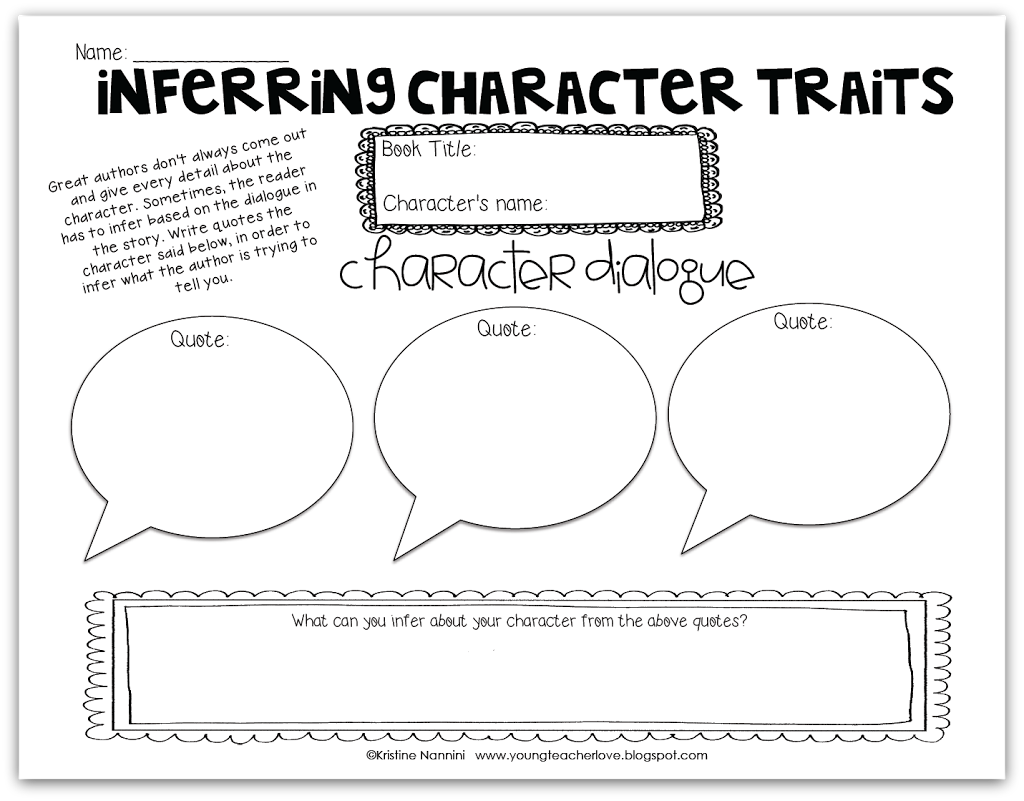
**UNT Lesson Plan Template**

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| **Pre-service Teacher:** | **Grade(s):** 5th | **School/Mentor Teacher (if applicable):** Dr. Eutsler |
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| **Subject area(s):**  ELAR | **Unit Topic/Theme:**  **Comprehension** | **Lesson Title:** *Bridge to Terabithia* Character Analysis |
| Find the TEKS, ELPS, and CCRS standards at this link:  <http://www.teksresourcesystem.net/module/standards/Tools/Search> | | |
| **Relevant TEKS:**  **§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.**  (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:  (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and | **Relevant ELPS:**  c.1C: use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;  c.5F: write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | **Relevant TX CCRS:**  II.A.3. Identify explicit and implicit textual information including main ideas and author’s purpose.  III.B.2: Participate actively and effectively in group discussion. |
| **Lesson Objective(s)/Performance Outcomes**  Objectives:  How does using text evidence help the reader gain deeper understanding?  How can character relationships drive the story forward?  Are friendships worth maintaining if they cause conflict?   Performance Outcomes:  Students will locate information in text to support opinions, predictions, and conclusions. Students will identify and interpret the significance of character relationships on the development of characters and the plot. | | |
| **Assessment (Description/Criteria):** Formative Techniques:Go through discussion questions with students during and after the reading, keeping track of the responses and who is contributing to the discussion. The journal entry will be used to gauge the thinking of students, especially those who may have been less vocal during the discussion. These assessments will help determine student understanding of character relationship.  The character mapping activity will provide the teacher with concrete examples of students understanding of using in-text evidence to draw conclusions. | | |
| **Materials and Resources**  Materials:  *Bridge to* *Terabithia* by Katherine Paterson (Class Set)  Journals (Class Set)  Character Mapping Handout (scroll down)  Reading Response Prompt  iPad  Seesaw App | | |
| **Management of the Instructional Environment** For this activity, the teacher will sit at the front of the room, and read aloud chapters 3 and 4. Students may remain at their desks or on the floor, within sight of the teacher. During discussion, students will raise hands and wait to be called on to answer questions, give opinions, or respond to other students. For the character mapping handout, students will sit at their desks and complete the activity on an individual basis. | | |
| **Technology Integration**  For this activity, I used technology as a tool for modification. Students may record and post their responses using the Seesaw, rather than writing them down on the handout. | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  For both limited proficiency ELLs and students who have trouble communicating in writing, I will employ the Seesaw app, so that they may verbally record their responses. I will also use sentence frames to encourage and scaffold their writing skills.   A class set of books will be available for students who have difficulty listening for comprehension, so that they may visually read along. | | |
| **Activities/Procedures**   * Read  Chapters 3 and 4 of Bridge to Terabithia.   **Discussion:**  Before: (5 mins)  During a previous session, chapters 1 and 2 will have been read. Activate prior knowledge by reiterating key discussion points from the reading and focus students’ comprehension by introducing lesson.  *“In the first two chapters, we were able to gain a lot of information about Jesse, his feelings, and his home life by re-reading the text and searching for things not explicitly stated. We also talked about gender roles, and how they are affecting Jesse’s emotions and behaviors. Keep those two things in mind as we read today, and find out who Leslie is and what role she will play in Jesse’s story. Pay special attention to their interactions, and look for differences in Jesse’s behavior and attitude as compared to chapters 1 and 2.”*  During:  (30-40 mins)  Stop at appropriate points to discuss themes/characters, and assess comprehension through student responses.   * *“Why do you think Jesse stood up for Leslie, even though he was upset he lost the race to her?”* * *“Jesse and Leslie have both been negatively affected by gender roles and stereotyping. Do you think that has anything to do with Jess changing his mind about Leslie?”* * *“How are Jesse and Leslie similar? How are they different?* * *“Does what other people think of your friends matter? Is it weird for boys and girls to be friends?”* * *“How does the text help us come to these conclusions?”*   After: (45 mins)  Pass out Character Mapping activity and reading response. Explain.  “*Based on the discussion we’ve had and the chapter’s we’ve read, we’re going to create a character map for Jesse. Identify three traits you believe Jesse possesses and support your answers with text evidence. Let’s try to think beyond what we are directly told in the story. For example, the author explicitly tells us that Jesse is an artist, so listing “artistic” will not work! However, you could say that he is creative, and use the text explaining his artwork as evidence. You will use your character maps to complete the Reading Response in your journals. Again, we are analyzing the text for deeper meaning, so try to support your answers with text.”* **Reading Response Prompt:**  **Do you think being friends with Leslie will be good for Jesse?**  Teacher will walk around the room, monitoring student progress, and coming together if students are struggling with a particular piece of the assignment. After completion of character map and reading response, students will turn in work to the teacher, who will provide feedback in the journal. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  Reflections:  I love this book for so many reasons and I believe there are multiple ways to utilize it within the classroom. Students can compare and contrast the social structure of today with that in the story, connect with personal experiences of tragedy and grief, as well as practice identifying and interpreting literary devices such as foreshadowing. I purposefully chose a higher grade level than I normally would with a more challenging text, so hopefully it’s not a complete flop!  In order to gauge the success of this lesson, I will compare student responses within the journals to that of the discussion, to determine if students have difficulties with the concepts or the method of assessment. I will also evaluate the validity of the text evidence chosen by students in relevance to their inferences and conclusions. | | |

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