Stepping into Success

With Melissa Castillo
Straight Outta Class

No need to navigate your beginning years of teaching alone. Need help and direction writing your units of study or lesson plans? What about preparing for your first admin evaluation? Getting a handle on grading or preparing for parent conferences. I've got you covered with systems you can put into place right away, strategies, resources, plus I'll be there to help along the way.

Let me help you have a successful and amazing school year!

Straight
Outta
CLASS

Thanks for downloading your free sample! This is just a small glimpse at the type of detailed content and resources you'll get when you join the VIP club.

What You Get in September

- ➤ Developing Content Rich Units
- ➤ Writing Effective Lesson Plans
- ➤ Engaging Students

Questions?
Contact Melissa

1. White Board Challenges

2. Sticky Note Gallery Walks

3. **Character Traits Text Evidence *SAMPLE**

4. Mini Skills Group Competition

5. First Fridays

6. Gamified Assignments

7. Choice Boards

8. Stations and Centers

9. Interactive Novel Companions

10. Digital Breakouts/Escape Rooms

Strategy 3. Character Traits Text Evidence sample you get:

8 - PAGES OF CONTENT

1 - TEACHER DIRECTIONS FOR USE PAGE

5 - STUDENT HANDOUTS INCLUDING THREE SEPARATE ASSIGNMENTS

10 STUDENT ENGAGEMENT STRATEGIES

1. White Board Challenges

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Character Traits Text Evidence
Choice Boards

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ENGAGEMENT STRATEGY #3

character traits text evidence

AT A GLANCE

SKILLS: Characterization, Textual Evidence, Quotation Marks

Learner Standard: Students identify text evidence to support character traits; using text evidence to support an appropriate response; use quotations correctly; identify and use adjectives;

Materials and Supplies:

✓ White or colored art paper on a roll cut into 24'X24' or 24'X36' pieces

✓ Markers, colored pencils, or crayons

✓ Fictional text selection

✓ Rulers

✓ Character traits list

✓ STEAL handout

Procedure:

1. During reading students will choose a character to analyze.

2. As a group have students select one or more traits from a character traits list.

3. Students will use the reading to quote textual evidence to support their trait choice on notebook paper or handout response form.

4. Once students have identified text evidence for each of the STEAL categories or the number determined by the teacher, they will record their evidence on the art paper.

5. The group art paper (trait poster) will be displayed in the classroom as an anchor chart for the remainder of the reading.

6. One speaker from each group will explain the trait and text evidence to the class.

7. Students participate in a gallery walk to examine the character traits posters completed by groups.

8. Students complete a Character Snapshot poem in both first draft and final copy form.

Assessment:

Grade each character trait handout as an individual assignment. Take a grade on the following skills:

> ➢ Reading Response: Choosing appropriate text evidence for STEAL categories

> ➢ Punctuation: Using quotation marks correctly

> ➢ Character Snapshot first draft and final copy

CHARACTER TRAITS USING

S.T.E.A.L.

Do you know the five elements of characterization?
An easy way to remember them is to learn the acronym S.T.E.A.L.

S speech ~ What a character says (dialogue) & how (speaker tags/ tone) a character speaks to others

T thoughts ~ What a character thinks, believes, values, and what motivates a character

E effects on OTHERS ~ Relationships the character has with others and how they treat each other

A actions ~ How a character behaves and reacts to people and events

L looks ~ A character's physical appearance including physical features, clothing, gestures, etc.

Name:_____ Date: _____

CHARACTER ANALYSIS

Make a list of ten character traits that describe **speech, thoughts, effect on others, actions, and looks**. Support your choice with evidence from the text. Be sure to include the page number and use quotation marks.

CHARACTER NAME_____

Character Trait	S T E A L	Page #	Text Evidence Supporting Character Trait

GROUP ART PAPER POSTER SET UP

character _____

character trait _____

definition of trait

_____

_____

S speech	**T** thoughts
E effects	**A** actions
L looks	

CHARACTER SNAPSHOT

Line 1:   Character's first name

Line 2:   Four adjectives describing the character (include more than appearance)

Line 3:   Encountering (conflict, problem, or challenge)

Line 4:   Loving

Line 5:   Feeling

Line 6:   Noticing

Line 7:   Learning that

Line 8:   Thinking

Line 9:   Who used to believe_____ but now knows _____

Line 10:   Character's last name, nickname or repeated first name

FIRST DRAFT

_____

_____

Encountering_____

Loving_____

Feeling_____

Noticing_____

Learning that_____

Thinking_____

Who used to believe _____

But now knows _____

CHARACTER SNAPSHOT
OF

_____

_____

_____

Encountering _____

Loving _____

Feeling _____

Noticing _____

Learning that _____

Thinking _____

Who used to believe _____

But now knows _____

_____

ENGAGEMENT STRATEGY #7

choice boards *vocabulary is just one example

AT A GLANCE

SKILLS: Vocabulary development

Learner standard: Students define the meaning of unfamiliar words and terms; students use words correctly in a sentence to illustrate meaning

Materials and Supplies:

✓ Word Memes handout

✓ Vocabulary List

✓ Dictionary online or hard copy

✓ Digital access if applicable

Procedure:

1. Assign students a list of vocabulary terms for your unit or lesson

2. Pass out a copy of the Vocabulary Choice Board handout to students.

3. Explain each choice and the requirements and expectations for the activities.

4. Decide whether you will allow students to use forms of the words to complete the activity choices and give them the guidelines they need to follow.

5. Students will complete two choices each week or the number of activities you deem appropriate for your students.

Assessment:

- Collect all work at the end of the week for grading.

- Have students choose their best activity to be graded each week.

- Have students keep a vocabulary notebook with all their work and grade the entire notebook each grading period.

- There are many other grading possibilities with this resource. Choose the one that works best in your classroom.

HOW TO USE THE
VOCABULARY CHOICE BOARD

Getting started:

1. Pass out a copy of the Vocabulary Choice Board handout to students.

2. Explain each choice and the requirements and expectations for the activities.

3. Decide whether you will allow students to use forms of the words to complete the activity choices and give them the guidelines they need to follow.

4. Students will complete two choices each week or the number of activities you deem appropriate for your students.

Options for use:

➤ Create a resource folder with the choice explanations and examples to keep in the classroom for student reference.

➤ Make copies of the explanation pages, laminate them, and post those in your classroom.

➤ Create a vocabulary packet for each student including the choice board and all the explanations and examples.

➤ Use the activities as stations.

Grading options:

- Collect all work at the end of the week for grading.

- Have students choose their best activity to be graded each week.

- Have students keep a vocabulary notebook with all their work and grade the entire notebook each grading period.

- There are many other grading possibilities with this resource. Choose the one that works best in your classroom.

I only made a few suggestions for online puzzle makers, flashcard makers, drawing programs. A Google search will produce options that can be used within your district's technology guidelines and permissions.

WORD MEMES

I AM A
TENACIOUS
TINY PUP
WITH A
VORACIOUS
APPETITE!

STUDENTS PLACE EXAMPLES IN THE BOXES