

Teacher Candidate: *Spencer Butler*

Subject: *English* **Grade/Class:** ENG2D

Date: 2017-11-29

Duration (minutes): 72 mins

Lesson Topic: Character trait websites

CURRICULUM EXPECTATIONS (Overall Expectations):

Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning

Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

SPECIFIC OBJECTIVES OR EXPECTATIONS:

1.3 (Reading) Demonstrating Understanding of Content

3.3 (Media) Conventions and Techniques

3.4 (Media) Producing Media Texts

Teaching/ Learning Resources:

Chromebooks, “Character Trait Analysis” worksheet, list of character traits

LESSON SEQUENCE:

Introductory Activity:

Attendance, turn in work -5 mins

Independent reading time- 10 mins

Give “Character Trait Analysis” worksheet. Remind the class briefly what a character trait is. Spend time giving examples of proof to support trait claims (If angry say character is angry because they threw a chair). Two pieces of proof from the text are necessary. Distribute list of character traits to help students choose an appropriate trait for their character-15 mins

Developmental Strategies:

Students will go on wix.com and create a website where two pages of the website describe a character at the beginning and at the end of their independent study novel. What character changes have taken place? Compare to the character traits outlined earlier in the semester. Then students will compare the character in their independent-study novel to one of the characters in the main novel. The teacher will do a mock website on the smartboard as students log in and create an account. As the students are creating their websites, the teacher will hover around the room and help individual students if they have content or technological problems. There is an expectation that this will take multiple classes to complete. – 50 mins

Evaluation of Objectives:

Self-evaluation of independent reading is done daily, handed in at the beginning of class

Evaluation for the website project comes when the project is finished (see rubric)

Summary of Expectations:

- 1.3- Students demonstrate knowledge of their independent reading book by identifying traits, and changes in character personality over time
- 3.3- Students learn how to make character pages on a website, something that is common for writers to do
- 3.4- Students learn how to synthesize media texts (websites), and get used to the editing form

Possible student questions:

Give an example of a trait from The First Stone – At the beginning of the First stone Leeza has lost her sister to cancer. She thinks about the times that she used to play a game with her sister in the car, and this makes her sad. An example of a trait to describe this behavior is “depressed” or “mournful”.

Why isn't my picture showing up in the Wix Gallery? – All images must be first saved onto the computer and uploaded from the computer to the Wix site. Uploads work best when in JPEG or PNG format. (simply copying and pasting does not work if you want the picture to stay in the gallery for future use)

Can I put all of the characters on one page? – No, students are to create a web-page for each novel, and add characters to the correct pages. This will allow for easy searching.

How much evidence should I provide for each trait? – Each trait should be supported by at least two quotes from the text. These quotes should be direct, and referenced in your website.

Can I work on this at home? – Yes, you can log into Wix from anywhere. However, you cannot take the Chromebooks home.

Do the traits have to come from the worksheet? – No, as long as the adjective makes sense for your character you can use any trait.

What counts as a “trait” – Adjectives that describe a character are traits. Traits must be backed up with evidence; students can not just say a character is mad. Instead, say he is mad because he threw a rock.

TPACK:

T: Rather than simply writing a reflection on character traits the students are able to utilize a new technology (.wix). Here, students practice website creation. This is a proper use of technology because at some point in their lives it is likely that students will have to make a website describing their own traits and credentials (self-portfolio/ Linked-in).

P: This assignment is a great pedagogical tool to evaluate student understanding of concepts. Students are required to compare and contrast characters from two different literary sources. To do this they must have a sufficient grasp of both works. If a student struggles with this assignment the teacher can pinpoint where the student is struggling and understand how to help the student succeed.

C: The important content that is to be transferred in this lesson is the ability for students to use proper descriptors. Students will select proper adjectives from a list given to them. They can look up words that they do not understand. The teacher is there every step of the way to answer questions specific to each student's needs. For this lesson to be successful, the teacher must have a thorough understanding of the traits of every character in the book, and be able to communicate these traits to the students.

Realistic SAMR level:

Modification: It is totally possible to do this lesson without technology; the teacher could have the students write an essay about the traits of characters across novels. This use of technology does not make something possible that was not possible before, therefore it is not a Redefinition-level activity. However, the use of website creation in this lesson allows the teacher to present the material in a different way. There is value added to the lesson through the use of technology. In the ENG2D curriculum, it is required that students are exposed to different types of media. Website creation is a valuable skill that fulfills a requirement of the curriculum. Website creation allows students to take their knowledge (character traits/ adjectives) and demonstrate it in a more productive way (The Impact of the SAMR Model with Ruben Puentedura).

TECH- INTEGRATED LESSON PLAN

Rubric: Wix Character Trait Analysis Website

	Level 1	Level 2	Level 3	Level 4	Mark
<p>Website is complete</p> <ul style="list-style-type: none"> • Navigable tabs • At least 3 pages (one title page, one for each novel) • Picture for Each novel 	Missing 3 or more elements	Missing 2 elements	Missing 1 element	All elements present	/5
<p>Communication: Analyses are detailed and provide evidence from the text</p>	Analyses are not detailed and do not provide evidence from the text	Analyses are not very detailed, More evidence from the text is needed	Analyses are detailed and provide some evidence from the text	Analyses are detailed and provide evidence from the text	/10
<p>Thinking: Traits make sense for the chosen characters</p>	Traits do not make sense for the chosen characters	Few traits make sense for the chosen characters	Some traits make sense for the chosen characters	Traits make sense for the chosen characters	/5
<p>Knowledge: Correct spelling and grammar</p>	Spelling and grammar has many errors	Spelling and grammar has some errors	Spelling and grammar has few errors	Correct spelling and grammar	/5

Character Traits

able, abrupt, active, adventurous, aimless, afraid, alert, aloof, ambitious, angry, annoyed, anxious, apprehensive, arrogant, aspiring, athletic, bored, blunt, brave, bright, busy, calm, careful/ careless, charismatic, cheerful, childish, clever, cold, confused, considerate, cooperative, critical, cruel, curious, dangerous, daring, decisive, depressed, diligent, dishonest, distant, doubtful, easygoing, effeminate, efficient, eloquent, embarrassed, engaged, envious, excited, fair, faithful, fearless, flexible, focused, forgiving, formal, fresh, frightened, frustrated, generous, gentle, graceful, greedy, grumpy, guilty, hardworking, healthy, hateful, honest, hopeless, hostile, ignorant, immature, impulsive, innocent, insecure, jealous, kind, lazy, logical, lonely, loving, loyal, lucky, malicious, mature, messy, miserable, moody, naïve, nervous, obedient, obnoxious, optimistic, peaceful, pensive, pessimistic, picky, pleasant, polite, pompous, popular, positive, practical, proper, proud, quick, quiet, rash, rational, religious, repulsive, rigid, rough, rowdy, rude, safe, sarcastic, satisfied, scared, self-centered, self-reliant, serious, selfish, sharp, shy, silly, sincere, sneaky, sour, spoiled, strict, sweet, talented, tense, terrified, thankful, thoughtful, thrifty, timid, tired, tolerant, touchy, trusting, trustworthy, uncouth, unhappy, unfriendly, useful, versatile, virtuous, vulgar, warm, weak, wicked, wise