Name: Character Analysis

Date: November 19, 2014

Class Type: A group of seven students who are reading on or above a 40, according to the DRA given in September. There are three boys and four girls. Since the mobile lab is out of service, the students have been exposed to ThingLink through the teachers modeling. With the modeling being done by the teacher, in addition to it being a small group, the students have had an opportunity to have limited playtime with ThingLink.

Objective(s): (based on pre-assessment data)

The students will be able to use their stop and jots (notes) to create an analysis of how and why the character changed throughout the story.

The students will work together to successfully use ThingLink to showcase their analysis of the character of their choice.

Common Core Standard Addressed:

CCSS.ELA-Literacy.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CCSS.ELA-Literacy.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Materials, Media, Resources:

Access to school laptops

Access to ThingLink https://www.thinglink.com/

Poppy by Avi

Sticky notes (Stop and Jot)/ Readers Notebook

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Lesson Procedure

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Initiation (narrative/notes/bullets):

Boys and girls, we just finished Poppy by Avi. Yesterday, I asked that you pull out all the jots from your book that discussed anything that had to do with one of our main characters Poppy. Today we are going to look at those jots and analyze the jots

(notes). Today you are going to work together to create and interactive image to explain how and why a character changed using ThingLink.

Teaching Process (narrative/notes/bullets):

- Before I send you off to work with your group, I would like to model exactly what it is I am looking for you to accomplish during your small group time.

- I will model a character analysis with the students using the short story Amazing Grace by Mary Hoffman(one of our classroom's mentor texts). The students have had an opportunity to play with ThingLink, but they have not been required to use ThingLink with an assignment. Because the students have had limited use, I am asking the students to upload images I have already saved from Poppy to use as tags in their image.

- Boys and girls, we are going to revisit and oldie but a goodie. I am going to use Amazing Grace by Mary Hoffman to model how you will use a text to analyze a character in a story. I love Grace and I feel I really had a chance to connect with her because I got to share experiences that facilitated to her changing as a character.

- I already pulled my jots(notes) out that discuss Grace from the text. I decided earlier that I want to focus on Grace because I believe she changed or her character evolved throughout the story. On my jots, I recorded what page I stopped on to jot. I did this because I may have to refer back to the text if my jots confuse me.

- I will refer to the text as well as my stop and jots (notes) to show how the character changed and what facilitated this change. Listen to me as I show you my thought process.

- **Jots**:

1. Enthusiastic page 1- 10

    1. She is always playing a different role and putting on shows for her family

3. Gloomy- classmates told her she could not be Peter Pan because she was different. *Image* page 11

4. She is giving up in her love for acting page 13

5. brave- "I feel as if I could fly all the way home."   page 20

7. Grace listened to Grandma. She did not let Raj or Natalie get her down.

- Now with the sticky notes about Grace in front of me, I have to put our notes into a complete thought to analyze the character, Grace. Looking at the jots/sticky notes I will model through thinking aloud how I will take these notes and put them into a complete thought. I will also show the students that I use the tools around me to

help me. I will show the students I am using the anchor chart Textual Evidence Sentence Starters.

"Grace changes from the beginning of the story to the end of the story.   In the beginning, of the book, Grace was unsure of herself and at the end of the book Grace was courageous. Grace was unsure because Raj and Natalie told her she could not play the part of Peter Pan because she was different. In the end she was fearless because she followed through with her passion even when her friends doubted her. Grace changed because her grandmother took her to see a Romeo and Juliet ballet. In this ballet, Juliet was black, and the grandmother told Grace Juliet is usually played by a white woman. This empowered Grace to follow through with her passion."

- I will bring up ThingLink and access my Amazing Grace Image and model for the students how I will make this image interactive to show my character analysis.
- I will tell students that there is a Screencast-O-Matic link on the class website that they can access here or at home when creating a ThingLink.

Differentiation strategy(s): The assignment is given to my students who are reading on or above a 40 reading level, based on the DRA given in September.

The anchor charts that will be referenced in this lesson will be shrunk down for students to keep in their readers notebook for quick and easy access:

1. List of character traits

2. Textual Evidence Sentence Starters

Use of Technology:

- School laptops

- Access to internet

- ThinkLink account https://www.thinglink.com/

Evaluation or Assessment

The method for assessing the students on their success with the stated objectives was completed with the use of ThingLink and through teacher observations.

When assessing the students on their ability to use their stop and jots (notes) to create and analysis of a character, I used personal communication as the means of assessing the students. While the students were working together I listened in on their conversations. I was looking to see if they were using both their jots and the text to cite their evidence. Watching the student use their stop and jots and refer back to the text and carry on a conversation about the character made it evident that they were able to apply their notes to create a theory about Poppy.

The method of assessing how successful the students were with ThingLink was a performance assessment. They were given a rubric that laid out the teachers expectations. The rubric was basically everything that was stated to the students during the teaching process written down for the students to use to guide their performance. Not only was I interested in their written response, but I was looking to see if they could creatively express their thought process. Ideally, the students should have been able to choose to use a video, image, or other URL but for a few reasons they were limited. The mobile lab has been out of service in our building since the beginning of the school year. Without multiple opportunities to play and learn how to us ThingLink I could not expect them to do something they have not been exposed to with modeled and guided practice. In the past, the students have uploaded images from iPhoto for other assignments in previous grades, and I knew this would be an achievable task for them to complete. Once the mobile lab is running, the students are looking forward to using ThingLink to it's full potential. I did allow them to use my personal computer to complete this assignment.

Supplement Materials

I created a Screencast-O-Matic and posted the screencast on the class website. The students watched this before working in their small group and could reference this in the future if needed. In addition to the Screecast-O-Matic, I modeled the assignment for the students with a mentor text. The teacher's example was linked to the website for the students to access. In class, the students worked in their small group to analyze a character and cite the text as evidence. The students watched the teacher model the activity, and then worked in a small group to analyze a character from their text. For homework, the students were asked to brainstorm another character they would like to analyze. In their readers notebook, they had to explain what their ThingLink would look like. When the mobile lab is up and running, the students will have an opportunity to bring the sketches to life.

Assessment Data –

ThingLink- The students were required to show they were able to analyze a character and show how they changed throughout the story. In their response, there has to be evidence from the text.

Quantitative Data:

PreAssessment:

3 of the 7 students were able to identify traits that were based on a character's physical trait. The students did not cite specific text evidence, but could reference an illustration from the text if there were any present that exhibited the physical trait the student identified.

4 of the 7 Students were able to provide an internal trait, but did not cite specific text evidence.

Post Assessment:

The students were able to hold a conversation to analyze the character. The students were able to justify the character's trait by using the text. 6 of the 7 students actively participated in the group discussion.

Reflection on Learning –

With these objectives, they were working on their collaboration skills through meaningful conversations. The students are also learning how to properly answer comprehension questions by citing text evidence. According to the pre assessment, the students struggled with citing the text evidence to support their answer. After teaching the lesson, the students were able to have a discussion about characters' traits and the evidence they have based on their jots. Having their stop and jots out of the text in front of them forced them to refer to the stop and jots and the text. Allowing the students to work in a small group gave the students a chance to learn from each other through discussing their jots(notes). I find a lot of value in students discussing their opinion with each other. Readers Workshop relies heavily on collaboration and conversations. Through these conversations, students are able to relate better to each other and make better connections. With these objectives, having the students hold conversations discussing their opinion on how and why a character changes naturally led them to cite the text for evidence. Once the group agreed on a trait and the evidence, they then had to put their discussion into a complete thought. Having the discussion first helped the writing piece come much easier for the students. The students were enthusiastic about using ThingLink to answer the question. They were disappointed that they were limited because the mobile lab is out of service, but they are looking forward to creating their own interactive image from their homework assignment.

After observing how well the majority of this group did when given time to have a group discussion, I plan to have them begin their assignments like this in the future.   For the next lesson, before I ask the students to submit their responses, I will provide the group with time to discuss the comprehension question being answered. The students will be able to give each other feedback, and then the students could choose to apply that feedback. As I stated above, when conversations have a purpose, students will learn from each other.

Fortunately, all students showed growth from the pre to the post. There was one student who did not participate in the group discussion. After conferring with this student, I was convinced this student also showed growth. This particular student does not like to participate in group activities and it is a struggle for this student to express her ideas when working in a group setting. When faced with this, I will allow students like this an opportunity to work independently. With the understanding that gradually she will have to participate in their group's conversation.

The students were successful with the stated objectives. Going forward, the students will still be expected to respond to comprehension questions and using their stop and jots to help with their responding. For this unit, the students will continue to

focus on the different characters from the text the reading group is currently reading. The students will begin to read <u>The Miraculous Journey of Edward Tulane</u> by Kate DiCamillo.

The lesson's objective will be:

1. The students will talk and write about minor characters(s) by deciding if they help or get in the way of the main character; paying attention to what they think, say and do.

The standard this will addressed is:

CCSS.ELA-Literacy.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reflection on Teaching –

For this lesson, I believe my teaching strength was modeling with ThingLink and the mentor text. By using a mentor text, there was not much time dedicated to reading and analyzing the text and characters. I was able to quickly model through a think aloud how to analyze a character and then I could focus the rest of the time on showing the students the prepared screencast. Having the screencast prepared allowed me to use my time wisely. By having a screencast to present, the students were given more working time to create their ThingLink. Another positive of having the screencast was giving the students opportunity to access this at home to continue learning how to use ThingLink for other content areas. Since this was a smaller group, I was given an opportunity as a teacher to really pay close attention to the conversations and actions within the small group. This opportunity allowed me to observe statements and actions that would not be conveyed through their ThingLink. Although this was a group assignment, being able to observe each student and confer when needed allowed me to provide each student with personal feedback. The student driven conversations naturally forced the students to reference their jots and the text which reinforced the objective. For example, when a student made a statement the other did not agree with, the student who made the statement instantly went back into the text to prove their statement to be true. When it was time to create a written response, the students had a good handle because of the meaningful conversations the group was having on the changes seen in Poppy throughout the book.

Not having the proper technology did have an impact. I do believe this impacted the student learning, and it did put a damper on the their experience. Even though the students could not use ThingLink to it's full potential, they were able to see an example and this allowed them to envision and discuss what they would like to include in the image. I feel if the students had the option of using all the tools that come with ThingLink, there would have been a deeper connection to citing text evidence. I hope in the near future, these students will be able to access ThingLink

to create an interactive experience to deeper their learning. I did suggest to the students for homework to brainstorm an interactive image about a charter in a book they are currently reading. Once they have brainstormed this in their readers notebook, I suggested with permission from their guardian that they create a thing link to share. If they needed assistance, the students could access the Screencast-o-matic.