

## Sample English Language Arts Learning Plan

### Big Idea/Topic

Character Development - Characters show feelings in a story.

### Standard Alignment

**ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges.

**ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, setting, or plot.

### Instructional Design

#### Lesson 1

#### Preparation and Materials

*\*Consider using a short chapter book as a shared reading or read aloud text throughout the unit. Students will use the shared text for guided inquiry and mini-lessons and will later use independent reading text to support and practice strategies.*

#### Suggested Texts

| Suggested Texts                                   |                                       |
|---|---------------------------------------|
| <i>Because of Winn-Dixie</i> (DiCamillo, Kate)    | classroom or school library           |
| <i>Donovan's Word Jar</i> (DeGross, Mona Lisa)    | classroom or school library           |
| <i>EllRay Jakes</i> series (Warner, Sally)        | classroom or school library           |
| <i>Geronimo Stilton</i> series (Dami, Elizabetta) | stories #13-16<br>audiobooks on Epic! |
| <i>I, Survived</i> series (Tarshis, Lauren)       | audiobooks on Epic!                   |
| <i>Jada Jones</i> series (Lyons, Kelly Starling)  | classroom or school                   |

|   |                              |
|---|------------------------------|
|   | library                      |
| <i>That Furball Puppy and Me</i> (Wallace, Carole and Bill) | classroom or school library  |
| <i>Third Grade Angels</i> (Spinelli, Jerry)                 | audiobook available on Epic! |

## Opening

Introduce the learning target: **I can understand how characters show feelings in a story.**

Play an interactive Brain Builder game to informally assess students' understanding of vocabulary to express feelings. Based on student responses, apply differentiation strategies to build or enhance vocabulary. [Spin the wheel](#) and read aloud the feeling word. Ask students to act out the feeling.

Invite students to describe a time when they experienced the feeling.

## Transition to Work Session

Read aloud or view the recording from [Storytime with Ryan and Craig of \*The Day the Crayons Quit\*](#) by Drew Daywalt and Oliver Jeffers.

Pause throughout the text to draw students' attention to the crayon in the illustration. Ask students to describe what feeling the crayon may be having. Invite students to mirror their bodies to the illustration.

## Work Session

Allow students to select independent reading texts and use work session time to read independently. Consider using the selection of beginner chapter books from Epic School's free account. <https://www.getepic.com/app/>

\*Students will use work session time to read and/or write independently. If students do not yet have an independent reading practice at home, use this time to establish expectations and routines for reading independently.

\*During the independent reading and writing work sessions, the teacher(s) will arrange for 1:1 conferences with students. If you do not yet have regular individual conferences, use this time to establish a system or schedule for conferences.

Some suggested short chapter book series for second graders available on Epic are:

The Wizards of Wyde World  
 Guinea Dog  
 The Spy Who Played Baseball  
 The Ghost at the Grand Inn  
 Creature Campers  
 Odd Jobs  
 Libby Wimbley



All of these titles are available with the Read to Me or audiobook option. This is a differentiation tool for emerging readers. Throughout the unit, readers will be looking at their texts for character development which might not be present in beginning leveled texts.

## Closing

Begin reading aloud the selected shared reading text.

Inform students that they will read a little bit of the shared reading each day along with their self-selected texts.

Pause periodically to check for understanding, with a focus on questions that direct students' thinking to focus on characters' feelings such as:

- *Why did he \_\_\_\_ (i.e. stomp his foot, jump in the air, etc)?*
- *Why did his \_\_\_\_ (i.e. face get red, eyes fill with tears, etc)?*
- *Why do you think she said \_\_\_\_?*
- *How would you feel if you were \_\_\_\_?*

## Evidence of Student Success

- Note student's demonstration of new skills during reading conferences. Allow students to apply expression to common, repeated lines of text to build familiarity for emerging readers.
- Use anecdotal notes from conferences to build reading groups. Support practice reading aloud with expression in small groups.

## Student Learning Supports

- Note student's demonstration of new skills during reading conferences. Allow students to apply expression to common, repeated lines of text to build familiarity for emerging readers.
- Use anecdotal notes from conferences to build reading groups. Support practice reading aloud with expression in small groups.
- Consider providing an audiobook of shared text or recording of the teacher reading the text to allow students to revisit chapters independently or listen to modeled expression during independent reading time.

## Engaging Families

- On Epic, teachers are able to share and assign book collections. Using information you know about a student's individual interests and family, you can share small collections of books for families to read and discuss together.



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**ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, setting, or plot.

**ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

### Instructional Design

#### Lesson 1

#### Preparation and Materials

*\*Consider using a short chapter book as a shared reading or read aloud text throughout the unit. Students will use the shared text for guided inquiry and mini-lessons and will later use independent reading text to support and practice strategies.*

#### Suggested Texts

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\*Flag lines of dialogue from the upcoming day’s reading of the text in the teacher’s copy. Select 4-5 lines of dialogue that express different emotions from the character.

(Note: You may have read 1-2 chapters with the class before beginning the guided lessons. This can help students engage with the story before applying lessons.)

## Opening

Introduce the learning target: **I can understand how characters show feelings in a story.**

Watch and play along with Inside Out: Guessing the Feeling on YouTube (4 mins)

(<https://www.youtube.com/watch?v=dOkYKyVFnsS>).

Pause during the countdown to identify words, actions, and descriptions of Riley in the scene (i.e. Action: She hit her hand on the table. Description: Her eyebrows came down and together in the middle. Words: She said, “Oh no!”).

Allow students to unmute and call out the feeling with the video.

## Transition to Work Session

Read aloud the day’s selection of the shared text. Draw students’ attention to key lines of dialogue in the text. Reenact each line for the students.



Engage in discussion about the character's feelings. Call for students to make specific observations about the clues from the text.

## Work Session

Invite students to participate in reenacting selected lines of text (this can be done live for recorded and submitted asynchronously). Allow for classmates to provide feedback, identifying the feeling demonstrated by the student, the actions that support that feeling, facial expressions and body language, and the way the student's voice sounds.

Repeat for 4-5 lines of text.

Example excerpt from *I Survived: Hurricane Katrina, 2005* (Tarshis, Lauren) page 6

*They both stood there for a minute, staring at the drawing.  
Then Jay started jumping up and down.  
“We’re going to win the contest!” Jay yelled. “We’re going to win the contest!”*

*\*Consider selecting lines in a variety of lengths. Emerging readers will be able to participate by remembering shorter lines of text after hearing the teacher and classmates read.*

Students will work independently reading an assigned selection of the shared text or reading independently.

Review learning target: **I can understand how characters show feelings in a text.**

Ask students to notice the characters' feelings during independent reading. Draw students' attention to dialogue during conferences and flag students who find example lines to share with the class during the closing.

## Closing

Tell students they have begun an exploration of how characters show feelings in a text.

They have tried to use our voices to demonstrate that character's feeling when we read aloud. This is called



using **expression**. Reading with expression helps the audience better understand and enjoy a story.

Invite students to share their selected lines of dialogue read with expression.

### Evidence of Student Success

- Note student's demonstration of new skills during reading conferences. Allow students to apply expression to common, repeated lines of text to build familiarity for emerging readers.
- Use anecdotal notes from conferences to build reading groups. Support practice reading aloud with expression in small groups.

### Student Learning Supports

- Note student's demonstration of new skills during reading conferences. Allow students to apply expression to common, repeated lines of text to build familiarity for emerging readers.
- Use anecdotal notes from conferences to build reading groups. Support practice reading aloud with expression in small groups.
- Consider providing an audiobook of shared text or recording of the teacher reading the text to allow students to revisit chapters independently or listen to modeled expression during independent reading time.

### Engaging Families

- Invite families to play Feelings Charades at home. Use a collection of feelings words and act out the emotion for the family. Can grownups and siblings guess the feeling?



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**ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**ELAGSE2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, **include details to describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

### Instructional Design

Lesson 3

#### Preparation and Materials

\*Flag lines of dialogue from the upcoming day's reading of the text in the teacher's copy. Select 4-5 lines of dialogue that express different emotions from the character.

Create an interactive chart ([digital](#) or paper) such as:

|         |                   |                            |                                    |
|---------|-------------------|----------------------------|------------------------------------|
| on page | _____ (character) | is showing _____ (feeling) | by _____. (evidence from the text) |
|---------|-------------------|----------------------------|------------------------------------|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Opening

Review learning target: **I can understand a character's feelings in a text.**

Tell students we will continue the exploration into characters' feelings and dig a little deeper to think about how we drew conclusions.

Review lines from the previous day's lessons. Allowing students to identify the feeling being demonstrated. Ask students to point out evidence that helped them draw their conclusions.

## Transition to Work Session

Read aloud the day's selection of the shared text. Draw students' attention to key lines of dialogue in the text. Reenact each line for the students. Engage in discussion about the character's feelings. Call for students to make specific observations about the clues from the text.

## Work Session

Introduce the [interactive chart](#).

Identify a discussed line (with supporting lines as needed) from the text. Students work together to build the chart with evidence from the text.

\*If this portion is done asynchronously, strategically fill out some parts of the chart and ask students to complete empty boxes based on the reading.

Example excerpts from *Magic Treehouse #22 Revolutionary War on Wednesday*, chapter 5 (Osborne, Mary Pope)

page 33



"Hey, what are you writing?" someone asked.

Jack looked up.

A bearded soldier was pointing at him.

Jack shoved the Revolutionary War book and his notebook into his bag.

"**Nothing, sir,**" he said. He started walking away.

The man shouted after Jack. But Jack ran down toward the river and lost himself in a crowd of soldiers. When he looked over his shoulder, he was relieved. The bearded man was nowhere in sight.

page 37

Suddenly, Jack clutched the letter to his chest.

"**Send!**" he whispered.

This letter was the writing they'd been looking for - something to send! He and Annie could go home now!

| on page | _____ (character) | is showing _____ (feeling) | by _____. (evidence from the text)   |
|---------|-------------------|----------------------------|--|
| 33      | Jack              | fear, nervousness 😬        | -shoving his book in his bag - he did it quickly and roughly, in a hurry<br>-running away<br>-looking over his shoulder to check |
| 37      | Jack              | excited 😄                  | clutched the letter close<br>used exclamation point<br>he knew he could go back home   |

Students will work independently reading an assigned selection of the shared text or reading independently.

Review learning target: **I can understand how characters show feelings in a text.** Ask students to notice the characters' feelings during independent reading.

Draw students' attention to dialogue during conferences and flag students who find example lines to share with the class during the closing.



## Closing

Review learning target: **I can understand a character's feelings in a text.**

Address students' understanding that the characters demonstrate different feelings in a story in response to the challenges or successes they experience. Provide students with sample scenarios to reenact feelings:

- Your baseball team won a championship game. (excited)
- You found a toy you'd been missing for a long time. (surprised, happy)
- Your sibling won't give you a turn on the video game. (angry, frustrated)
- You dropped your lunch tray in the cafeteria. (embarrassed, sad)
- Your best friend called you a mean name. (sad, angry)

\*For submitting asynchronously, use flipgrid to allow for students to record videos.

## Evidence of Student Success

- Assign a Flipgrid for students to submit examples and analysis of selected portions of text
- Continue to take anecdotal notes during conferences, give students support during conferences. Model expression and application of learning strategy with student selected texts

## Student Learning Supports

- Preview feelings vocabulary. Create flashcards using emojis and key feelings words or access free flashcards through Quizlet to practice connecting visual images with basic emotion terms (<https://quizlet.com/256109221/feelings-flash-cards/>)
- Build students' vocabulary with American Sign Language terms for feelings words. Students may use the online resource at <https://www.signingsavvy.com/> to search and practice signs for a provided list of feelings words or develop a list independently.

## Engaging Families

- Allow for real-life opportunities to name and discuss feelings. Invite your child to compare his/her/their feelings to a character in a book, movie or television show.
- Families may post a feelings tracker with a color code for common feelings. For example, shade a box on the calendar red for a day when you felt excited, blue for a day when you felt sad. Allow your child to select the feelings and colors or symbols and reflect on the events of the day and overall feelings.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Character Development - Authors provide clues to help readers understand a character's feelings.

### Standard Alignment

**ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges.

**ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, setting, or plot.

**ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

### Instructional Design

Lesson 3

#### Preparation and Materials

Flag lines of dialogue from the upcoming day's reading of the text in the teacher's copy. Select 4-5 lines of dialogue that express different emotions from the character and will be valuable for guided discussion.

Selected lines from a shared text posted visually (on chart paper or digitally). Have materials ready to notate the text with colors or symbols. You will draw students' attention to several aspects of the text that help determine a character's feelings: speaker tag (i.e. yelled, whispered, muttered, cried), action, and description, and will notate this interactively.

Use color or symbols to code each part of the text.

Example excerpts from *Geronimo Stilton: It's Halloween, You 'Fraidy Mouse* (Dami, Elizabetta) from Epic audiobooks

## Chapter 1

*Smiling, I casually glanced out the window.*

*“Cheese niblets!”*

*A ghost was staring right back at me! I jumped to my paws. “Squeak!” My whiskers began trembling with fear.*

Code: **action** **speaker tag** **description**

### Opening

Remind students that while they have been doing the work of determining a character’s feelings in their reading, they have had a secret helper all along. Someone who really wants them to understand how a character feels, who really wants them to feel some of those same feelings, to empathize with the character. That person is helping by giving them clues that have helped them decide how the character must be feeling. The secret helper is the author!

Introduce new learning target: **I can notice how an author’s clues help me understand a character’s feelings.**

Explain that the author’s clues are what the reader needs to really understand how a character feels. An author doesn’t usually just tell the reader: *She was sad. They were disappointed. He was bored.* Instead, an author tells the reader how those feelings look and sound when the character experiences them.

### Transition to Work Session

Read aloud the day’s selection of the shared text. Draw students’ attention to key lines of dialogue in the text. Reenact each line for the students. Engage in discussion about the character’s feelings. Call for students to make specific observations about the clues from the text.

### Work Session

Share the interactive chart digitally or on chart paper. You may choose to cover the other lines of text and reveal them as you go through the chapter. With each modeled line of text, draw students’ attention to the strategies used by the author and the coding you will use.

speaker tag: underlined



action: circled

description: put a box around

With each line, invite students to discuss the tools used by the author. Ask questions to engage students in discussion.

*How did the speaker tag help you read this line?*

*When you read the action that the character did, what did you picture in your mind?*

*What did the description of the character's face and body tell you about his/her/their feelings?*

Students will work independently reading an assigned selection of the shared text or reading independently. Review learning target: **I can understand how characters show feelings in a text.** Ask students to notice the characters' feelings during independent reading. Draw students' attention to dialogue during conferences and flag students who find example lines to share with the class during the closing.

## Closing

We have been exploring characters' feelings in a fiction text. We practiced using our own voices to show those feelings when we read aloud. Changing your voice to show feeling when you read is called **expression**.

Introduce the short film called Hair Love, written by Matthew Cherry. This short movie has also been made into a book with illustrations by Vashit Harrison.

Invite students to notice the characters' actions, the way their faces and bodies look, and what they say to show how they feel. Watch the film once all the way through. Encourage students to just watch and think for now.

Watch Hair Love available on YouTube (approximately 7 minutes) [https://youtu.be/kNw8V\\_Fkw28](https://youtu.be/kNw8V_Fkw28)

Open up student discussion after watching the short film. Allow students to share initial observations about feelings expressed by the characters. Inform students that we will revisit the film tomorrow to note our observations about how the characters showed their feelings.



\*If the film is watched asynchronously, the video can be posted via Flipgrid. Students can give an oral response, sharing their reaction to the film and observations about characters' feelings.

### **Evidence of Student Success**

- Assess students' response to the video (formative)
- Gather anecdotal information during student conferences and small group instruction

### **Student Learning Supports**

- Students will preview Hair Love before engaging in discussion tomorrow. This can help students participate more in tomorrow's discussion. Support students who may need to review and prepare for tomorrow's lesson during conferences.
- Hair Love is mostly wordless, so ESL students will gather information visually without the possibility of being hindered by new vocabulary.
- Some topics from the video that may need to be reviewed or previewed are: Vlogs = video blog

### **Engaging Families**

- Invite parents to watch the short film together. Share family stories and connections to the characters' experience in the movie.



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### Big Idea/Topic

Character Development - The author gives clues to the reader to understand a character's feelings.

### Standard Alignment

**ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges.

**ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, setting, or plot.

**ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

### Instructional Design

#### Preparation and Materials

Prepare an interactive chart ([digitally](#) or on paper)

| Character | What did the character do? | How did the character look? | Feeling word |
|-----------|----------------------------|-----------------------------|--------------|
|           |                            |                             |              |

#### Opening

Review the learning target: **I can notice how an author gives clues to help the reader understand how a character feels.** Remind students that they watched the short film Hair Love by Matthew Cherry yesterday.

Summarize the story with support from the students. Ask students to share their observations about different feelings that the characters had throughout the story (i.e. excited, frustrated, sad, determined, happy, proud)

### **Transition to Work Session**

Inform students that they will rewatch the film. This time as they watch, they should pay particular attention to the clues from the author, Matthew Cherry. Look at the things the characters do with their bodies and the way their faces and bodies look.

Pause at strategic places throughout the film to engage short discussions about students' observations. Add student notes to the interactive anchor chart.

### **Work Session**

Students work independently reading an assigned selection of the shared text or reading independently. Review learning target: **I can understand how characters show feelings in a text.** Ask students to notice the characters' feelings during independent reading.

Draw students' attention to dialogue during conferences and flag students who find example lines to share with the class during the closing.

### **Closing**

Review the learning target: **I can notice how an author gives clues to help the reader understand how a character feels.**

Revisit three images from Hair Love using the [provided slides](#) or selected moments in the film. Allow students to complete a "quick write" becoming the author or illustrator. Set a timer for 3 minutes. Encourage students to write as much as they can, as fast as they can, as well as they can - without any worries about it being right. The adventure in a quick write is just to let your ideas pour out!

## **Evidence of Student Success**

- Note student's demonstration of new skills during reading conferences. Allow students to apply expression to common, repeated lines of text to build familiarity for emerging readers.



- Use anecdotal notes from conferences to build reading groups. Support practice reading aloud with expression in small groups.

### **Student Learning Supports**

- Allow students to connect with the text by sharing their Hair Love stories.

### **Engaging Families**

- Allow students to connect with the text by sharing their Hair Love stories.



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**ELAGSE2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, **include details to describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

### Instructional Design

*In the first part of the lesson series, we focused on reading like a writer. Students worked on improving their fluency and expression by noting the strategies that the author of their shared and/or self-selected texts used to develop characters in the story.*

*During the second half, the work will focus on applying those strategies in their own writing. You are likely still reading the shared text and should continue to engage students in discussion about the characters' feelings, the author's strategies, and their expression as a reader. Allow for independent reading time during the day, but encourage students to use work session time for writing for the next 5 lessons.*

#### Opening

Students are invited to complete a Quick Write. They should have Writer's Notebooks or writing paper ready to use. Project or screen share some images that express different feelings. Consider offering two images so that students may select one for the quick write, such as this model from [Pixabay Free Images](#).

In a Quick Write, students are invited to write as fast as they can, as much as they can, as well as they can - with no expectations for correct grammar, spelling, or usage. The focus is get one's ideas out and on the page! Allow 1 minute for observation and brainstorming and 3 minutes for writing.

Before beginning, encourage students to use the strategies they've learned from their authors.

Allow students to share their drawings and writing after the timer goes off. Remind students that they may choose to revisit their Quick Writes during their writing work session. Draw attention to student examples of action, description, and dialogue (speaker tags or speech bubbles).

Introduce the learning target: **I can write to give my reader clues about my character's feelings.**

### **Transition to Work Session**

Remind students that this week they've been reading like writers. Even as they enjoy their shared reading and self selected texts, they've been partners with the authors of those books. The authors made it possible to understand what our characters were feeling, which helped us change our voices to show expression when we read.

Remind students that as the author of their own stories, they have the same responsibility to their reader. Their reader needs to know how the characters feel. Revisit the interactive charts you've built throughout the week.

Craft an anchor chart to summarize the strategies readers use to understand a character's feelings:

#### **Characters Show Their Feelings:**

How does the character look?  
What does the character do?  
What does the character say?

### **Work Session**

Invite students to write during the work session today. Use breakout group features or scheduling tools to conference with writers.

### **Closing**



Look back at the Quick Write images from today. What feelings are the people in the picture demonstrating? Create an anchor chart for the feelings: Excited and Happy. Copy ideas students generate into three columns based on the questions from today's anchor chart.

### **Evidence of Student Success**

- Note student's demonstration of new skills during reading conferences. Allow students to apply expression to common, repeated lines of text to build familiarity for emerging readers.
- Use anecdotal notes from conferences to build reading groups. Support practice reading aloud with expression in small groups.
- Consider asking students to submit drafts of their writing, or read and record their writing to submit. Note student's character development. Some students may benefit from small group instruction with guided writing.

### **Student Learning Supports**

- Consider asking students to submit drafts of their writing, or read and record their writing to submit. Note student's character development. Some students may benefit from small group instruction with guided writing.

### **Engaging Families**

- Students could submit family photographs for Quick Write or as inspiration for their own writing.



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### Big Idea/Topic

Character Development - My writing gives my reader details and descriptions to develop my character's feelings.

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In a Quick Write, students are invited to write as fast as they can, as much as they can, as well as they can - with no expectations for correct grammar, spelling, or usage. The focus is get one's ideas out and on the page! Allow 1 minute for observation/brainstorm and 3 minutes for writing.

Before beginning, encourage students to use the strategies they've learned from their authors.

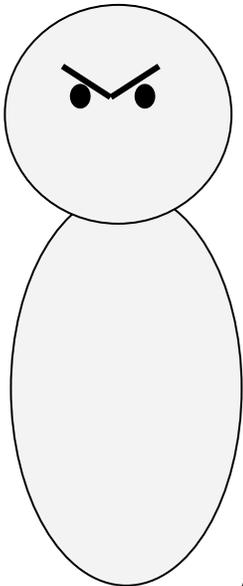
Allow students to share their drawings and writing after the timer goes off. Remind students that they may choose to revisit their Quick Writes during their writing work session. Draw attention to student examples of action, description, and dialogue (speaker tags or speech bubbles).

Introduce the learning target: **I can write to give my reader clues about my character's feelings.**

### Transition to Work Session

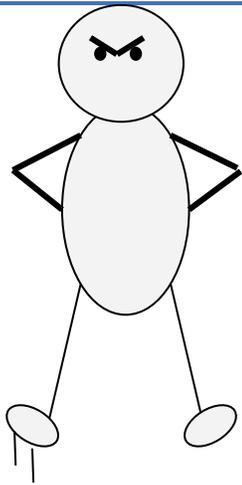
Writers use pictures and words to express their ideas. Small details in your pictures can make big changes to the meaning in your story. Invite students to participate in a guided drawing. Begin with the head and body of a stick person.

Draw two eyes and invite students to follow along in their writer's notebooks. Ask students to point to their eyebrows. Tell students that using eyebrows in your drawings can help show what a character is feeling, just like how the author wants to tell her reader what a character looks like. Model eyebrows with straight, downward diagonal lines. Invite students to share what feelings their character seems to be showing.

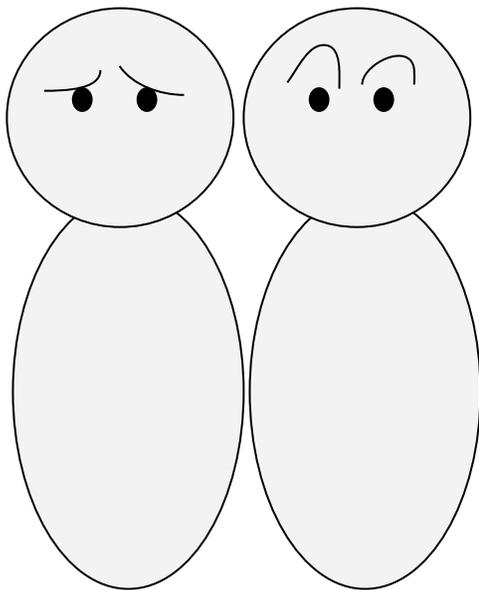


As a writer, you are thinking about how your character looks and adding detail to your drawing to develop your character. Ask students to think about actions. What would your angry character be doing? Model with a guided drawing adding detail to your character to show a character's actions.





Discuss how small changes with details affect the feelings your character is showing. Model a new stick figure and demonstrate eyebrows drawn with curved U-shaped lines and arching rainbow lines. Invite students to craft the rest of the details for their drawings. What actions can they demonstrate in their pictures?



### Work Session

Ask students to review the learning target: **I can write to give my readers clues about my characters' feelings.** Invite them to write today with that idea in mind. What is your character feeling? How does that look on their face? How does that make them act?

Use breakout group features or scheduling tools to conference with writers.



## Closing

Invite students to share their writing. You may have selected students based on conferences today.

Look at the anchor chart of feelings clues the class created yesterday for Happy/Excited. Craft a new anchor chart for another feeling: Sad/disappointed, Angry, Bored/tired, etc.

## Evidence of Student Success

- Note student's demonstration of new skills during writing conferences.

## Student Learning Supports

- Use anecdotal notes from conferences to build small groups.

## Engaging Families

- Play Pictionary as a family. Use feelings words or example situations as clues.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Character Development - My writing gives my reader details and descriptions to develop my character's feelings.

### Standard Alignment

**ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges.

**ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, setting, or plot.

**ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**ELAGSE2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, **include details to describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

### Instructional Design

#### Opening

Students are invited to complete a Quick Write. They should have Writer's Notebooks or writing paper ready to use. Project or screen share some images that express different feelings. Consider offering two images so that students may select one for the quick write, such as this model from [Pixabay Free Images](#). Select two new images for today's writing.

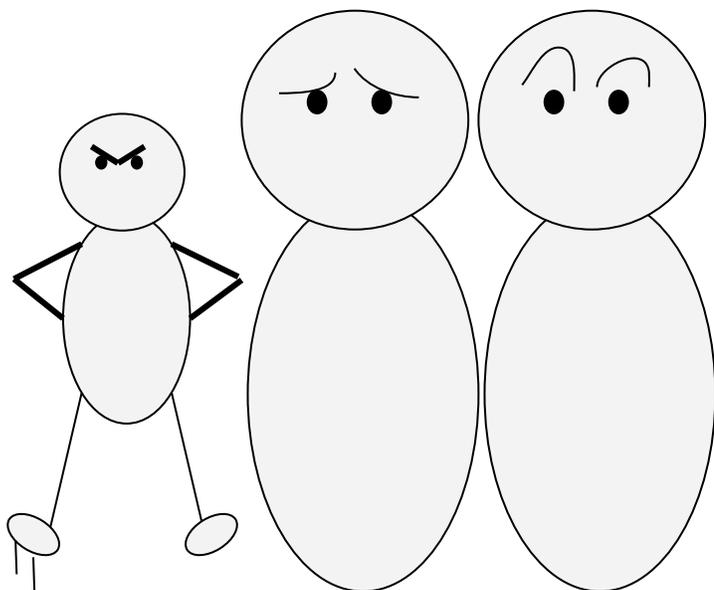
In a Quick Write, students are invited to write as fast as they can, as much as they can, as well as they can - with no expectations for correct grammar, spelling, or usage. The focus is get one's ideas out and on the page! Allow 1 minute for observation/brainstorm and 3 minutes for writing.

Before beginning, encourage students to use the strategies they've learned from their authors.

Allow students to share their drawings and writing after the timer goes off. Remind students that they may choose to revisit their Quick Writes during their writing work session. Draw attention to student examples of action, description, and dialogue (speaker tags or speech bubbles).

Introduce the learning target: **I can write to give my reader clues about my character's feelings.**

### Transition to Work Session



Invite students to look back at their guided drawings from yesterday. The goal yesterday was to think about how small details in your drawings will help your reader understand your characters' feelings. When we were reading like writers, we looked at how the authors used actions and description in their books. They told us what the characters looked like and what they did.

Another tool the writers used that really helped us understand the character was told the reader what the character says. The word for this in our writing is **dialogue**. Invite students to think about how they can give their characters dialogue.

Point out the option of speech bubbles. On your model text make a speech bubble that says: I'm mad. Ask students what they think. Does this seem like something my character would say when she's mad?

Direct students to think about what words a character would say, rather than expressing the feeling itself. Perhaps share a personal experience with being mad or when another person was mad (such as an incident

from your own childhood). Recall that at that time the person didn't say "I'm mad," but shouted, "What happened?" or "I can't believe you did that!"

### **Work Session**

Ask students to review the learning target: I can write to give my readers clues about my characters' feelings. Invite them to write today with that idea in mind. What is your character feeling? How does that look on their face? How does that make them act? What do they say when they have those feelings?

Use breakout group features or scheduling tools to conference with writers.

### **Closing**

Invite students to share their writing. You may have selected students based on conferences today.

Look at the anchor chart of feelings clues the class created yesterday for Happy/Excited. Craft a new anchor chart for another feeling: Sad/disappointed, Angry, Bored/tired, etc.

## **Evidence of Student Success**

- Note student's demonstration of new skills during writing conferences.

## **Student Learning Supports**

- Use anecdotal notes from conferences to build small groups.

## **Engaging Families**

- Read together. Prompt students to discuss the character's feelings in the story. Invite them to make connections to their own experiences.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Character Development - My writing gives my reader details and descriptions to develop my character's feelings.

### Standard Alignment

**ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges.

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**ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its **characters**, setting, or plot.

**ELAGSE2RF4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**ELAGSE2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, **include details to describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

### Instructional Design

#### Opening

Students are invited to complete a Quick Write. They should have Writer's Notebooks or writing paper ready to use. Project or screen share some images that express different feelings. Consider offering two images so that students may select one for the quick write, such as this model from [Pixabay Free Images](#). Select two new images for today's writing.

In a Quick Write, students are invited to write as fast as they can, as much as they can, as well as they can - with no expectations for correct grammar, spelling, or usage. The focus is get one's ideas out and on the page! Allow 1 minute for observation and 3 minutes for writing.

Before beginning, encourage students to use the strategies they've learned from their authors.

Allow students to share their drawings and writing after the timer goes off. Remind students that they may choose to revisit their Quick Writes during their writing work session. Draw attention to student examples of action, description, and dialogue (speaker tags or speech bubbles).

Introduce the learning target: **I can write to give my reader clues about my character's feelings.**

### Transition to Work Session

Model writing a page to go along with your picture, such as

Grandma walked into the room and looked down at the broken teapot on the floor. Her fuzzy, gray eyebrows pulled together in the center and her lips squeezed into a tight line.  
She stomped over to me, and even though I looked down at the ground, I heard her high heels clicked loudly on the kitchen floor.  
“Haven’t I told you not to bounce that ball in here?” she growled from right above me.

Consider drafting your own piece and writing it with your students. Show your thinking as you write, asking aloud questions such as: *What did her eyes look like? How can I write about her mouth when she was angry? What would she say? What word can I use to show how she said it?*

### Work Session

Ask students to review the learning target: **I can write to give my readers clues about my characters' feelings.** Invite them to write today with that idea in mind. What is your character feeling? How does that look on their face? How does that make them act?

### Closing

Revisit the learning target: **I can write to give my reader clues about my character's feelings.**

Remind students that today we connected the details in our pictures with the words in our writing. We wanted to be sure the reader could use the pictures and words to understand the characters.



## Evidence of Student Success

- Note student's demonstration of new skills during conference.

## Student Learning Supports

- Use anecdotal notes from conferences to build small groups.
- Build and practice action (verbs) and description (adjectives) vocabulary. Work with students to create their own anchor charts similar to the class resource with supporting images and sketches

## Engaging Families

- Read together. Prompt students to discuss the character's feelings in the story. Invite them to make connections to their own experiences.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Character Development - My writing gives my reader details and descriptions to develop my character's feelings.

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**ELAGSE2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, **include details to describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

### Instructional Design

Students may be working on one piece of writing throughout the lessons or they may have completed one or more pieces. Remember to look at the writing from the perspective of the skill development rather than an individual piece of writing.

#### Opening

Writing celebration - We approached this inquiry as a mini-study on character development. Students may not have completed pieces to share in a formal "writer's chair" or "Writing celebration" but we can treat this as a celebration of exploring and learning a new tool in our writer's toolbelt: writing with details to describe our character's feelings.

#### Transition to Work Session

Invite students to share their writing growth during the closing today. Decide how the writing is best shared in your class setting: recording via Flipgrid, written and posted on Padlet, etc. Let students know that they will

have some work session time to write today, but they will also be reading their own writing to select a section of their story they'd like to share.

### **Work Session**

Students submit a piece of their writing that is an example of their growth as a reader and writer.

### **Closing**

Invite students to comment on classmates' submissions. Ask them to apply the same reader strategies they've been using in their selected texts and draw conclusions about the author's clues.

## **Evidence of Student Success**

- Consider using a single rubric to evaluate student's application of new skills. Allow students to assess their own progress and use of details and descriptions.

## **Student Learning Supports**

- Review the student's rubric during his/her/their conference. Discuss evidence of student's growth and set goals for future writing.

## **Engaging Families**

- Inform families of the celebration by posting on your class communication platform. Invite families to read and comment on students' work as well.

