

Sample Demo Lesson Plan					
Teacher	Mrs. Austin				
Grade Level	10 th	Subject	English Language Arts (Writing)	Date	Feb. 14, 2019
Objective	Students will be able to write well developed characters through details and sensory language.				
Standard(s)	CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
Vocabulary/ Academic Language	Sensory Language				
Pre-made Materials	10 copies of impressionist paintings. 10 copies of thought prompts worksheet. 19 exit tickets. Pre-made posters with objective, subject, grade, my name, a square, and class rules.		# of Students	19	
Anticipated Student Misunderstandings					
That they are describing what they see in the image, rather than using the image to paint a broader picture of the character's life.					
<i>*Differentiation Strategies, Grouping of Students, IEP Requirements, etc.</i>					
Planning for Students w/ Disabilities		Planning for ELL Students		Planning for Fast Finishers	
Have students answer the thought prompts orally.		Prepare a list of adjectives that may help students describe their characters.		Ask students to go back and answer more of the thought prompt questions.	
LESSON PLAN		Teacher Will	Students Will	Checks for Understanding / Bank of Redirections	
Do Now / Prior Knowledge		<i>"Hi! My name is Mrs. Austin. Today I'm going to teach you how to write well developed characters through details and sensory language. But first, I want to go over just a few rules so we can make the most of our 10 minutes together. As you see on my chart, they are:</i> <ol style="list-style-type: none"> <i>1. Quietly raise your hand to speak unless we're doing pair or group work.</i> <i>2. Follow my attention signal (all raise hands silently when I silently raise my hand—practice once).</i> <i>3. Look at the person whose turn it is to speak</i> 			
Time Allotted	1 minute				
Grouping of Students					
Sitting independently.					
Desired Student Interactions					
Active Listening and Tracking Speakers					
Questions to Ask					
When it comes to developing characters in our fiction pieces, what makes characters come to life? When do the characters feel real to you? When reading, when do you feel like the character might be someone you actually know?					

		<p><i>so we all feel respected.</i></p> <p><i>To practice these directions, we are going to do our DO NOW orally. "When it comes to developing characters in our fiction pieces, what makes characters come to life? When do the characters feel real to you? When reading, when do you feel like the character might be someone you actually know?"</i></p> <p>Acknowledge student answers and if applicable, add a few of your own.</p>	<p>Hear from at least two students (at least one boy and one girl).</p>	<p>If students are talking over one another, hold hand up for silence, remind students of the importance of hearing what the speaker has to say, and then ask the speaker to share again.</p>
I Do / Direct Instruction		Teacher Will	Students Will	Checks for Understanding / Bank of Redirections
Time Allotted	2 minutes	<p><i>Another way that we can begin to strengthen our skills in character development, is by envisioning the lives of characters in images. For instance, we can look at a piece of art...</i></p> <p>Post a painting of a person or a group of people.</p> <p><i>... and we can start to imagine the details of their lives.</i></p> <p>As we look at this image, we want to ask ourselves, "What do I see in this image?" and "What do I think this person's life is like?"</p> <p>Give a couple thoughts about the painting – answer a few of the thought prompts.</p>	<p>Students listen silently during this model.</p>	<p>What does it mean to "envision" something?</p> <p>If students are talking over one another, hold hand up for silence, remind students of the importance of hearing what the speaker has to say, and then ask the speaker to share again.</p>
Grouping of Students	Sitting independently.			
Desired Student Interactions	Active Listening and Tracking Speakers			
Questions to Ask				
What do you see in this image?				
What do you think this person's life is like?				
We Do /Student-Teacher and Student-Student Work Time		Teacher Will	Students Will	Checks for Understanding / Bank of Redirections

Time Allotted	4 minutes	<p><i>In pairs, we are going to practice stepping into the picture – and we’re going to develop these characters.</i></p> <p>Pass out the paintings and the thought prompts.</p> <p><i>In addition to an image, you and your partner have a list of thought prompts in front of you. Take the next three minutes to answer as many of these as you possibly can.</i></p> <p>Teacher circulates the room and engages with students as they answer the prompts.</p>	<p>Students work in pairs to answer their thought prompts.</p>	<p>If students are not on task, remind them that they have three minutes to complete their assignment.</p> <p>As you walk the room, narrate the positive behaviors you are observing.</p>
Grouping of Students				
Partner pairs.				
Desired Student Interactions				
Working together quietly, answering the thought prompts for their assigned painting.				
Questions to Ask				
N/A				
You Do / Independent Work		Teacher Will	Students Will	Checks for Understanding / Bank of Redirections
Time Allotted	2 minutes	<p>Pass out exit ticket.</p> <p><i>Now, on your own, and for the next two minutes – using the same image, and the same answers you and your partner just came up with, I want you to introduce this character to one of your friends. How would you let them know this person’s story? And if your friend did not have the image you have in front of you, what character descriptors might you use to paint an image of this person in your friend’s mind?</i></p> <p>Teacher circulates to ensure all students are working.</p>	<p>Students work independently on their exit ticket.</p>	<p>As you walk the room, narrate the positive behaviors you are observing.</p> <p>Consider sharing portions of student examples if they are compelling.</p>
Grouping of Students				
Sitting in pairs but working independently.				
Desired Student Interactions				
Sharing the painting and thought prompt list.				
Questions to Ask				
N/A				

**Copy and paste to make thought prompts worksheets.*

Name _____ Date _____

Stepping into the Picture
Thought Prompts to Drive Character Development

Directions: In three minutes, answer as many of the prompts below as you can. There is no order that you must take, answer those that are most intriguing to you.

Thought Prompts	Notes & Ideas
<ol style="list-style-type: none"> 1. What is his/her name? 2. How old is s/he? 3. Where is s/he from? 4. What is his/her occupation? 5. What education has s/he had? 6. What does s/he smell like? 7. What is his/her personality like? 8. What was s/he like as a child? A Teen? 9. What are his/her hobbies? 10. What is his/her most cherished possession? 11. What is his/her favorite music? 12. What was the last book s/he read? 13. What does s/he do with friends on Thursday night? 14. What is his/her favorite memory? 15. Where would s/he like to travel? 16. What is his/her greatest fear? 17. What secret does s/he keep? 18. What does s/he long for? 19. Who would s/he have voted for in the last election? Why? 20. What does s/he think of the current state of this country? 21. What is something s/he would never do in public? 	