**Making Meaning: Library Lion**

Name: Frances Rickard

Date: 2/8/10

Grade Level/Subject: 5th grade Reading

Prerequisite Knowledge:

* The Elements of a Story: Character, setting, Plot
* The difference between Main and Supporting Characters

Approximate Time: 45 minutes

Student Objectives/Student Outcomes:

* Students will be able to distinguish between main and supporting characters
* Students will be able to give short explanations why an author would include a certain character in a story

Content Standards:

* **1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
* **1.C.2e** Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).

Materials/Resources/Technology:

* Library Lion by Michelle Knudsen

Implementation:

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|  | Opening:  We will open by describing what the topic of conversation will be, which is Character Purpose. We will talk about how every character is different, and how each character in a story is like a player on a baseball team, everyone has a different position and they all affect the game differently. Same with character, all characters are different, and affect a story differently. I will note that discovering a characters purpose helps to create a better understanding of text.  Next I will introduce the text Library Lion, and ask student to pay attention to the characters in the story. |
|  | Procedure:  -Class will circle up  - Review: Opening of the lesson  - We will then read Library Lion together  -At the end of the story, we will have a class discussion about the purpose of the characters, and who the students thought were main characters and who were supporting. We will talk about why we think the author put certain characters in the story. |
|  | Summary:  To close, we will let students discuss characters from books that they are reading currently. |
|  | Student Assessment:  Assessment will be based on participation. |

Post lesson Reflection

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| Student Interest:  I think the students were pretty interested in the book. While I was reading no one was talking and they were all fairly engaged in the discussion afterwards. There was a little degrading of interest by the end, probably because I was trying to stretch out my time. |
| Student Motivation:  Because the students were interested in the book, I believe that they were motivated to answer the questions and think about the characters and purpose of the characters in their story. |
| Teacher Knowledge:  I feel that I was adequately prepared to teach this lesson. I feel that I had all the information that I needed to successfully answer questions the students might have. |
| Teacher Organization:  I had my book with me, so I was pretty organized! |
| Teacher Articulation:  I feel by the answers the students were giving me that I was clearly stating my objectives and explaining myself well. I feel like the understood the lesson, which leads me to believe I was being fairly articulate. |
| Student Understanding:  I thought they did a really great job with this lesson. They were giving very good answers and thinking about the characters purposes in the story. |