

They're Made out of Meat!

Course and Grade Level: English Language Arts Grade 6

Common Core Standard(s) Covered (You MUST include the language of the standards, NOT just the number): CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Learning Outcomes/Objectives (these should be manageable, observable, and in line with your larger goals for the unit and for your students).

Students will be able to:

1. Students will be able to differentiate between direct and indirect characterization.
2. Students will be able to relate quotes from the text to direct and indirect characterization.
3. Students will be able to determine characters' motives and decisions based on context clues.

Materials (what will you need to complete the lesson?):

-Paper/ Notebook

-Pencil/ Pen

-*They're Made out of Meat*

-Eraser

-Character Analysis handout sheet

Motivation/Anticipatory Set (how will you get the students' attention?):

Class will begin with a question of, "What do we already know about character analysis?". This will open room for students to share what they already know about this topic, as well as tie into previous readings.

Activities (these should be a series of numbered steps with plenty of detail and time estimates):

1. Students settle down and start with a warm-up (**3 mins**)

- a. Allowing students to answer the class question verbally.
 - b. Tying in past knowledge and introducing the lesson.
2. Lecture on what character analysis is **(10 mins)**
 - a. After introducing the definition and central ideas of the topic, students will learn about direct vs. indirect characterization.
 - b. Follow up with examples.
3. Introduce the text, *They're Made out of Meat* by Terry Bisson **(2 mins)**
 - a. Ask for two volunteers who are comfortable being performative and animated in front of the class.
 - b. Once the two volunteers come up to the front, the teacher assigns Alien #1 and Alien #2.
4. The students begin acting out/ reading the short story **(4 mins)**
5. Explain the worksheet and objectives of completing the handout **(4 mins)**
 - a. Answer any questions students might have.
 - b. Show an example/ model worksheet.
6. Allow students to fill out the worksheet **(15 mins)**
 - a. Walk around monitoring students' progress.
 - b. Assessing difficulty level and doing check-ins with students.
7. Think-Pair-Share with the class **(7 mins)**
 - a. Reflect on the assignment and what they have learned about character analysis.
8. Introduce the Prequel assignment **(3 mins)**
 - a. Students will write a prequel based on *They're Made Out of Meat* by Terry Bisson.
 - b. Discuss what a prequel is and explore creative freedom in writing it.
 - c. Introduce students to brainstorming this idea.
9. Begin brainstorming ideas in their journal **(10 mins)**
 - a. Students will create characters, a setting, a plot, etc.
10. Quiet clean-up **(2 mins)**

Direct instruction/mini-lesson/convey concept:

Reinforce concept through individual, small group, or whole class activities:

-Mini class discussion (whole-class)

-Reading the story (small-group / whole-class)

-Students fill out the Character Analysis worksheet (individual)

-Think-Pair-share (individual/small group / whole-class)

-Brainstorm (individual)

-Quiet clean up (individual/ whole-class)

Long-term reinforcement/application to reading and writing:

- Being able to help with independence and fluency with brainstorming ideas
- Learning how to spot important details in a book
- Having to write down their findings on the chart
- Creative Thinking
- Repeating their findings verbally to classmates
- Working on inference based on given information skills
- Using textual evidence to support a claim

Assessment (this should relate back to the objectives—how will students demonstrate that objectives have been met?):

Formative Assessment (i.e. informal, checking for understanding, etc.):

- Informal assessment of their understanding of the concepts based on walking around and discussing the students' findings
- Thumbs to the side, up, or down to gauge their understanding of the different kinds of character analysis.
- Engagement with their partners during think, pair, share.

Summative Assessment (i.e. formal, measurable, long-term):

- Character analysis graphic organizer turned in at the end of class, completed.
- Prequel creative writing assignment.

Troubleshooting (what kinds of things might go wrong, and how can you prepare for these contingencies in advance?):

-Students are not staying on task

-Make regular rounds when they are having their discussions with peers and while they are doing their individual work.

-Technology is not working for the presentation.

-Give verbal instructions and write on the dry-erase board the different definitions and examples.

-Other school disruptions (fire drill, lockdown, etc.)

-Prepare to add an extra day for students to work on the character analysis graphic organizer.