

## Lesson Plan Template - CRISPA

<b><u>Teacher Name:</u></b>	<i>Kristen Alcox</i>
<b><u>Content &amp; Grade Level:</u></b>	<i>6<sup>th</sup> grade English Language Arts</i>
<b><u>Unit Title:</u></b>	<i>Character development and conflict</i>
<b><u>Lesson Title:</u></b>	<i>Protagonist/Antagonist</i>
<b><u>Day of Lesson:</u></b>	<i>Lesson 13</i>
<b><u>Duration of Lesson:</u></b>	<i>2 days</i>
<b><u>Length of Class Period:</u></b>	<i>Single Class</i>
<b><u>Common Core / State Standards:</u></b>	<p><i>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</i></p> <p><i>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</i></p> <p><i>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<b><u>Measurable Lesson Objectives:</u></b>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>-Understand definition of protagonist by correctly listing example protagonist characters and identifying reasons why character is labeled as such.</i></li> <li><i>-Distinguish difficult characters by correctly detecting two examples of challenging/conflicting characters that exhibit elements of both protagonist and antagonist.</i></li> <li><i>-Identify and describe antagonist and protagonist in <i>Out of My Mind</i>.</i></li> </ul>
<b><u>Materials and Resources needed:</u></b>	<i>Book, writing journal, video clips, short stories, exit tickets, paper, markers.</i>
<b><u>Anticipatory Set:</u></b>	<p><u><i>Day 1</i></u></p> <p><b><i>Connections/Sensory/Perceptivity</i></b></p> <p><i>Video clip(s): Fairy tale or common/popular movie that illustrates Protagonist and Antagonist (Frozen, Harry Potter, Snow White, Despicable Me)</i></p> <p><u><i>Day 2</i></u></p> <p><b><i>Active Engagement</i></b></p>

	<p><i>Students role-play a story/personal experience with one student as antagonist another as protagonist to review character traits. If students have difficulty coming up with story, have students read text messages from a parent. Have class describe which role each person was playing and why.</i></p>
<p><b><u>Procedures and Research-based Instructional Approaches:</u></b></p>	<p><u>Day 1</u>  <b><i>Creativity and Active Engagement</i></b>  <i>Vocabulary lesson on protagonist and antagonist. Divide class into small groups or pairs to draw descriptions of antagonist and protagonist without words. Use drawings as basis for discussion of “old” definition vs. “new” definition (bad guy vs. good guy). Create Venn Diagram in discussions.</i></p> <p><i>Discuss character traits of each (protagonist and antagonist) through both text evidence and inference. Discuss how to identify:</i></p> <ul style="list-style-type: none"> <li><i>Is it always a person?</i></li> <li><i>Can a “bad” guy be a protagonist?</i></li> <li><i>Can there be more than one?</i></li> <li><i>Can others influence our perception?</i></li> </ul> <p><i>Using video clip from anticipatory set. Make chart with character name in one column and traits in second column. Use this to debate protagonist or antagonist label.</i></p> <p><u>Day 2</u>  <b><i>Risk Taking and Active Engagement</i></b>  <i>Divide class into small groups and give each a commonly-known short story or fairy tale. Group lists characters with traits and identifies protagonists and antagonists. Each group member has different color marker so I can check for each person’s contribution and understanding. Present to class.</i></p> <p><i>Back in small groups have students do the same thing with main characters from Out of My Mind. Identify character traits and text evidence to support. When sharing, create common class list that everyone can agree upon. Agree to revisit posters at end of book.</i></p>

<p><b><u>Differentiation:</u></b> (ELL,etc)</p>	<p><b><u>Connections</u></b>  <i>COG students: create list of characters from other books and label protagonist/antagonist. How are these characters similar or different from the characters in Out of My Mind? How did your prior knowledge from these books influence how you saw the new characters?</i></p> <p><i>ELL students: Have students select favorite childhood book for activity. Using worksheet with picture/graph identify and describe characters and protagonist and antagonist.</i></p>
<p><b><u>Lesson Closure and Wrap-up:</u></b></p>	<p><u>Day 1</u>  <i>Walk around and review student's charts in journal.</i></p> <p><u>Day 2</u>  <i>Exit ticket with 5 questions pertaining to Out of My Mind: Listing characters, identify as protagonist or antagonist and reasons why.</i></p>
<p><b><u>Adaptations for Students with Exceptionalities:</u></b></p>	<p><i>Using worksheet with picture/graphic organizer identify and describe characteristics of protagonist and antagonist. With aid, create list of favorite movies or stories and list the protagonist and antagonist in each.</i></p>