Learning Target: I can analyze the effect of conflict on a character and support my analysis with textual evidence. **Sub-Objectives:** • Correctly use text evidence • Determine character change as a result of conflict • Construct an expository paragraph (topic sentence (RA), supporting details from the text (C), and commentary (E))	TN Standard: 6.RL.KID.1 6.RL.KID.3

Q2: How will I know if the students have mastered the standard?		
Criteria for Mastery (Exemplar Responses): **Criteria:** -Topic Sentence -Details -Commentary **Model:** Rachel has a problem in "Eleven" when Ms. Price tries to make her put on a sweater that is not her own. Rachel is especially upset because today is her birthday and she feels embarrassed. Rachel shows these feelings when she said, "That's when everything I've been holding in since this morning, since Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody." When Rachel begins to cry, it makes her internal change (everything I've been holding in since this morning) visible on the outside. Rachel's internal conflict of embarrassment becomes external when she begins to cry.	**Lesson Organization** **Do Now**: Log in to Nearpod. Poll Question: Have you ever experienced an event that caused you to change? (Nearpod poll); write event on post-it note and share out. Learning Target discussion: <u>Why?</u> We change in our lives as a result of events that happen; we can learn from character change. <u>How?</u> Write an expository paragraph with a topic sentence, details, and commentary that shows if a character changed from conflict. Nearpod: (open-ended) After discussing the learning target, do you have any questions about what we are doing? **Model**: T models identifying character, problem, resolution, and how the character changed using a four square model with "Eleven." T provides model expository paragraph with using evidence from the text. (Model will be in Nearpod). Students add to expository paragraph anchor chart with more specific criteria using model. **HOT question**: (Nearpod open-ended) Does everyone that experienced this event have the same change as Rachel: (No, the teacher experiences no change as a result of their conflict—therefore different characters can change in different ways or not change as a result of the same event). **We do**: Complete the four square process together with a clip from <u>Frozen</u>. Students will determine if they want to describe the change in Ana or Elsa on their four square. **You do**: Look back over a passage from <u>Walk Two Moons</u>. Choose a character from the scene and use the four square method to identify character change as a result of conflict. **Q3/Q4:** Assignment will be determined as T walks around to look over four square responses. When a student is showing proficiency, he/she will receive the Q4 assignment; students who are struggling will be Q3. Reflection: Consider where you are in this process. Place post-it with name on the section of the anchor chart that reflects the current state.	**Materials:** • Anchor chart: Expository Paragraph • Nearpod Presentation • <u>Frozen</u> film clip. • Times: • Passage from <u>Walk Two Moons</u> • Post-It Notes • Blank Four Square graphic organizer

Q3: How will I respond when students experience initial difficulty in learning?	Q4: How will I enrich and extend the learning of students who have mastered the learning?
Students who are showing moderate proficiency with four square will complete expository paragraph and give peer feedback based on the criteria (on anchor chart). Depending on the number of students, T may pull small group with students struggling to complete graphic organizer.	Students who clearly identify all parts of the four square will independently complete expository paragraph. When finished, students will log in to Blackboard to complete a discussion board question requiring a predication about the characters' future responses to conflict. Students will respond to one another on discussion board.

TN State Standards:
6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves towards a resolution.