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Lesson Plan Introduction

The students are between four and five years old. They are in a mainstream kindergarten classroom. About one third of the students are ELLs and all students are read to often at home. They previously had a lesson about identifying main characters in stories, and today they will learn about classifying the characters into main and secondary characters. This lesson is part of a bigger unit that is cross curricular with science and covers animals and elements of stories. This can be further subdivided into “characters and setting” for language arts and “animal traits and habitats” for science. The students will use identification (knowledge) and classification (analytical) skills. I believe that this lesson is appropriate for the kindergarten population, but I am also a little bit concerned that I am taking this lesson too far. Maybe for kindergarten it would be enough to just identify what characters are. This lesson is adequately scaffolded. There are three assessments in this lesson, and two of them take place in class (practice with a partner and presentation of the homework). The first one needs to be assessed quickly so any confusion can be addressed before the homework is sent home. The strength of this lesson lies in its use of content that the students have already used this school year. The story used in this lesson also crosses over with the science animal unit and will therefore be more relevant to the students.

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Name: Animal Stories: Main Characters & Secondary Characters

Age: 4-5

Level: Beginner

Grade: Kindergarten

Literacy Background: About one third of the students are ELLs. The students are read to often in their L1. They have been introduced to characters in stories previously.

Content Area: Reading/Language Arts

Time Required: 40min block

Content Objective:

Students will be able to identify the main and secondary characters in a story based on the roles the characters play in the story.

Language Objective:

Students will be able to classify into categories (main or secondary characters) the characters of a story and present it aloud to the rest of the class. The students will use the following criteria for classification:

- Is the name of the character on the cover?
- How often is the character's name mentioned by the author?
- How many pictures have the character in it?

Hook (use the PowerPoint presentation for this part of the lesson):

1. Watch a book trailer for a book that the class has already read together. In this case, we will watch the trailer for *Martina the Beautiful Cockroach* (<http://www.4shared.com/video/ewUI4yug/martina.html>).
2. Review the definition of a character with the classroom. The characters in a story are defined as all things (people, animals, plants, or objects) that do things (actions) in the story.
3. Point to the characters of the story *Martina the Beautiful Cockroach*: Martina, Don Gallo, Don Cerdo, Don Lagarto, and Perez.
4. Go over the criteria for selecting the main character of a story: Is the name of the character on the cover? How often is the character's name mentioned by the author? How many pictures in the book have the character in it?
5. Work together as a class to complete the chart on PowerPoint slide five (criteria of characters).
6. Once the chart is completed, have the class sort the characters of the story into two groups (main character and secondary characters) for *Martina the Beautiful Cockroach*.

Body

1. Put a blank graphic organizer on the board (the same organizer as PowerPoint slide five).
2. Read aloud a new story to the class: *Mrs. McTats and Her Houseful of Cats*.
3. After one complete read through, complete the graphic organizer with the entire class.

4. Once the graphic organizer is complete, ask the class to select the main character of the story and make sure the students know why the character was selected.
5. Students will then work with a partner to select a new book and complete their own graphic organizer under the supervision of the teacher.

Conclusion

Once student pairs have completed their graphic organizers, gather the class as a group. Ask the students to describe the criteria they used to select the main and secondary characters in their story. Ask the students to explain why being able to identify main and secondary characters is an important skill.

Assessment

For homework, the students will go home, select a book, and complete a graphic organizer (with their parents). A follow up science lesson will compare the scientific traits of specific animals with the animal characters from *Martina the Beautiful Cockroach* and *Mrs. McTats and Her Houseful of Cats*

Name: _____

Name of Book: *Martina the Beautiful Cockroach*

Step One: Read the story

Step Two: Identify the characters

Step Three: Fill in the chart below

Character Name	Is the name on the cover?	Number of times the name of the character is mentioned	Number of pictures with the character in it
Martina	<u>Yes</u> /No	10	11
Don Gallo	Yes/ <u>No</u>	3	2
Don Cerdo	Yes/ <u>No</u>	3	2
Don Lagarto	Yes/ <u>No</u>	4	2
Perez	Yes/ <u>No</u>	5	4

Step Four: Complete the sentence below

Martina is the main character because her name is on the cover, she is mentioned the most, and she has the most pictures in the story.

Now it is your turn.

Name of Book: _____

Character Name	Is the name on the cover?	Number of times the name of the character is mentioned	Number of pictures with the character in it
	Yes/No		
	Yes/No		
	Yes/No		

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_____ is the main character because _____

_____.