODIFICATIONS/ACCOMMODATIONS** | **Modifications:** IEP and ELL students will have sentence stems for the character trait posts, and a list of character traits that are prevalent in Tuck Everlasting. They will also have a different requirement for the number of posts on their character's posts.  **Accommodations:** IEP and 504 students will have all websites open for them before the start of the assignment. Their number of postings will be a lower requirement and seating will be in proximity to the teacher. |
| **RETEACH/EXTENSION** | **Reteach:** Students who are struggling with character development will be pulled for tier 1 instruction. We will begin by taking a character from a small picture book and watching how the character goes through problems in the plot. At the beginning, we will list the character’s traits and then read the story through. At the end of the story we will list the character’s traits and if they have changed.  **Extension:** If the students finish their Fakebook assignment they will be able to go in and add a detailed post about the main problem, or conflict, in the story and how the protagonist and antagonist would interact on a social media platform. This is not for a grade however this will replace the student’s lowest daily grade. |
| **CLOSURE**  **Review:**    **Connect to future learning:** | **Connection to Future Learning:** Students will be using the skills learned in this lesson, both internet and character development, to better understand our next novel study Guns for General Washington.  **Closure:**  Review the definitions for Point-of-view, character traits, plot, characteristics, conflict, antagonist, and protagonist. Students will write the most obvious change in their character’s traits on an exit ticket and why it affect the plot of Tuck Everlasting the most. I will review these and if needed will go over the points of the plot with Tier 1 and Tier 2 students. |