

NCSC UDL Unit Concept Reinforcement Activity for English Language Arts MS Lesson 3

*If the student has not had experience (or has had very little experience) with the skill of character traits and development, it might be helpful to provide instruction using this Concept Reinforcement Activity (CRA) before the Introduction to Lesson 3. Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once so you can provide this activity at other times during the unit. But do not expect or require mastery of this CRA before the student takes part in the unit. The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.*

Key Vocabulary: The following key vocabulary terms are used in the reinforcement activities and the unit. It is important to provide these terms in the student’s communication system and describe the meaning using the definitions in the unit as provided or paraphrased as needed. The purpose is to build understanding of the terms rather than teaching the student to recite the definitions. For example, when placing a character trait on the graphic organizer state, “This is a character trait, the way a character acts, thinks, and talks.”

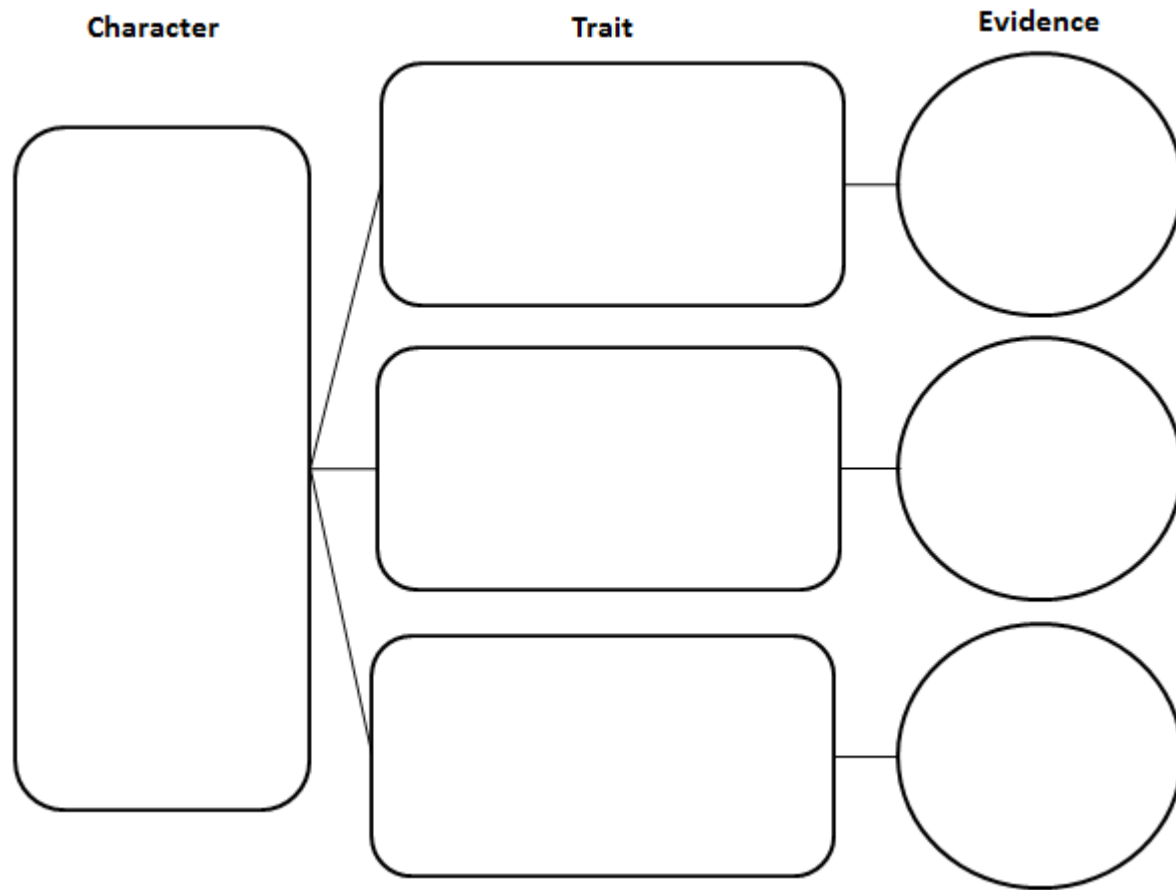
Unit Definition	Possible Paraphrased Definition
Character Traits: A distinguishing feature or quality demonstrated by the actions, thoughts, and words of a character, that when taken together, form the nature of the individual.	Character Traits: The way a character acts, thinks, and talks.
Main Character: Often referred to as the protagonist in a text, the storyline typically centers around the main character in a text. The main character can be viewed as the center of all of the attention (by the author, the minor characters, the conflict of the story, and the reader).	Main Character: The most important person in the text.
Minor Character: A supporting character in a text that changes very little but is often used by the author for the purposes of developing the audience’s understanding of both the storyline (plot) and the main character, typically through interacting with the main character.	Minor Character: A person in a text who supports the main character and helps the plot and the main character.

Exploratory Activity

Purpose: *The exploratory activity is designed to build the concept of character traits. Understanding character traits will help with the scripted activity and the activity within the UDL unit.*

1. Identify a person the student is familiar with and make a list (words, pictures, picture symbols) of character traits of that person.
2. Place the person's name or a picture in the center of a character trait graphic organizer (see Figure 1).
3. As each trait is presented to the student and discussed place the word, picture, or picture symbol in one of trait cells off of the character.
4. Talk about evidence or "how we know" the specific trait and place the answer in word, picture, or picture symbol format in the evidence cell off of the trait.
5. Repeat with another familiar person and assist the student in selecting traits and placing in correct cells.
6. Select a character from a familiar text and repeat the process.
7. Repeated practice with the same character and new characters will help build the concept for the student.

Figure 1



Scripted Activity with Data Collection

Purpose: This activity is designed to provide extra practice to learn or refine the skill of character traits and character development which will be used within this unit in the context of how interactions with minor characters reveal traits of the main character. The activity also provides opportunities for extra instruction on foundational reading skills.

This activity could be used with literary or informational texts in which character traits are essential to understanding the text. There are other graphic organizers such as webs which can be used to understand the traits of characters but this one is specific to understanding one way in which character traits are revealed (one of the learning objectives of this unit). Mastery of this skill is not expected nor required to continue working within this unit. Instead, this activity should be used solely as practice whenever it can be worked in during instruction on the unit or at other times during the school day. It does not take the place of instruction with peers on the UDL unit, but supplements that instruction.

Based upon the student and the skill, choose any one of the instructional strategies from the NCSC Instructional Resource Guide to use during instruction throughout the practice activity. Use the data to give you more information on what part of the skill the student may need more focused instruction on throughout the unit.

Materials and Directions for Teacher

Provide a text that in which understanding character traits is essential to better understand the content; a graphic organizer suited for character trait development; supports necessary for provide the most meaningful access for your student (looking at the *Additional Considerations for Emerging Readers and Emerging Communicators* in the UDL unit might be helpful in deciding what to use).

This scripted activity will use the last half of a graphic organizer specific to this unit (First Impressions Aren't Everything – see Figure 2) which is used by all students to see how Tom's character changes in Mark Twain's novel The Adventures of Tom Sawyer. This graphic organizer is much like a cause/effect chart so you could easily adapt this script to accommodate a different type of graphic organizer depending upon which one is being used in the general education class.

Instructional Cue	Student Expected Response	Date:
<p><i>Indicate the sections of the graphic organizer as you read the script; provide the accommodations the student requires for the most meaningful access; substitute “trait” or “character trait” for “what that tells us about (insert main character)” in this and other sections of the script if you think that will be better for your student.</i></p> <p><i>Here is a graphic organizer we will use to help us figure out the traits of (insert main character). There are three sections – one for other characters, one for what happened between (insert main character) and the other characters, and one for what that tells us about (insert main character). Here is where we will put the other characters. Show me where we will put the other characters.</i></p>	<p>Student indicates where to put the other characters.</p>	
<p><i>Indicate the sections of the graphic organizer as you read the script; provide the accommodations the student requires for the most meaningful access.</i></p> <p><i>Here is where we will put what happened between (insert main character) and the other characters. Show me where we will put what happened between (insert main character) and the other characters.</i></p>	<p>Student indicates where to put what happened between main character and the other characters.</p>	
<p><i>Indicate the sections of the graphic organizer as you read the script; provide the accommodations the student requires for the most meaningful access.</i></p> <p><i>Here is where we will put what that tells us about (insert main character). Show me where we will put what that tells us about (insert main character).</i></p>	<p>Student indicates where to put what that tells about main character.</p>	
<p><i>Have the student read along with you using whatever accommodations are necessary; provide cues and/or choices if the student needs some help in coming to the correct answer.</i></p>		

<p>Let's read a section and think about another character besides (insert main character). Read a section of the text that has an interaction between the main character and a minor character. Besides (insert main character, (insert minor character) is in this part of the text. Who else is in this part?</p>	<p>Student indicates minor character.</p>	
<p><i>Demonstrate where to place the minor character as you read the script.</i></p> <p>I will put the (insert minor character) here. Now you do it.</p>	<p>Student puts the minor character representation in the correct section of the graphic organizer.</p>	
<p><i>Have the student read along with you using whatever accommodations are necessary; provide cues and/or choices if the student needs some help in coming to the correct answer.</i></p> <p>Let's read that section again and think about what happened between (insert minor character) and (insert main character). Read the same section of the text. What happened between (insert minor character) and (insert main character)?</p>	<p>Student indicates what happened between the two characters.</p>	
<p><i>Demonstrate where to place what happened between the two characters.</i></p> <p>I will put what happened between (insert main character) and the other character here. Now you do it.</p>	<p>Student puts what happened between the main character and the other character in the correct section of the graphic organizer.</p>	
<p><i>Provide cues and/or choices if the student needs some help in coming to the correct answer.</i></p> <p>What does that tell us about (insert main character)?</p>	<p>Student indicates a character trait related to the interaction.</p>	
<p><i>Demonstrate where to place the trait.</i></p>	<p>Student puts the character trait</p>	

<p><i>I will put what that tells us about (insert main character) here. Now you do it.</i></p>	<p>representation in the correct section of the graphic organizer.</p>	
<p><i>Repeat the preceding sequence of steps as many times and with as many characters and interactions as necessary so that your student can perform as effectively as possible within the unit.</i></p> <p><i>The next section provides an opportunity to see how the student can perform by him/herself. You will not model the response before asking the student to do it. You can provide answer options which the student can choose from. Use this data formatively to see how you might change the instruction to help your student perform at a higher level.</i></p>		
<p><i>Indicate the sections of the graphic organizer as you read the script; provide the accommodations the student requires for the most meaningful access.</i></p> <p><i>Here is a graphic organizer we will use to help us figure out the traits of (insert main character). There are three sections – one for other characters, one for what happened between (insert main character) and the other characters, and one for what that tells us about (insert main character). Here is where we will put the other characters. Show me where we will put the other characters.</i></p>	<p>Student indicates where to put the other characters.</p>	
<p><i>Indicate the sections of the graphic organizer as you read the script; provide the accommodations the student requires for the most meaningful access.</i></p> <p><i>Here is where we will put what happened between (insert main character) and the other characters. Show me where we will put what happened between (insert main character) and the other characters.</i></p>	<p>Student indicates where to put what happened between main character and the other characters.</p>	
<p><i>Indicate the sections of the graphic organizer as you read the script; provide the accommodations the student requires for the most meaningful access.</i></p> <p><i>Here is where we will put what that tells us about (insert main character). Show me where we will put what that tells us about (insert main character).</i></p>	<p>Student indicates where to put what that tells about main character.</p>	
<p><i>Have the student read along with you using whatever accommodations are</i></p>		

<p><i>necessary; provide cues and/or choices if the student needs some help in coming to the correct answer.</i></p> <p>Let's read a section and think about another character besides (insert main character). Read a section of the text that has an interaction between the main character and a minor character. Besides (insert main character, (insert minor character) is in this part of the text. Who else is in this part?</p>	<p>Student indicates minor character.</p>	
<p>Put (insert minor character) on the organizer.</p>	<p>Student puts the minor character representation in the correct section of the graphic organizer.</p>	
<p><i>Have the student read along with you using whatever accommodations are necessary.</i></p> <p>Let's read that section again and think about what happened between (insert minor character) and (insert main character). Read the same section of the text. What happened between (insert minor character) and (insert main character)?</p>	<p>Student indicates what happened between the two characters.</p>	
<p>Put what happened between (insert main character) and the other character on the organizer.</p>	<p>Student puts what happened between the main character and the other character in the correct section of the graphic organizer.</p>	
<p>What does that tell us about (insert main character)?</p>	<p>Student indicates a character trait related to the interaction.</p>	
<p><i>Demonstrate where to place the trait.</i></p> <p>Put what that tells us about (insert main character) on the organizer.</p>	<p>Student puts the character trait representation in the correct section of the graphic organizer.</p>	

Figure 2

Character					
Most Significant Event					
What does the event reveal about the main character?					

First Impressions aren't Everything Clarkbury Community Strategists, 2012

Transition Activity: Back to the UDL Lesson

After providing the instruction provided in the CRA, help the student transition back to the UDL Lesson (*Introduction of Lesson 3*) by reviewing character traits and evidence of each trait. Use the scripted activity to identify how interactions with events and minor characters show how a character evolves before and during the body of lesson 3. Use strategies from the Instructional Resource Guide as needed to move the student towards skill acquisition.