Literacy Lesson Plan: Indirect Characterization-Megan Accetta

Date:3/29.23 **Subject**: Literacy **Grade**: 5
Lesson Topic: Indirect Characterization
Class/Group Size: At least 4-5 students
Instructional Location: Ms.Peters fifth grade classroom

I. Learning Objectives
Overarching Concept/Central Focus of Lesson:

*S*tudents notice how a character acts while talking. In Sandra Cisneros' short story, *Eleven*, students will pay attention to dialogue tags, thoughts and actions of the characters in the story to determine and think critically about the traits these characters hold using direct text evidence to support their claims. Students can draw on a mental list of character traits to then ask themselves, "what kind of person acts or behaves, thinks, or acts in this way?" Students will then be invited to try this work independently with the class novel they are currently reading, Sylvia and Aki, by Winifred Conkling.

Lesson Objective(s): Identify what participants will be able to do as a result of the learning event. Statement(s) should have an action verb that best describes the type of behavior that the participant needs to display, rather than a list of activities. Please list no more than two objectives.

- Students will be able to analyze character quotes to infer possible indirect characterization of the character in question as a class, to then be able to practice using quotes to infer characteristics of other characters on their own throughout their class novel Sylvia & Aki

- Students will infer a character's feelings, background, and motivation considering the impact of prejudice against others that are different and how that may play a role in a character's personality, thoughts, and actions.

Language Objective: Students will use sentence frames to write or speak about character traits that are not explicitly stated in the text to describe a character in the story using text evidence to support their thinking. (focus on the use of inference when reading/speaking through discussions regarding indirect characterization)

ELA NJSLS Addressed:
 Standard: RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Key Vocabulary:
Indirect characterization, dialogue, dialogue tags, inferring, infer

II. Lesson Consideration
Prior Academic Learning and Prerequisite Skills:

Using dialogue to gather information about characters and their traits (physical descriptions of appearance, familiarity with explicit description of character traits through the point of view of another character or the narrator of a story, an author can convey key details about a character's traits without explicitly stating what they are: through the character's actions, the character's spoken and unspoken thoughts, the character's physical characteristics, reactions from other characters (this lesson will focus on the character's spoken thoughts or dialogue)

Students may not have heard of the term "indirect characterization" yet. This would be considered tier three vocabulary as it is content specific and would require instruction given in either English, Spanish, or both before we begin reading the short story as a class.

- The terms indirect and direct characterization will be written on an anchor chart posted on the board along with color coded definitions of eachand example sentences from text for students to reference throughout the lesson discussions to use as a linguistic resources if necessary (provided in both English and Spanish)
- **Example:**

Direct characterization	Indirect characterization
When the author **tells** the audience what a character is like using his or her own words	When the author **shows** the audience what kind of person a character is through the character's thoughts, words, and deeds.
Example: "Sam is a **funny** boy. He has **red hair**	Example: "Alicia **slammed** her fist on the table, 'I want all of you out of my office now!', **she screamed.**

| | We can tell that Alicia is angry because she is yelling and slams her fist on the table. Even though the author did not tell us she is angry, her actions **showed** us that she is! |

caracterización directa	Caracterización indirecta
Cuando el autor le dice a la audiencia cómo es un personaje usando sus propias palabras	Cuando el autor le muestra a la audiencia qué tipo de persona es un personaje a través de los pensamientos, palabras y acciones del personaje.
Ejemplo: "Sam es un chico **divertido**. El tiene **cabello rojo.**	**Ejemplo**: "Alicia **golpeó** la mesa con el puño, '¡Los quiero a todos fuera de mi oficina ahora!', Gritó. Podemos decir que Alicia está enojada porque está gritando y golpea la mesa con el puño. Aunque la autora no nos dijo que estaba enojada, ¡sus acciones nos mostraron que lo está!

Misconceptions

- Students may be confused about the meanings of both direct and Indirect Characterization
  - Examples and discussion will be had to address this before we start reading the story (detailed in "before" portion of the lesson below)
- Student may be confused about the narrator of the story
  - If needed ask: *who is speaking, how do we know?*
- *Students may also be unsure who to reference text to support their answers either orally or in a written fashion*
- *Another planned support:*

- *Color coded sentence frames will be included on a separate anchor chart in both english and Spanish that students may use to help them start conversations if they need*
- **I think that (Character Name) is (Character Trait) because (Explain in your OWN Words). For example on page #____ it says, "_____" (Text Evidence).**

Or

- **Creo que (Nombre del personaje) es (Rasgo del personaje) porque (Explique con sus PROPIAS palabras). Por ejemplo, en la página #____ dice, "_____" (Evidencia de texto).**

III. Assessment

Evidence and Formative Assessment of Student Learning: Teachers provide opportunities for students to demonstrate understanding/show what they are learning throughout the lesson. Multiple and varied methods (i.e. speak, write, illustrate, act out, play, etc.) and continual opportunities for assessment allow students equitable access to the curriculum and instruction and modes for communicating their understanding of it. Assessments should be intentionally aligned with learning objectives.

Assessment Strategy #1

Description of Assessment Strategy #1:
Students will engage in informal conversations with partners and with the whole group answering the questions provided below throughout the read aloud of the short story, *Eleven.* First, thinking will be modeled as the teacher will show how she is thinking bout indirect characterization for the first few paragraphs read.
*Then students will be invited to engage in a turn and talk for the section section of reading, answering the prompted question about how they can describe the characters in the story thus far, and what quote from the text brought them to that conclusion
Students will be encouraged to reference the color coded sentence frames on the board in both English and Spanish in order to answer the prompted questions during discussions with a partner. However, students may use whatever language they are most comfortable with using to convey their opinion/thinking to their peers (there will not be stress put on using academic language at this time: it is encouraged through the options to reference the color coded sentence frames, but students are welcome to use to english or spanish at the linguistic level they are currently at)

Evidence of Student Understanding:

*As students are engaged in their turn and talk, the teacher circulates to listen in on conversations and answer any questions students may have: students should be able to give at

least one character trait to describe their character in question based on text evidence form the section of the story we have just read. (can point to a section of sentence of the story that informs why they chose a certain character trait). They c=should be able to explain to their partner, based on the text evidence they find, why the quote they chose makes them think a character can be described in a certain way.

Student Feedback:
- As students are engaged in their turn and talk, the teacher circulates to listen in on conversations and answer any questions students may have: students will be given appropriate praise for providing at least one character trait.
- If students may provide character descriptions but lack text evidence say: *that is some great thinking you're doing! Can you show me what part in the story made you think that way? Why did that part make you think that way about how you described the character?*

Assessment Strategy #2
Description of Assessment Strategy #2:

Students will be invited in the last five minutes of the lessons to complete an exit ticket where they will be asked to describe the two main characters of the story (Rachel and Mrs. Price) in a few sentences each, providing at least one direct quote from the text that they used to help them figure out how they want to describe each character. Students will need to explain their thinking in how the quote they chose informs their character trait decision.

- A list of character traits will be provided to serve as a word bank if students are having trouble thinking of describing words on their own: these are words that students have seen in class before and are comfortable using when describing characters as this lesson on indirect characterization would come directly after lessons surrounding direct characterization.

Positive traits:	Negative traits:
- loyal - generous - kind - sincere - persistent - open-minded - brave	- dishonest - disloyal - mean - jealous - cruel - greedy - impatient

● quiet ● fair ● selfless ● Optimistic	● petty ● selfish ● Unforgiving

Rasgos Positivos	rasgos negativos
● leal ● generoso ● amable ● sincero ● persistente ● mente abierta ● corajudo ● tranquilo ● justo ● desinteresado ● Optimista	● deshonesto ● desleal ● significar ● celoso ● cruel ● avaro ● impaciente ● insignificante ● egoísta ● implacable

- **I think that (Character Name) is (Character Trait) because (Explain in your OWN Words). For example on page #_____ it says, "_____" (Text Evidence).**

Or

- **Creo que (Nombre del personaje) es (Rasgo del personaje) porque (Explique con sus PROPIAS palabras). Por ejemplo, en la página #_____ dice, "_____" (Evidencia de texto)**

Oral assessment opportunity for Emerging Bilingual students:

Emerging bilingual students that would feel more comfortable recording their exit ticket answers orally in either English or Spanish will have the opportunity to do so. Students will have the option to record their conversation using the video recording feature on their chromebooks. Both I and a bilingual teacher will listen and assess the students' conversation to check for content understanding and application of the sentence frames

provided on the exit ticket. Students will, of course, be allowed to record the oral answers in whatever language they are most comfortable communicating in at this time

Evidence of Student Understanding:

Teachers circulate to listen in on conversations and answer any questions students may have: students should be able to give at least one character trait to describe their character in question based on text evidence from the story we have just read. (can point to a section of sentence of the story that informs why they chose a certain character trait if asked by the teacher). They should be able to explain in their written answers, based on the text evidence they find, why the quote they chose makes them think a character can be described in a certain way.

Student Feedback:

If students may provide character descriptions but lack text evidence say: *that is some great thinking you're doing! Can you show me what part in the story made you think that way? Why did that part make you think that way about how you described the character?*

IV. Knowledge of Students

The short story *Eleven* was chosen intentionally as it includes not only a humanizing scenario for a young student to experience, but also takes place in a classroom: because students will be in a classroom themselves as we read the story together, they will better be able to place themselves in the shoes of the characters, as well as use their personal experience and background knowledge to answer the indirect characterization questions posed.

Grouping Strategies: Identify the intentional use of knowledge, understanding of, and appreciation for students' prior academic learning and personal/cultural/community assets, etc. to form partners, peer groups, or small groups.

- Students will be sat next to partners for turn and talks and sharing ideas based on who they are more likely to feel comfortable engaging in conversation with: students are set up at tables with assigned seats already in the classroom where this is already addressed
  - Emerging Bilingual students will ideally be partnered with english proficient students (those who would be considered 4.5-5 in English speaking proficiency as well as in Spanish). English proficient students would be given extra time to translate instruction to their EB partner if necessary and the two would then be asked to engage in conversation using whatever language both feel the most comfortable using at this time.
- Whole group discussions for the latter half of the lesson deal with question that all students can relate to and answer based on life/personal experience to a certain extent

(they are all in the age range of the fifth grade student and main character of the short story)

Planned Supports: Identify the intentional link between knowledge, understanding of, and appreciation for their students' prior academic learning and personal/cultural/community assets, etc. to instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus. How were resources intentionally designed to celebrate and support students' learning needs?

- **Short Story Eleven: https://www.serflo1.com/Eleven%20story.pdf**
- **Short story in spanish: https://genius.com/Sandra-cisneros-eleven-spanish-annotated**
- **Audio version of the story (Spanish):** Although I was unable to find a read aloud of the story in Spanish, many Bilingual classroom teachers in my Elementary school would be willing to have me record audio of them reading the story in spanish. My emerging bilingual students would then be able to both listen to the audio in spanish while reading the text along in Spanish is they needed to
- **Audio version of the story (English): https://www.youtube.com/watch?v=mLHRauMg7Cs**
- For my emerging bilingual students that are slightly more advanced (level 3-4 english proficiency according to the WIDA rubrics) the English audio version will be available to access via google classroom after the story is read aloud as a class if they should need to go back and reference the story in order to complete discussion questions and eventually the Exit ticket to close out our conversations about indirect characterization.

- A projected list of character traits will be provided in case students are struggling to find descriptive words to describe the characters in the story
  -

Positive traits:	Negative traits:
- loyal - generous - kind - sincere - persistent - open-minded - brave - quiet	- dishonest - disloyal - mean - jealous - cruel - greedy - impatient - petty

● fair ● selfless ● Optimistic	● selfish ● Unforgiving

○
○

Rasgos Positivos	rasgos negativos
● leal ● generoso ● amable ● sincero ● persistente ● mente abierta ● corajudo ● tranquilo ● justo ● desinteresado ● Optimista	● deshonesto ● desleal ● significar ● celoso ● cruel ● avaro ● impaciente ● insignificante ● egoísta ● implacable

○

- Copies of the short story, *Eleven,* will be passed out to each students so they can have eyes on the text as I read the story aloud (spanish or english versions)
- The terms indirect and direct characterization will be written on an anchor chart posted on the board along with color coded definitions of eachand example sentences from text for students to reference throughout the lesson discussions to use as a linguistic resources if necessary (provided in both English and Spanish)
- Extended wait time will be allowed if necessary for students to find answers to their posed questions throughout the lesson.
    - A guided reading model where the teachers starts out by modeling her thinking was chosen to alleviate potential stress some students may feel if some are stronger independent readers currently
    ○

Language Function & Practice: What is the main language function (i.e. students will be able to explain, argue, infer, justify, etc.)? What instructional strategies, learning tasks and materials, and other resources are deliberately designed to facilitate student learning and practice of

language? How were resources intentionally designed to celebrate and support students' learning needs?

- The main language function addressed will be: **INFERRING**
    - Instruction is centered around the idea of indirect characterization
    - Students are tasked with finding text evidence to support claims they are making about characterization
    - The text does not explicitly describe characters, students must infer characterization based on characters' thoughts, actions, and dialogue
    - Question posed throughout the lesson center students to think back to the text to find evidence to support their claim and reasoning for their characterization decisions

V. Lesson Plan Details
Lesson Introduction – "Before":

Introduce students to the short story eleven by giving a brief synopsis of what the story is about: (5-7 minutes)
- Good afternoon students! Today we are going to be reading and analyzing characters in a short story called eleven by Sandra Cisneros.
- Who here is eleven years old? (most of the students are either 11 already or turning eleven this year) Our main character is also Eleven years old in our story! The birthday day girl details her day in school on her eleventh birthday.
- As I read this story I invite all of you to follow along with me as I read aloud: I want you to pay close attention to what information we learn about our main character and other characters in the story she interacts with through the things the characters describe, say and do.
- Sometimes authors can teach us readers about the characters in their story without directly describing them, like if an author says something like "the girl entered the dark room slowly, shaking from head to toe". What might the author be trying to tell us about the character?
    - That she is scared!
- Teacher will point to and refer to the anchor charts posted on the board: making sure to point/use gestures to emphasize the meaning of the text in English
    - **The use of gestures**: as discussed in class, when teaching English learners, it is important to engage them in not only learning academic content, but also academic language, including general academic and domain-specific vocabulary. By adding movement and gestures to academic language instruction, the learning will be more active, more engaging and more comprehensible. The use of gestures helps to make vocabulary and content concepts more comprehensible for English learners by making the abstract more concrete. Through a simple movement that mimics the content concept or meaning of the word, it

- Correct! but did the author ever say directly "the little girl entered the dark room slowly, shaking from head to toe because she was scared"? No, we inferred that information about her ourselves through the author's descriptions! This is called "indirect characterization" when an author shows a characters' traits through his/her actions, speech, thoughts, appearance, and how other characters react to them.

Learning Activities - "During": **(20-25 mins)**

Modeling my thinking portion:
Read paragraphs 1-3: Stop after "...That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three."
Readers I'm going to stop here for a second because I learned a lot about my main character so far and we only read two small paragraphs! When I read, "...That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three." I was thinking that this birthday girl sounds very wise: this quote shows me that she is very wise even though she is only eleven years old. I know this because she understands that just because you grow older, doesn't mean you're not allowed to cry or think or feel how you did when you were younger, sometimes that is okay!
Now, I have said that our character sounds very wise so far. Wise is a trait that I would use to describe her in the beginning of our story. **Do you agree**?
Do you see how I was able to make that conclusion about our character even though the author never directly said " I am very wise"?
Her thoughts and descriptions showed me that she is wise! This is an example of Indirect characterization.
Now let's keep reading, try to think about how we can describe our characters based on their thoughts, actions, and words like I just did.

Read: all of page two- stop at "... That's not, I don't, you're not…Not mine." I finally say in a little voice "that was maybe me when I was four".
　　　　Prompt students: *what else have we learned about our main character, Rachel? How do you think she might be feeling when the situation with the sweater is happening? What about Mrs. Price, her teacher? What quote in the text helped you figure that character trait out about Rachel or Mrs. Price?*
Please take a couple moments to think through your answer on your own, go back and reread The second page again if you need to refresh your memory! (2 mins)
T**urn and talk** to someone sitting next to/ near you about what you can infer about Rachel's character on the second page
- **Students are actively engaged in meaning making of key concepts and ideas. Using planned supports designed to scaffold understanding and skills development and provide equitable opportunities for translanguaging, students engage the author to show their traits through that character's actions, speech, thoughts, appearance, and how other characters react to them guided and**

Make sure to circle around the room to listen in on student conversations about indirectly finding character traits and information.

Okay class! let's come back together I heard some really great examples that we found in our text as evidence to support how we think we could describe our characters so far:
I heard: (give possible students answers to give examples to the whole class about the character trait and the quote from the text that proves the description)
Great job so far, let's keep reading to see what else we can learn about our characters

Read: until the top of page four- stop at "..."Now!" Mrs. Price says".
I'm thinking a lot of things about Mrs. Price readers. Who else thinks they can find some words to describe Mrs. Price based on the page we just read
        (Take two-three students' responses making sure to advance student thinking by asking what quote in the text showed them that they could describe the character in that way)

Read: Until the end
Who here has ever felt how Rachel must be feeling? I know I have.
Sometimes we can use how we can relate to characters to help use learn more about them .
Placing ourselves in the shoes of charcters in a story is another great way to figure out how that person might be feeling or how we can describe them.

Closure - "After":

Now readers, thank you so much for listening and participating during our story, you did such great work! I'm going to pass around a slip of paper with our two main characters on it, Rachel and Mrs. Price. I invite you to work independently to try and write a couple sentenes for each character about how you would describe them based on what we've read and disscussed in class today. Please be sure to provide at least one quote from the text to support why you will describe each character in the way you choose!
        Exit ticket: (will take about 5-7 minutes including collection of student work)

Connect to Syliva and Aki: Students, the amazing work you did today, finding examples in our story of indirect characterization to help us describe and learn more about our characters can be done in any book or story you are reading!
In your language arts class with Ms. Hartman, you are reading a book called Sylvia and Aki. I invite you to try and practice the skills we worked on today as readers as you continue to read that story and even books you choose to read on your own in the future!

Extension: If time permits…

- **Further discussion** can be had about WHY Mrs. Pricetreats Rachel the way she does throughout the story
  - Why does Rachel herself think Mrs. Price talks to her and treats hers this way? Is there a quote from the story we can find to help us answer this question?
  - Why do YOU think Mrs. Price treats Rachel the way she does? Do You agree with Rachel or do you have your own ideas about this?
  - Can you relate to Rachel and how she is feeling? Can you think back to a time in your life where you feel similar to how Rachel is feeling in this story?
- **Example from Sylvia and Aki can be discussed**: students have been doing a lot of character work with this book in their main Language Arts class

The highlighted additions to this lesson plan, making these activities more accessible to emerging bilingual students all work to uphold an ethnographic mindset by supporting our abilities as educators to engage in the essential practices of the Espana and Herrera chapter: namely practice #2, which is understanding our students' diverse language practices (España, C. & Herrera, 2020). Taking into account how the article written by Frank defines culture in a variety of way throughout their chapters, I think perfectly captures the essence of being an active ethnographer: One of the things that really stood out to me in that reading was how the author describes culture as more than something that one has, but is also something that is shaped through what happens to you when you encounter differences, unlocking an awareness within yourself, acquisitioning a questioning of why these differences have occurred between you and the observed (Frank, 1999). And so, I would be doing a major disservice to my students and myself to not acknowledge and celebrate their individual differences: their cultures are who they are! And to not acknowledge them would be the same as perpetuating their silencing.

Although I do agree that both the way English is currently taught in schools across America is a very important skill to have to use as a way to communicate and test on instruction, it is exactly that: A way the THE way, and therefore shouldn't be viewed as the best way to use the English language. Even to say the term "standard English" could be seen as placing this way

of speaking and using language as yet another standard EB students and immigrants are held against and constantly compared to both in and outside an academic environment.

The aforementioned idea directly goes hand in hand with the propositions made by Flores to implore a shift in schools across the country from using academic language to academic architecture. Flores argues that academic language is a list of empirical linguistic practices that functions in a qualitatively different way than non-academic language and that racialized students lack a strong foundation in these language practices (Flores, 2020). This notion is just one of many that come from what the other terms as "raciolingusitc ideology" which tends to frame home language practices of racialized communities as inherently deficient(Flores, 2020): As I previously discussed, my ideas were very satisfyingly validated as a I continued to read how Flores views the representation of language practices of Latinx children in sharp contrast to the deficit frameworks that are typically reflected in **mainstream** depictions. It was very interesting to see the stark differences in opinion between the authors for this week of this kind of language and how it sets up a framework of thinking about and teaching historically racialized students.

Flores also touches on the reality of the disparities there are between the diversity of school staff and the children actually attending the schools: the fat of the matter is that the ones that are determining and judging whether or not a student has reached "fluency in academic language" are predominantly monolingual and white educators (Flores, 2020). Unfortunately these teachers have not shown that they are considering the linguistic strengths of their Latinx students or even consider the many other academic challenges they may be facing (Flores, 2020). And so, these marginalized students are once again looked at from a deficit perspective that serves to put them at a deficit in life in America. The language architecture framework challenges these racialized ideas and frames students as already understanding the relationship

between language choice and meaning through knowledge that they have gained through

socialization into the cultural and linguistic practices of their communities (Flores, 2020).

References:

España, C. & Herrera, L.Y. (2020). En comunidad: Lessons for Centering the Voices and

      Experiences of Bilingual Latinx Students. Heinemann.

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Staehr Fenner, D., & Snyder, S. (2017). Unlocking English learners' potential: Strategies for

      making content accessible. California: Corwin.