**Heriberto Rodriguez**

**Single Subject Lesson Design - Box Format Rubric attacted!**

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| 1. **TITLE OF THE LESSON**

**Zoot Suite Character trait!** | **2. CURRICULUM AREA & GRADE LEVEL****English 10 Prep** **(Start of ITU)** |
| **3A. STUDENT INFORMATION: English Language Learners** **Lila**1. **Readiness Level**

Lila scored at the beginning level of the California English Language Development Test (CELDT).  This was the first time she had taken the test. She is currently enrolled in English Language Development Level 1. She scored an overall of 340-350 on the CELDT. Speaking: 230-240Listening: 410-420Reading: 320-330Writing: 400-4101. **Learning Profile**

She is a visual and auditory learner. She needs explicit directions and frequent comprehension checks. She is prone to do minimal work. When asked to do more than expect she tends to struggle and requires motivation. **3.) Interest**She enjoys playing games on the computer. She also enjoys making jokes with her classmates from English class. She enjoys watching sports on TV, especially soccer. | **3B. STUDENT INFORMATION: Students w/ Special Needs** **Sam**1. **Readiness Level**

Sam needs help developing writing skills. Also, Sam needs development in his social skills because he is a self-isolating individual who sees his disability as shameful. Previous teachers have described Sam as a group leader and very outgoing individual.  1. **Learning Profile**

Sam is self-isolating in class and often uses his iPad to play games instead of taking notes. While he does participate in class his disability is something he is embarrassed about. He is also a Visual Kinesthic learner1. **Interest**

Likes role playing games that have a story and that he can play on his computer keyboard or iPad. He loves to read fantasy books and comics.  |
| **4. RATIONALE** **A. Enduring Understanding****1. Everyone has different aspects of their personality; these character traits influence how we view our selves and how others view us. By learning how to identify traits with in a story, and supporting these with evidence from a text, students will be able to identify how traits are established and supported with details. Students will also be able to analyze how traits and stereotypes are different, by supporting understanding with evidence.** **B. Essential Questions****1. What makes up different kinds of traits?****2. How can we identify them in people?****3. Do Traits change over time?****4. Do our experiences influence who we are.****5. How does evidence make characters traits less like stereo types.**  **C. Reason for Instructional Strategies and Student Activities****Students will be able to identify and provide evidence for observed traits in a story Zoot Suit. By doing so students will gain insight into the nature of how they are perceived and how others might perceive them in a non-threating way. By selecting passages from a story as evidence they will learn that everyday information about others needs to contain facts not just speculation.** **Instructional Strategies provide content (think-pair-share, model locating character trait, criteria for evaluation), process (Discuss what different traits look like, discuss different traits found with in the Play “Zoot Suit”, and model discovering evidence for charter trait), and product (completed work sheet, Rubric, Individual Proof, Peer Review, and In class revision) supports.** **By allowing students to make up their own minds based on profiles given in the anticipatory set, students will independently analyze how their opinions of people are created and more so how intolerance of stereotypes are made. I will then model how to find a trait and analyze textual evidence of character from a play have already read. By allowing them to work in groups I will be able to assess students learning in a quick manner.** **Student Activities provide supports for varied readiness levels (reading story aloud, think-pair-share, model trait work sheet, Trait worksheet, peer review), learning profiles (Choose traits they want to explore), and interests (students choose what they want to explore and can choose to work in small groups.** **Student activities will give students a chance to express opinion and change their understanding of how they are perceived and how they view others. They will gain mastery by analyzing and viewing others thoughts of a story they have previously read. Then students will present to another pair of students allowing them to ask questions and copy information in a low risk environment.**  |
| **5. CONTENT STANDARD(S)****Grade 9 & 10 Language Arts****2.3 Generate relevant questions about readings on issues that can be researched.****2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.****1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).****Materials and use those words accurately.****Common core standards****Reading literature****Key Ideas and Details**[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**Writing**[CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**Listening speaking**[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **6. ELD STANDARD(S)****Student is Intermediate i+1****This standard is for Early advance**Listening speaking Cluster 8 early advanceSummarize literary pieces in greater detail by including the character, setting and plot and analyzing them in greater detail.Writing StrategiesCluster 5Early advanceDevelop a clear thesis and support it by using analogies, quotations, and facts appropriately. |
| **7. LEARNING GOAL(S) - OBJECTIVE(S)**  **A. Cognitive****- Students will be able to identify and find contextual evidence of character traits found in a story.**  **B. Affective****- Students with build confidence of the English language and their reading skills****C. Psychomotor****-Using a pencil students, will identify, discover, and write about textual evidence.** **D. Language Development****- Students will build on their literature and vocabulary skills****-Students will also be able to practice stating evidence to small groups.** | **8. ASSESSMENT(S)**  **A. Diagnostic/Entry Level** **- After verbal responses I will be able to Asses and determine my students understand of Character traits and usage.** **B. Formative – Progress Monitoring****- I will informally assess students by circulating the classroom, observing and listening to conversations, so that I may determine whether** **or not additional support is needed**  **C. Summative****- I will collect and review proper noun worksheet. I will give students a rubric before the product is turned in.**  |
| **9A. EXPLANATION OF DIFFERENTIATION FOR** **ENGLISH LANGUAGE LEARNERS****A. English Language Learners****1.) Content/Based on Readiness, Learning Profile or Interest**Will be allowed to work with English proficient student. Student will also be given a character trait vocabulary list and a graphic organizer. **2.) Learning Profile**  Students will be allowed to hear their partner go first before presenting their finding. | **9B. EXPLANATION OF DIFFERENTIATION FOR** **STUDENTS WITH SPECIAL NEEDS****1.) Content/Based on Readiness****-** Instructions are given to the class and are on the hand out and I will model what a finished product will look like. **2.) Learning Profile** **-** Student will work in small groups to lower anxiety over the project.  |
| **10. INSTRUCTIONAL STRATEGIES 10:min**(Describe what the teacher does. Include differentiation strategies.)**A. Anticipatory Set/Into 5 min (my location- front of the class will be walking around)****1. - I will ask students, randomly,** **What a “Character trait” is. (I will accept answers that have to do with how a character looks or what kind of person they are.****a. If necessary I will review what a Character Trait is by asking questions (probing) such as:** **How do you describe a character?****What different ways do people describe you?****What is a trait?****b. I will ask students to give me examples traits people use to describe them. Smart, Dependable, Good student, Fun dad, Loving spouse, and bad at sports, patient, passionate.****c. I will ask students to then stand up and I will show them a list of traits used to describe different cultural figures on the provided power point. I will tell them to move to the right if they believe the person or culture is negative move to the left if they believe the person is positive or to stay in the middle of the room if they don’t agree with either.****d. After I will show them the picture of the person I have been describing and allow them to move around the room again. I will ask one person per side to discuss why they chose to be on that side. And asking them for personal statements of evidence to uphold their belief.** **e. I will repeat step c and d for all four people.** **f.** I will ask students to sit back down. I will tell them that all the facts came from Wikipedia an untrusted source because anyone can edit the pages. And that they all made choices based on unsupported facts. I will talk to students about the importance of finding evidence to support character traits and that by not having any they just become stereotypes about people and cultures. **B. Instruction/Through 2-5 min****- I will explain how find different types of evidence to prove a character trait. I will explain that the type of trait we are looking is not a physical trait but one about the person personality.****C. Guided Practice/Through 5-10 min (my location-front and center)** **- I will model on the doc-u-cam a character trait of someone in the play “Zoot Suit” and how I can support my belief with textual facts.** **- I will also model how to locate and cite my source.****SAIDE and differentiation****Students will be allowed follow along on a graphic organizer sheet****- As a class we will review handout and complete 2 of the traits together. (one per person)****SAIDE and differentiation students will be given a graphic organizer to help them fill out the character trait and evidence. I will also give them a vocabulary list of common character traits to help with vocabulary)** **D. Independent Practice/Through 15-20 min****1. I will put students in groups of 2 and ask them to find two traits for two characters in the play and to find and cite evidence on the handout.****(I will make sure to place ELD student with an English proficient student****Special need student will work with a partner but I will make sure to tell them that the presentation will not be whole group.)** **I will informally assess that students are finding appropriate traits and evidence by walking around the room.**1. **I will tell students that they have to get in to pairs and find two different traits found by as least two other groups to finish filling out their graphic organizer.**
2. **I will walk around and informally assess that all students are speaking and writing information down fin**

 **E. Closure 5-10 (my location-front and center)****- Students will be responsible for fact checking the information from other groups for accuracy for homework** **F. Beyond****I will continue to informally and formally assess through class discussion and test if students understand how to find traits and support them.** | **11. STUDENT ACTIVITIES 10: min**(Describe what the students does. Include differentiation activities.)**A. Anticipatory Set/Into****1. - Students will verbally respond.** **A. Students will answer with physical and personal traits.****b. Students will answer by giving different traits. That describes them.** **c. Students will move to the right left or middle of the room depending on what they can infer from each line.** **d. Student will move based on their own opinions about the figure. Students will give me personal statement to prove why they choose to support not support or have a neutral stance on a person.****e. Students will do the same activities for step c and d.****f. Students will sit back down and take notes.****B. Instruction/Through****- Students will take notes in their journals.**  **C. Guided Practice/Through****- Students will verbally respond to teacher prompts while highlighting and taking notes on the worksheet.** **D. Independent Practice/Through**1. **Students will complete 2 traits in pairs and find evidence of traits.**
2. **Each student will present one of the two traits to another group and the evidence they choose to support it.**

**SAIDE Differentiations (Students can listen to English proficient students state evidence before trying to recite the information to the next group)**1. **Listening students will record the information on their graphic organizer-making note of who gave them the information.**

 **E. Closure****-Students will check the trait found from other group and make sure the evidence supports the trait.****F. Beyond****- Students will be asked to identify and give proof of character traits in class discussions and quizzes.** |
| **12. RESOURCES****Ruberic****Character trait worksheet****Character trait word list****List of facts PPT** |

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| Reflection:I have done this lesson a few times now, and students seem to be highly engaged and energetic especially during the first part lesson. I think getting them out of their seats and actually talking to them and listening to their thoughts and opinions makes this lesson really valuable. More than anything it shows that their words and thoughts have been influenced by the media and that they have influence.  |

Character trait worksheet Rubric.

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| 4 | 3 | 2 | 1 |
| Eight Character traits are listed with supporting evidence | All character traits are listed and most seem to support the character | Some traits are listed and seem to support the character | One or two traits listed |
| Evidence is Clear and supports the trait listed | Evidence makes sense to the trait but is weak or off topic. | Evidence is weak or off topic. | Evidence is missing or off topic completely |