**Lesson 3**

**Title:** Character Analysis Examined

**Subject Area and Grade Level:** 4th Grade Language Arts

**Approximate time/length of lesson:** 1 hour, 35 minutes

**Part 1**

**State Content Standards**

**English Language Arts: Writing: Text Types and Purposes**

* 4.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear even sequences.
1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

**Assessments:** Reading Journal Entries; Exit Slips

**Instructional Strategy/ies:** Brainstorming; Discussion; Journal Writing

**Modification/Adaptations:** All students should be able to participate in this lesson because we are going to be discussing characters in stories, listening to the novel while following along in the book, and filling out their Reading Journals. Some students may need extra time, and this will be provided to them during work times throughout the day.

**Part 2**

1. **Housekeeping/Material Details**: I need to have a poster tablet to write down student ideas for character analysis to be able to display it on the wall. Each student needs their Reading Journal, a copy of the book, a pencil, crayons or colored pencils, and sticky notes. I need the audio book and class set of the novel.
2. **Purpose:** One of the sections in our Reading Journals is Character Analysis and we will discuss the different ways characters can be analyzed and what makes interesting characters.
3. **Objectives:**

Objective 1: The students will examine what components are needed to make an interesting character within a story by discussing their ideas and making a brainstorming list.

 Objective 2: The students will examine the information needed to completely fill out the Character Analysis pages in their Reading Journals.

1. **Procedure**:

**Open:** 15 minutes

1. Have students get their Reading Journals and a pencil. Go over some of the vocabulary that students had problems with from Tuesday's reading. Allow students the choice to record only those words that are necessary for their vocabulary growth in their Vocabulary section at the back of their Reading Journals.

**Body:**

1. Character Analysis 45 Minutes

Have students get out a pencil and a copy of the text. Ask them to list the characters we have been introduced to so far in Chapters One, Two, and Three and record these names on the white board. Choose one of these characters and put the name on the top of a poster. Have students list what they think of when they think about that character. Show students the sections in the Character Analysis pages in their Reading Journals and figure out which section their brainstorming ideas would go in so they understand what each section is asking for. Talk about why it is important to think about your characters when you write a story (make it interesting, relatable, entertaining, etc.).

1. Read Chapter 4 20 Minutes

Listen to the CD while students follow along in their books, recording any unknown vocabulary words on sticky notes.

**Close:**  15 minutes

Remind them about the common mistakes and the expectations of the journal entries and give them time to fill in their journals for Chapter 4. They should also begin writing things down in their Character Analysis section with the information we know about the characters so far.

**Part 3**

**Resources**

No outside resources were used for this lesson.