

Character Traits vs. Character Feelings
Prepositional Phrases - Fables
Language Arts - Grade Four

Instructional Strategies and Learning Tasks:

- Worksheets
- Teacher Read-Aloud
- Videos
- Cooperative Learning
- Smart Board Venn Diagram
- Smart Board Cartoon Character Traits
- Smart Board Cartoon Situation Prediction
- Discussion

Assessments and Evaluations:

- Informal Teacher Observation
- Worksheets (Morning/Afternoon Work)
- Graphic Organizers

Standards:

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

L.4.1b: Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.1e: Form and use prepositional phrases.

Objectives:

1. Students will be able to identify and appropriately use prepositions by watching a video, participating in a game, and completing worksheets.
2. Students will be able to determine the difference between character feelings and character traits by participating in various Smart Board activities.
3. Students will be able to infer character traits of Willy Wonka characters by watching movie clips, paying attention to their words and actions, and taking notes. Students will choose words that correctly specify the character trait.
4. Students will be able to identify the theme, the setting, the speaker, the literary genre, and character traits by reading the story *The Monkey's Heart* and completing the accompanying worksheet.
5. Students will be able to identify the genre of *fable* and its characteristics by watching and discussing *Rikki Tikki Tavi*.

Time: 1 hour, 15 minutes per day: 4 days

Materials:

- Worksheets (morning work-various days/topics), 50 copies
- Access to video: *Character Song* (Call Me Maybe Parody)
- Access to video: *Green Eggs and Ham*
- Access to *Willy Wonka and the Chocolate Factory* video clips
- "Character Traits" list
- Wonka character note sheets, 50 copies
- Smart Board activities
- Nine Good Habits LA textbook
- *Monkey's Heart* worksheet
- *Rikki Tikki Tavi* DVD
- *Rikki Tikki Tavi* Graphic Organizer

Procedure Day 1:

Language- Proper Nouns:

- Pass out morning work- students will work on proper noun worksheets independently. Students may read independently when finished.
- Check over morning work. Students will correct items as needed.

Language Mini Lesson- Prepositions:

- The instructor will play the video *Green Eggs and Ham* (8 minutes)
- Ask students about the words *in*, *with*, and *on*. Explain that these are position words, showing relationships: on, in, under, above, over, through, below, across, around, behind, between, inside, etc.
- Place Mario in different areas of the room. Ask students to state his position in relation to other objects. Explain that when a preposition is used in relation to other objects, it is called a prepositional phrase.

(15 minutes)

Literature- Character Traits:

- Ask students what they remember about character feelings from the morning meeting. Ask students to name feeling words related to emotions.
- Show the video: "Character Song" (Call Me Maybe Parody) (3 minutes)
- Ask students what they do to receive good character tickets at Lake Elementary. Tie these actions into specific character traits.
- Begin Smart Board Activity. Teach the difference between character feelings and character traits. Focus on long-term (traits) vs. short-term (feelings) and feelings on the face (feelings), and a person's actions (traits.)
- Ask students to separate words into the Venn diagram. Discuss how sometimes a word can be both depending on the situation.
- Pass out trait character trait lists. Ask students to identify cartoon characters and their corresponding character traits.
- Ask students to predict character actions based on their individual character traits.
- Teacher will ask students to share a character from their independent reading books, and then tell about their character traits. Students should explain how they came to their conclusion.

(60 minutes)

Procedure Day 2:

Language- Prepositions:

- Pass out morning/afternoon work- students will work on preposition worksheets independently. Students may read independently when finished.
- Check over morning work. Students will correct items as needed.
- Teacher will review prepositions and prepositional phrases as need.
- **(10 minutes)**

Literature- Character Traits

- Review character traits vs. character feelings. Students should pull out character trait lists.
- Read the story *The Sneetches*, asking questions regarding character traits throughout. Discuss what we have learned. Add character traits to the list as needed.
- **(20 minutes)**

Literature- Review Character Traits, Theme, Setting, Speaker, Literary Genre:

- Students will read *Monkey's Heart* as a class and work independently on the accompanying questions.
 - Review answers. Students should correct items as needed.
- (45 minutes)**

Procedure Day 3:

Language- Prepositional Phrases:

- Pass out morning work- students will work on prepositions worksheets independently. Students may read independently when finished.
- Check over morning work. Students will correct items as needed.
- Teacher will review prepositions as needed.
- **(10 minutes)**

Literature- Character Traits:

- Review character traits and have students list various character traits.
 - Pass out Willy Wonka notes sheet. Teacher will explain how to take notes on character traits by focusing on words and actions.
 - Students will begin watching clips from *Willy Wonka and the Chocolate Factory*, taking notes for the listed characters.
 - The class will discuss the best character traits for each character.
- (60 minutes)**

Procedure Day 4:

Language- Prepositional Phrases:

- Pass out morning work- students will work on preposition worksheets independently. Students may read independently when finished.
- Check over morning work. Students will correct items as needed.
- Teacher will review prepositions as needed.
- **(10 minutes)**

Literature- Fables:

- Teach the meaning of a fable. (Story that involves animals, teaches a lesson/moral of the story)
 - Students will watch *Rikki Tikki Tavi* (30 minutes)
 - Students will discuss character traits of main characters, the lesson it teaches, theme, setting, speaker, literary genre = fable.
- (60 minutes)**