



ELA Lesson Plans

Lesson Plan 1

NAME: Emilia Haro

DATE: 02-22-25

Lesson Name: Examining What Causes Character Feelings

Grade Level (s): 2nd

Common Core State Standards:

- CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.RL.2.7: Use information from illustrations and words to demonstrate understanding of **characters, setting, or plot.**

Learning Objectives:

Content Objective/s:

Students will be able to identify and describe character feelings in a text and analyze what *causes* a character's feelings by using evidence from their books.

Language Objectives:

Reading/Listening: Students will listen to the excerpt of *Dragons in a Bag* that the teacher recites and locate clues about what causes a character's feelings. Students will listen to their partner share what caused their characters' feelings in their own book after coming back together, post-reading workshop time.

Speaking/Writing: Students will discuss during the whole class lesson, and write during individual reading workshop time about the *causes* of a character's feelings by using the sentence frame, "The character feels/is _____ because _____."

English Language Development (ELD) Standards and Proficiency Levels:

Emerging:

- Students can exchange information and ideas with others through oral collaboration/discussions by using simple sentences (having the sentence frame on the board to guide them).

Expanding:

- Use expanded vocabulary from the "precise feeling words" chart and descriptive language to explain reasons.

Academic Language Requirements:

Specialized Vocabulary and/or Tier 2 Words	● Character ● Feelings ● Cause ● Evidence ● Clues
Text Types/Structures	- Narrative text
Language Frames/Supports	"I think the character feels this way because _____."

	"I noticed that the character feels _____ when _____."
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Formal and Informal Assessments:

Informal:

- Observations during their turn and talk on the carpet.
- Listening in for use of sentence frames and explanation of what caused the characters' (Jax) feelings.

Formal:

- Students complete their short written response on a sticky note saying what their character was feeling, and what happened that **caused** them to feel that way.
- Sticky notes will be "posted" on the "Jot Lot" where they each have a place with their assigned number to place it on .

(5min) ANTICIPATORY SET:

- Recap previous lessons on character feelings.
- Ask students to think of a time they felt a strong emotion from our chart and ask them "what made you feel that way?". They will have a silent thinking minute, then a turn-and-talk minute where they can share.
- Teacher Introduces today's focus: **"Why does the character feel this way?"**

(10min) I DO:

- Read a passage from *Dragons in a Bag* (Chapter 10) where a character expresses a strong emotion.

Model thinking aloud:

- Identify the feeling and ask, "What is causing this feeling?" "What happened that caused Jax to feel this way?"
- "Use the sentence frame and turn-and-talk to your partner, what caused this feeling?"

"I'm going to write down some good ideas I hear while you share."

(5 min) WE ALL DO:

"I heard lots of great words from our chart, I heard Jax feels _____ because _____".
(Making sure to emphasize the use evidence from the excerpt)

Ask for volunteers:

"What's another word we can use to describe how Jax is feeling?"

"What else can be **causing** Jax to feel this way?"

(10min) YOU DO TOGETHER:

- Students turn and talk at the start and end of the lesson when discussing feeling words and the cause of the feeling, sharing what in the story supports their choice of words.

(20-25min) YOU DO ALONE:

Sticky Note assessment:

- “Now it’s your turn to go do it on your own, whenever you notice your character is feeling a certain way, write it down on your sticky note.”
- “Then when you read a part that could be the cause of your characters’ feeling, write the “*why*” part.. or just place your sticky note on that page so you can go back to it when sharing with your partner later.”

SOME DO:

- Differentiate Instruction for both ends of the spectrum.

Students that need extra support:

- Provide sentence stems (e.g., "I think the character feels ___ because ___").
- Emphasize the use of visuals: "Precise Words for Feelings" chart
- Offer small group or one-on-one support for students struggling with inference skills during reading workshop

Extension Activities:

- Challenge students to go back to their book and try to find more than one cause for their feeling, and even more than one feeling word!
- Encourage them to find direct quotes from their book

(5min) CLOSURE:

- “Awesome job readers, I saw some great detective work as you were looking for those causes in your story!”
- “Come to the carpet quickly so you can share with your partner”
- Have them Turn-and Talk with their carpet partner
- Ask for volunteers to share their sticky note (what their character is feeling, what caused them to feel that way)
- Volunteers then post the sticky note on the “Jot Lot” and the rest of the class follows.

Preview the next day’s reading lesson:

“Great job today readers, tomorrow we will continue to study characters closely by noticing the way they *act*.”

Resources and Materials:

- 1 copy of *Dragons in a Bag* (Chapter 10)
- "Precise Words for Feelings" charts (1 per student)
- 1 full size "Study Characters Closely" anchor chart
- Mini Anchor Charts for personal use (1 per student)
- Sticky notes (1 per student, available at their desks)
- 1 Jot Lot
- Student-selected fiction books (1 per student)

Lesson Plan 2

NAME: Emilia Haro

DATE: 02- 23-2025

LESSON NAME: Notice the Way Characters Act

GRADE LEVEL: 2nd

Common Core State Standards:

- CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.RL.2.7: Use information from illustrations and words to demonstrate understanding of **characters, setting, or plot**.

Content Objective-

- Students will learn that they can also consider the **ways characters act**, behave, or respond in their stories, and use precise vocabulary from their “Ways People Act” chart to do this.
- Students will use a mini anchor chart to self-assess their understanding of character actions, by posting their sticky note on it before bringing it to share and marking areas they feel confident in (starred boxes) and areas for improvement (circled boxes).

Language Objectives

Reading/listening:

- Students will listen as I share 3 excerpts of chapters 11 and 12 of *Dragons in a Bag*, while explaining and modeling *how* to identify character behavior.

Speaking/Writing:

- Students will discuss when I instruct them to turn-and-talk during the lesson, asking them to share what they are noticing about Jaxs’ actions, and prompting them to use a new word from the chart displayed.
- Students will be encouraged to use the sentence frames when writing during their individual reading workshop time.
- “_____(character name) is acting _____.”
- “I noticed that _____(character name) acts _____ because _____,” (providing evidence from their book).

English Language Development (ELD) Standards and Proficiency Levels:

Emerging: Students exchange ideas orally about Jaxs’ actions and the actions of the characters in their other stories.

Expanding: Students use descriptive vocabulary and sentence frames to explain their reasons behind characters actions.

Bridging: Students use a range of academic vocabulary and more complex sentence structures to explain their reasoning, demonstrating an increase of independence.

Academic Language Requirements:

Specialized Vocabulary and/or Tier 2 Words	Characters, Actions, Describe, Observe
Text Types/Structures (and related vocabulary)	Narrative texts and illustrations (in their own picture books)highlighting character behavior
Sentence/Language Frames	“My character is acting _____.” “_____(character name) is acting _____ because _____.”

Formal and Informal Assessments:

Formal:

- Students write a sentence about what their character is acting like on their sticky note and post it on the back of their mini anchor chart.
- Teacher brings everyone back to the carpet to share at the end of the lesson and everyone has a chance to post their sticky note on the "Jot Lot".
- Writing only one action word and not the explanation on their sticky note is also acceptable for this lesson because they share why their character is acting that way during their turn-and-talk time.

Informal:

- Teacher observes conversations during their pair discussions and asks for a couple of students to share what action word they choose/what they wrote on their sticky note.

(5 min) ANTICIPATORY SET:

Connection:

- "Readers, let's do a little feelings check-in. Choose two words to describe how you are right now. Look at our **'Ways People Act' chart** if you like. Give me a thumbs up when you've got them."

After most students were ready, I continued.

- "Share those two words with your partner, turn and talk."
- "You know, I was thinking more about important words we use to discuss people, and our characters, and I realized that while feelings are one important kind of word, they're not the only words we need. Like, if I was thinking and talking about some of you, I could talk about how *generous* you are. You always think about sharing with your classmates and you often act so *caring* toward one another. If one of us is upset, one of you is always by their side, trying to help."
- "These words **"generous and caring"**, they're not really feeling words, instead they describe the ways people act."
- "Today I want to teach you that you can think about the way a character is acting, paying attention to what the character says and does, how the character acts, reaching for the right word to describe the character."

(10 min) I DO:

*I will read a passage from chapter 10 of *Dragons in a Bag* aloud, having students think about how Jax is acting, reaching for a precise word from the "Ways People Act" Chart to capture the character.

- "Let's return to the middle of Chapter 10, when Trub and Jax are in the transporter. As I reread, will you think not just about how Jax is feeling, but also about **how he is acting?**"
- "What word might you use to capture the kind of person he seems to be?"
- "Jax actually tells us exactly how he's *feeling*—nervous." (I pointed to the text).
- "But how is he acting, behaving, responding here? Is he acting nervous and scared? Or is he acting in a different way?" I put my finger on the "Ways People Act" collection of words.
- "Well, he tells Trub that he's fine, even though his heart is racing. I think Jax is being brave at this moment. Would you agree?"
- "Readers, do you see how we reread a part that was kind of a big moment? And then, we thought, 'How is this character acting? What word might be right?'"

(5 min) WE ALL DO:

*Engage students in trying this work in Chapter 1 of *Dragons in a Bag*.

- "Let's try this again. I'm going to go waaaaay back to the beginning of the story in Chapter 1, when Jax was about to meet Ma at her apartment. This time, let's notice the things Ma says and does, and think: How is she acting? Remember that some of these trait words can help." - "What do you think about this? How was Ma <i>acting</i> in this part of the story? Turn and talk with your partner." I listened in, and then summarized. - "Yes, lots of you are saying that here, Ma barks— not like a dog, she's yelling. And she yells NO! Many of you were thinking that Ma was <i>acting</i> a bit mean, or grumpy."
(20-25 min) YOU DO ALONE: *Channel students to try it while they go off to read for reading workshop. - "So, readers, in addition to thinking about how characters are feeling you can also think about how they are acting. You can notice if the character always acts a certain way or not." - "Today you'll have a chance to discuss with your partner the ways your characters act. Make sure you mark parts to talk about, write an acting word and try to use our sentence frame if you can." - "You'll bring those sticky notes to your partner discussions later . Off you go!"
SOME DO: Students needing extra support: - Provide mini anchor charts with the sentence frames already on it. - One-on-one guidance at their table with their copy of the "Ways People Act" chart and help student choose a precise word for their character. - Practice plugging in the word they choose into the sentence frame. Students who are ready for a challenge: - Students can work on noticing how <i>different characters</i> are acting. - Students can work on noticing more than one way they are acting. "Readers, as you're thinking about the ways the character acts, you might start to notice a pattern" "They may act the same way over and over again, and when they do that, they are showing you their personality." Readers often call these character traits. So, as you keep reading, start to notice if your character acts the same way again and again. When you notice this, you might jot about this character trait on a sticky note. Remember that at the end of workshop, you'll have time to discuss the way your characters act, so make sure you've marked a part where you've done this work."
CLOSURE: - "Readers, please grab your sticky notes, your book if you need it and come to the carpet to share!" - "First, share how your character was acting in a part of your story and what made you think that. And then, ask your partner if there's a word to describe how the character acts a lot of the time, a trait. And here's a tip—don't just say 'kind,' but also say how you know the character is kind." - I gave partners a few minutes to talk.
Resources and Materials: - <i>Dragons in a Bag</i> book to read from - "Ways People Act" chart - 1 Study characters closely anchor chart - Sentence frames - 20 Mini anchor charts (1 per student) - 20 Sticky notes (1 per student) (all provided at their desks already) - Fiction books from their book boxes to read during reading workshop (each student already has at least 1 current read)

Lesson Plan 3

NAME: Emilia Haro

DATE: 02-24-2025

LESSON NAME:

“Think about how and why characters feelings change”

GRADE LEVEL: 2nd

Lesson time: 1 hour

Common Core State Standards:
CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.
CCSS.ELA-LITERACY.RL.2.7: Use information from illustrations and words to demonstrate understanding of characters, setting, or plot.

Content Objective
- Students will learn that characters’ feelings often change throughout the story, and they will look for the causes of these changes by looking back at the text. - Students will be able to reflect on what made their characters' feelings change, using sticky notes and a “Study Characters Closely” chart to share their observations.
Language Objectives
Reading/Listening: - Students will listen as I read excerpts from <i>Dragons in a Bag</i>, and follow me as I teach them how to notice and explain changes in characters’ (Jax) feelings. Speaking/Writing: - Students will use sentence frames when both discussing and writing how the characters feelings changed and why.
English Language Development (ELD) Standards and Proficiency Levels:
Emerging: - Students exchange simple ideas about how and why a character's feelings change by using short sentences and basic/everyday vocabulary. Expanding: - Students use descriptive words from the “Precise Words for Feelings” chart and complete sentence frames to explain how the characters’ feelings change. - Students will support their thinking with evidence from the text. Bridging: - Students use a range of academic vocabulary and more complex sentence structures to explain how and why their characters feelings’ changed.

Academic Language Requirements:	
Specialized Vocabulary and/or Tier 2 Words	character, feelings, change, evidence, investigate, respond
Text Types/Structures (and related vocabulary)	Narrative texts and illustrations that show changes in characters’ feelings
Sentence/Language Frames	

	(Sentence frame that aligns with the character we will discuss during whole-class discussion) - “At first, Jax feels ____ about Ma. At the end, his feelings change. Now he feels ____ because ____.” (For independent work) - “I noticed that ____’s feelings changed because ____.” - “At first, they feel _____. At the End, they feel _____ because _____.”
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Formal and Informal Assessments:

Formal:

- Students write a response/sentence on a sticky note that indicates their character’s feelings changed from one feeling to another. The response also includes an explanation to why their characters’ feelings might have changed, proving they went back to look for evidence in the text.
- Students then turn in their sticky notes by posting them on our class “Jot Lot” after discussing their finds with their partner on the carpet.

Informal:

- I will observe and listen in during whole-class discussions, their partner turn-and-talk, and making sure to monitor as they are reading independently.
- Monitoring their sticky note annotations as they are working independently, making sure to guide them and remind them to use their resources (sentence frames and ‘precise words for feelings’ chart)

(5 min) ANTICIPATORY SET:

“Good morning readers, before we start today’s lesson, does anyone remember my story about pickles, and how I never really liked them but recently I have been obsessed?”

“I want you to think to yourself and remember a time when your feelings about something changed like mine did. It could be your feelings about the school day, about a book or movie, a food like me.”

- silent time to think
- “Okay, let’s turn and talk. Tell your partner about a time when your feelings changed about something and maybe what made your feelings change....”

“Those are awesome feeling words I heard”

“Today I want to teach you that characters in stories are like people in real life... their feelings change. It’s always interesting to not **only notice when a character’s feelings change, but to investigate and figure out what causes that feeling to change.**”

(10 min) I DO:

“Let’s give this a try with Jax. Do you remember how Jax felt about Ma when he first was dropped off with her? Remember how Jax cried when he was dropped off, and how he ran away from Ma? Tell your partner, what are some words to describe Jax’s feelings about Ma at the very beginning of the story? I’ll write down words I hear you say.”

- I make sure to write some feeling words they choose and write down words I want them to start to use, and display them on the document camera.

“I heard words like **Afraid, Angry, Suspicious**, and I think we can now choose one for our first feeling word to put in the sentence frame... which one should we pick?”

“Okay I think the word suspicious wins, let’s read it all together now... ‘At first, Jax feels **suspicious** about Ma. At the end, his feelings change. Now he feels _____ because _____.’”

- “Let’s go back to the book and try to find our second feeling word to describe how Jax’s feelings changed.”
(15 min) WE ALL DO: “Readers, since that first chapter, Jax goes through a lot with Ma, as I’m re-reading a part of the story to you, will you think of what words you would use to describe how Jax seems to feel about Ma <i>now</i>?” - I will read a passage from Chapter 11 of <i>Dragons in a Bag</i> “What do you think, readers? Did Jax’s feelings change a little or a lot? What part of the story shows this change?” “What words would you use to describe how Jax seems to feel about Ma now?” - I collected our new feeling words on sticky notes. “I heard lots of great and new feeling words that describe how Jax feels about Ma <i>now</i>”. “Let’s pick a word to fill in the second blank for our sentence frame and read it together.” - “At first, Jax feels suspicious about Ma. At the end, his feelings change. Now he feels trusting because _____.” - “Oh it looks like we still need to find the <i>why</i> part of it... why did Jax’s feelings change so much?” “I usually think back over the story, and I think about what has happened, and I kind of retell it in my mind, thinking about how the character felt in the beginning, and how he felt later, and when his feelings began to change. “Let’s try that.” “What do you think? Talk with your partner. Why might Jax’s feelings have changed?”
(5 min) YOU DO TOGETHER: - *After the lesson when we all come back to the carpet to share what we write down on our sticky notes before posting them on the Jot Lot* “Okay readers, you did great work today, now turn-and-talk to your partner and discuss a time in your own reading where you noticed a character’s feelings change. Use your ‘Precise Words for Feelings’ chart to help you. Tell your partner: ‘I noticed that ____’s feelings changed because ____.’” - I listen in and provide support, ensuring students use evidence from the text and correct sentence frames.
(20 min) YOU DO ALONE: - When students are independently reading their own books during reading workshop time. “Readers, what a great job noticing how Jax’s feelings changed, but now it’s your turn to be a reading detective! As you read your book today, pay special attention to when your character’s feelings change. On your sticky note, write one sentence using the frame: ‘I noticed that ____’s feelings changed because ____.’” - They independently read for about 20 minutes “When you’re finished, post your sticky note on our ‘Study Characters Closely’ mini anchor chart.” - I collect and review sticky notes as a formal assessment to check for understanding of the concept after they have shared with a partner and have posted it on the class Jot Lot.
SOME DO (Differentiated Instruction): For students who need extra support: - Have separate mini anchor charts with pre-written sentence frames or have a small group of students come to the front and write it on themselves before going off to independently read. - Additional visual cues from the “Precise Words for Feelings” chart. - One-on-one guidance while the whole-class is independently working For students who are ready for a challenge: - Have students identify <i>multiple</i> causes/instances of change in their characters feelings and to explain more in-depth how the changes connect to different events in the story.

(5 min) CLOSURE:

“Let’s come back together on the carpet. I’d like a few volunteers to share what they wrote on their sticky notes about a character’s changing feelings so make sure to bring it to the carpet.”

Turn and Talk to your partner:

“Your character's feelings changed from what feeling to what new feeling?”

“Why do you think your character’s feelings changed?”

- I make sure to remind the class that understanding character change helps us better understand people in our lives.

Resources and Materials:

- A copy of *Dragons in a Bag* by Zetta Elliott
- “Study Characters Closely” big anchor chart
- 20 personal mini “Study Characters Closely” anchor chart (1 per student)
- 20 “Precise words for Feelings” chart (1 per student)
- Sticky notes (1 per student/already provided at desks)
- Student books for independent reading

Names

Emilia Haro

Content Area (e.g., math, science, social science, visual and performing arts)

English Language Arts

Grade Level

3

Materials Needed (including title of book*)

Harold & the Purple Crayon (book)
Crayon/ pencil
Blank paper

Content Area Standard (Goal)

This is where you lay out the content students will be learning. This should be the actual text of the standard including the numbers. You may copy and paste.

CCSS.R.L 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Literacy Standard (Goal)

This is where you explain how students will use language to participate in learning the content (e.g., talking with partners, writing a response). This should be the actual text of the standard including the numbers. You may copy and paste.

CCSS.R.L 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Students will be able to read and learn about the character's traits and feelings then talk together as a class.

Hook/Anticipatory Set

Describe how you will engage students at the start of the lesson. Tell what you will do to build your classroom environment and prepare students for the lesson.

Before reading the book, we will have a book walk where students will be able to create predictions about what the book will be about. We will write these predictions on a whiteboard/large T-chart as a class. We will then reflect on our predictions after reading and reflect on our predictions and compare to what actually occurred in the book.

Sequence of Events (Process)

*Write a step-by-step plan of what you will teach us (bulleted format is easiest to follow). Please **bold** steps where you address components of balanced literacy.*

- **Students get a blank paper and a crayon**
- **With their imagination, they have 1 minute to think of where the crayon can take them**
- **They will then begin to draw what their imagination thought of**
- **“The crayon will take me to _____”.**
- **Let the students know that if they ever come across a problem, there will always be a solution as long as they take an innovative approach.**

Product/Assessment

What is the result of this lesson? After teaching the lesson what will we have to show for it? What is the evidence that we have accomplished your goal? This product may not be completed in 25 minutes, but it needs to be evident in your lesson plan.

After the lesson we will know that students accomplished our goal by seeing their drawings and all the ideas they thought of, this will help us know they understood the meaning of the story. We will also see what they learned about the power of creating our own story.

Balanced Literacy

Describe how your lesson includes components of balanced literacy.

First, we begin with a whole class read aloud and engage students in discussions about the story and illustrations in order to help build their comprehension and vocabulary skills.

Next, we will form small groups or partner reading sessions, where students can take turns reading parts of the book to each other. This promotes fluency and gives them a chance to practice their reading skills in a supportive environment.

After the reading, we will have a guided writing activity where students can respond to the book by writing their own stories or drawing their own illustrations. This encourages their creativity and helps them make connections to the text.

We wrap up the lesson with a whole-class discussion where students can share their thoughts, reflections, and illustrations on the book. This allows them to practice their speaking and listening skills while also deepening their understanding of the story.

These steps incorporate different elements of balanced literacy in order for students to engage in a comprehensive learning experience.

Funds of Knowledge Inclusion

Describe how your lesson draws on students' Funds of Knowledge.

During the guided writing activity, students are able to reflect on their own personal experiences and make connections to Harold.

Second Language Acquisition

Describe one strategy or support for English Learners and explain how it would help them access the content of the lesson.

An effective strategy to support English learners while exploring "Harold and the Purple Crayon" is utilizing visuals and graphic organizers. Providing visual aids that depict key elements of the story can help English learners in understanding the content.

- For example, creating something like a storyboard with drawings or images that represent Harold's imaginative journey (as he uses the purple crayon to create different scenes) could help English learners follow the storyline easier.
- Each drawing can be accompanied by short sentences in both English and the student's native language to reinforce understanding.
- Additionally, using graphic organizers (like a story map or character chart) can help English learners with organizing their thoughts about the plot, characters, setting, and key events. Visuals will allow them to grasp the sequence of events and relationships between story elements, aiding comprehension despite potential language barriers.

Link to lesson slides on Structure of a Story:

<https://docs.google.com/presentation/d/11qVgB9lwi6E14iLsSipxjzNZG3I5UEAOsad4yFDzDDM/edit?usp=drivesdk>

< Structure of a Story

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Structure of a Story



The People are the Characters

