

Characters

Third Grade Thematic Unit

Methods of Teaching

Kayla Ross

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Supply List

- *A Bad Case of the Stripes* book
- Large chart paper with character development chart
- Dice for each reading group
- Three separate lists of Characters on a Roll questions designated for upper, lower, and middle level reading groups
- Multiple choice questions exit ticket
- Exit Ticket Answer Key
- Sticky notes
- Culture worksheet for each student
- *The Town Mouse and the Country Mouse* book
- Chart paper
- Chart markers
- Culture prewriting organizers for reading group A
- *Same, Same but Different* book
- One box of crayons for each pair of students
- One character comparison worksheet for each pair of students
- Letter to a Character rubrics customized for each reading group
- Collection of books and printed articles about India that are able to be read by a third grader
- *The Sneetches*
- My Silly Dr. Seuss Character worksheet
- Paper with space to write and illustrate
- Crayons, markers, or colored pencils
- Writing My Own Story rubric for each child
- Writing My Own Story prewriting organizer for each child in group A
- Large version of Writing My Own Story prewriting activity
- Copies of various books the class has read throughout the year
- Example Facebook page
- Facebook Page rubric for each child
- Facebook page outline for each child

Lesson Plan 1

Kayla Ross

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Third Grade

Learning Goals/Objectives: The student will be able to identify characters and their traits within a story. The student will be able to describe how characters in a story change as a result of their setting and the events that take place in the story.

Common Core/Ohio State Content Standards: R.L. 3.3: Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of the events. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Social Studies 3.8: Communities may include diverse cultural groups.

Methods: Students and teacher come into the classroom, students take their place at their desks. Teacher stands in front of the class, draws a KWL chart on the board, and says, “Today we will begin talking about characters. Please draw a chart like mine in your notebook. Under “K”, write what you already know about characters. Under W, write what you would like to know about characters. Think of some things you don’t know. For example, do you know how characters are made? Do you know how to tell if a character has changed? Or if they have changed, how do you figure out why that happened? Those are just some examples of things you might learn about characters this week, but feel free to put other things on your charts too if there is something you want to learn. Whenever you learn something new about characters in the next couple of days of class, you will get your notebook back out and write that under “L.” As the students write, the teacher walks around the room observing what the students have written. Teacher takes notes of which students already have a solid understanding of characters and which students have little knowledge or have written incorrect knowledge in their chart.

After five minutes of writing time, the teacher asks students to share. “What do you already know about characters?” The teacher calls on 5-6 students and records their answers on the chart on the board. Then, the teacher asks, “What would you like to know about characters?” The teacher then calls on 5-6 students who have not already spoken in class and records their answers on the chart on the board.

The teacher then directs the students to the carpet to sit on the floor. “We are going to read *A Bad Case of the Stripes* today. As we read, I want you to be thinking about the characters in the story. Specifically, I want you to think about traits and emotions.” Teacher writes the two words on the board located in the carpet area. “Does anyone know what these two words mean?” Teacher allows 2-3 students to raise their hands and guess answers, then explains if none of the answers given were correct, “Traits are the permanent characteristics that make a person unique. Traits are what make up a person’s personality, things like being nice or funny and smart. These are the things that make you who you are and make me who I am, and they will always be true

about us. Emotions are more temporary. They can change based on situations and they never define a person. So while someone might be really scared in one situation, later they might feel brave and confident.” Teacher writes the definitions next to the words on the board. “After we read this book, we are going to talk about the different traits and emotions the characters have, so I want everyone to be prepared to talk when we are done.” Teacher reads *A Bad Case of the Stripes* out loud to the students.

When the story is finished, the teacher asks, “Who is the main character in this story?” and calls on a student who has lower understanding of characters. When the student gives the answer “Camilla”, the teacher says, “Good, the main character in this story is Camilla Cream.” The teacher takes out the large character development chart that they have prepared in advance for Camilla Cream. In the course of completing the chart, every child in the class should speak at least once. “Now let’s talk about what Camilla is like. What thoughts are in Camilla’s head?” The teacher chooses a student from the carpet who has not participated in discussion yet and allows them to speak. The teacher should let 2-3 students share answers, which could include that Camilla thinks she has to fit in with other people, she thinks that lima beans are good, and she thinks that people will not like her if she likes to eat lima beans. As the students share thoughts, the teacher should be recording these thoughts on the “brain” section of the character development chart.

The teacher then asks, “What does Camilla say that proves she thinks this way?” The teacher then calls on another student who has not yet spoken in class to provide a quote. Students may need to look at the book page to find the exact quote, but should at least have some idea of what she said. Some quotes that could be used are when Camilla says “no, thank you” when all she really wanted was a nice plate of lima beans, or when she lies and says, “no one likes lima beans, especially me”. Whatever quote the students use should be recorded in the memorable quotes section of the chart.

Now the teacher asks, “What does Camilla hold on to?” The teacher calls on a student who has not yet spoken. When the student answers that Camilla holds on to disliking lima beans because it makes her fit in, this answer should be recorded on the right hand portion of the chart.

The teacher then asks “What is Camilla’s weakness? Remember that weaknesses are things that can get us into trouble. Camilla’s weakness certainly did.” The teacher calls on a student who has not yet spoken. When the student answers that Camilla’s weakness is that she is not true to herself, the teacher records this answer on the Achilles heel portion of the chart.

The teacher then asks, “What important events have made Camilla who she is today?” The teacher should call on students who have not yet spoken. Answers that what other people say about her, having the stripes, and the fact that lima beans cured her stripes, should all be given and recorded on the roots portion of the chart.

The teacher then asks, “How does Camilla see the world?” The teacher should call on a student who has not yet spoken. When the student answers that Camilla sees everybody judging each other based on what they do, the teacher records this answer on the eyes portion of the chart.

The teacher then asks, “What burdens or problems does Camilla carry around?” The teacher should call on students who have not yet spoken. The answers that Camilla carries the burden of

trying to please everyone, of not being able to eat her favorite food, and of trying to find a cure for the stripes, should all be given and recorded on the shoulders portion of the chart.

The teacher then asks, “What does Camilla care the most about?” The teacher should call on students who have not yet spoken. The answers that in the beginning, Camilla cares the most about pleasing everybody else, and in the end, Camilla cares the most about being herself, should be given and recorded in the heart portion of the chart.

The teacher then asks, “What has Camilla left behind by the end of the story?” The teacher should call on a student who has not yet spoken in class. When the student answers that Camilla leaves behind her desire to fit in with everyone else, the teacher should record this answer on the left hand portion of the chart.

The teacher then asks, “What events have taken place in Camilla’s life up to this point?” The teacher should call on students who have not yet answered. The answers of Camilla starting school, Camilla coming down with the stripes, doctors not being able to cure Camilla, the old woman coming to see Camilla, Camilla eating lima beans, Camilla’s stripes going away, and Camilla being happy and willing to eat lima beans every day, should be given and recorded on the road portion of the chart.

The teacher then explains, “We now have a list of Camilla’s character traits and emotions. As you see, some things, like the things Camilla cares about, have changed throughout the story. This means that her emotions have changed too. Other things, like the fact that Camilla likes to eat lima beans, have stayed the same throughout the story. Now we are going to play a game that will help us better understand characters. I want you all to get with your reading groups and go to your tables.” The teacher dismisses students to join their preassigned reading level groups at the table that is designated for that group to meet at.

The teacher then gives directions to the class as a group from the front of the room, “We are going to play a game called Characters on a Roll. Each table will have a die and a list of questions. You are going to take turns rolling the die and answering whatever number question you have rolled. As you are playing, you should each choose one question to answer in your notebook. Write the question number you have chosen to answer and write 3-5 sentences answering that question. You may also draw a picture to go with your answer if you would like. Does anyone have any questions?” The teacher answers any questions that students may have as they circle the room, providing each table with a die and a list of questions. The lower level reading groups should receive the A list of questions, the middle level reading groups should receive the B list of questions, and the higher level reading groups should receive the C list of questions, but the difference in questioning lists should not be mentioned. When all questions from students have been answered, the teacher should instruct the students by saying “you may begin playing quietly with your groups. Make sure your speaking voice is low enough that people at other tables don’t hear you. If your group has any questions or misunderstandings about an answer, raise your hand and I will come help you.” As the students play, the teacher should circle the room, stopping at each table to listen to the answers the students give. The teacher should clarify any misunderstandings they hear from students, and hold discussion with any groups that appear to be struggling. The teacher might also stop and take a turn rolling the dice at various tables and answering questions to model for students what appropriate answers should look like. The teacher must also be watching for any raised hands that signal problems at a particular table.

After ten minutes of game play, the teaching should move to the front of the room and give a warning, “in 5 minutes you will need to put your supplies away and go back to your seats, so make sure you have a question answered completely in your journal.” When the 5 minutes is up, the teacher should announce to students that it is time to clean up. “Please put your dice back in the basket and lay your question sheets on my desk, then go back to your regular seats with your notebook in front of you. I need to see everything put back in its place as quickly and quietly as possible.” The students should put the supplies away and move from where their reading group meets to their assigned seats. As the students put things away, the teacher reminds them, “I will know that you’re ready to move on when you are sitting quietly in your assigned seat with your notebook open to today’s page and your eyes on me. I wonder how fast we can get everyone ready to go.”

When all supplies are put away and all students are sitting quietly in their seats with their notebooks open and their eyes on the teacher, the teacher should move to the board where the KWL chart is still drawn. “I want you all to look at your KWL chart. What have you learned today about characters? Take a few minutes and write down everything you have learned today. Also, if you thought of anything new that you would like to learn, you may add that to your chart as well.” After 2-3 minutes of writing, the teacher asks, “what did we learn about characters today?” The teacher calls on 5-6 students who have their hands raised and records their answers in the “L” section of the chart.

The teacher moves to table A with a pad of sticky notes and gives each student at that table a sticky note. “Table A is going to report today on what stuck with them, so I need everyone at table A to write down one important thing they learned today and stick it on the wall as they go out. I also need everybody at every table to get out a sheet of paper so we can complete our exit ticket.” The teacher waits a moment while the students get their paper. “Remember that this is not for a grade, but it will help me know what you understood today and what we need to go over again tomorrow.” The teacher projects the 5 multiple choice questions onto the board and reads each one aloud as the students record their answers.

When the class time is over, the teacher dismisses the class to their next destination and stands at the door to collect each student’s exit ticket. “Don’t forget, if you sit at table A, you need to write down what stuck with you and stick it on the wall before you leave as well,” the teacher reminds the students. As the students are handing in their papers, the teacher should already be looking over their answers, and as soon as everyone at table A has posted their note, the teacher reads each one to see what the students have learned.

Materials/Resources:

- KWL chart drawn on the board
- *A Bad Case of the Stripes* book
- Large chart paper with character development chart
- Dice for each reading group

- Three separate lists of Characters on a Roll questions designated for upper, lower, and middle level reading groups
- Multiple choice questions exit ticket
- Sticky notes

Connection to Prior Knowledge: In third grade, students have previously learned to read stories closely, cite evidence from these stories, and recount the events of those stories. Students have also, in previous grades, learned what characters are and how to identify characters in the story.

Assessment:

Before-KWL Chart. Questioning students.

During-Working as a group to complete character comparison and observations as groups of students play game.

After-Exit ticket. What stuck with you?

Special Needs of Students

Enrichment-Students who already have an understanding of characters will play the characters on a roll game with a list of questions that explore the topic of characters much deeper. In group discussion, students with a higher level of understanding will not be called on to answer simpler questions to give them a chance to answer higher thinking questions later in class.

Intervention-Students who do not already have an understanding of characters will play the characters on a roll game with a list of more basic identification questions like “what is a character?” and “who is the main character?” In group discussion, students with lower levels of understanding will be called on to answer simpler questions so that they get a chance to participate in class discussion.

Reflection: This lesson is developmentally appropriate for third grade students’ physical development because it keeps the students moving around and changes the focus of their attention often to keep them engaged in the lesson. This lesson is appropriate for a third grade cognitive level because it uses varying levels of questioning to encourage students to dig deeper than their existing knowledge of characters. This lesson is appropriate for third grade language development because it requires them to use both spoken and written language to communicate their knowledge. This lesson is appropriate for third grade social emotional development because it requires the students to work together, both as a whole class and in small groups to discuss information about characters and stories. Finally, this lesson is appropriate for the interests of third grade students because it uses activities like games and stories to help students gather

knowledge. It also gives them the opportunity to share what parts of the lesson specifically interest them and what they would like to learn more about.

Character Development Sketch

What thoughts are circling in his Brain
or her head?

Memorable Quote

Mouth

Eyes How does he or she see the world?

What burdens does he/she carry?

Shoulder What does he/she worry
about?

Heart

What does he/she care most about

What does he/she need to hold on
to? Who/what would be considered
his/her "right-hand man?"

Right Hand

Left Hand

What is his or her weakness?

What has he/she "left" behind?

The "Roots"

Achilles Heel

What or who has helped shape

his/her life up to this point?









What significant events have he/she experienced?

The Road - I like I like







Characters on a Roll Questions

Group A

Number Rolled	Question
	Name one character from today's story.
	Name an example of a character trait from our story.
	What is one thing the main character did that you really liked?
	Name an example of an emotion from our story.
	Who is your favorite character in this story?
	What problem does the main character have to solve?







Characters on a Roll Questions

Group B

Number Rolled	Question
	Compare two characters from today's story. How are they alike and different?
	What are the main character's strengths and weaknesses?
	Name one character trait and one emotion from today's story.
	Who is your favorite character in this story and why?
	How does the main character in this story change?
	How does the main character interact with other characters in the story?

Characters on a Roll Questions

Group C

Number Rolled	Question
	List all of the character traits you can think of from today's story.
	Where do you think the main character from the story will be in twenty years and why?
	How do the main character's traits explain their actions?
	List all of the emotions you can think of from today's story.
	What character trait do you think the main character should have to make them a better person?
	If you could be any character in today's story, who would you choose and why?

Multiple Choice Exit Ticket

1. Which of the following best describes a character?
 - A. The animal in a story
 - B. The person in a story
 - C. The “actor” in a story
 - D. Where the story takes place
2. Which of the following descriptive words is not a character trait?
 - A. Funny
 - B. Pretty
 - C. Smart
 - D. Happy
3. Who is the main character in A Bad Case of the Stripes?
 - A. Camilla Cream
 - B. Dr. Bumble
 - C. The old woman
 - D. Mrs. Cream
4. Which of the following describes Camilla’s emotions when the stripes went away?
 - A. Shy
 - B. Scared
 - C. Relieved
 - D. Angry
5. If I say that Camilla Cream is a brave person, what am I describing?
 - A. Her emotions
 - B. Her traits
 - C. Her feelings
 - D. Her culture

Multiple Choice Answer Key

1. C
2. D
3. A
4. C
5. B

Lesson Plan 2

Kayla Ross

November 2, 2016

Third Grade

Learning Goals/Objectives: Students will know what culture is and will be able to compare and contrast characters from different cultures. Students will be able to describe their own culture and how it relates to the cultures of characters in books.

Common Core/Ohio State Standards: R.L. 3.3: Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of the events. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Social Studies 3.8: Communities may include diverse cultural groups.

Methods: Teacher and students enter the room. Students take their places at their desks and teacher stands in front of the class. “Welcome, class,” the teacher says, “I want you all to tell me together what we learned about yesterday”. The class answers in unison, “characters”. “Very good,” the teacher responds, “Table A was our reporting table yesterday, so let’s take a look at what stuck with them about characters.” The teacher moves to the “what stuck with you?” wall and reads the notes that table A completed the day before. “Very good, table A. Yesterday we learned about two special aspects of characters called traits and emotions. Today we are going to learn about another aspect of characters called culture. To start out, I want to make sure that you all understand what culture is, so I want you to complete this worksheet. When you have finished your worksheet, I want you to stand up and raise your hand to find a partner. You and your partner can compare answers and then put your hand back up to find a new partner. You must speak to at least two different partners, but you can keep finding as many as you want until

everyone has finished.” The teacher passes out a culture worksheet to each student. Students begin filling out the worksheet. As they finish, they take turns finding partners and comparing answers with that partner. As the students are working, the teacher circles the room making observations both from what they see on each student’s paper and the discussion that they hear.

When it appears that all students are finished with the activity, the teacher signals that it is time to move on to the next activity, “Ok, class, this is your five minute warning. I need you to finish up your discussions, take your paper back to your desk, and meet me on the carpet.” The teacher moves to their spot on the carpet and waits as students join. After five minutes, the teacher signals to any students not yet on the carpet, “I need you to come join the group now.” The teacher addresses the students sitting on the carpet, “In our activity, we got to learn about the different cultures that we all come from. I think you will notice that there are some very different cultures that exist just within this classroom. Today, we are going to read a book about two characters who come from very different cultures. After we are finished reading, I want you to all be ready to talk about how culture plays a role in the story.”

The teacher reads *The Town Mouse and the Country Mouse* out loud to the students. When finished reading, the teacher asks the students, “What are the two cultures described in this story?” The teacher calls on a lower level student, who responds, “town and country”. “Very good,” the teacher says, “The town mouse could also be called a city mouse, because the town mouse lives inside the city or town where all the people live. But the country mouse lives far away from people, maybe on a farm or in a field. Those are two very different cultures to live in, aren’t they class?” The students nod, “now let’s see if we can compare the two cultures even more. I want everyone to get up and grab their notebooks and a pencil and rejoin me on the carpet. You have ten seconds. Go!” The teacher counts slowly backwards from ten “ten... nine... eight... seven... six... five... four... three... two... one...” By the time the teacher reaches one, students should be seated once more on the carpet with notebooks and pencils in hand. The teacher takes out a large piece of chart paper and a marker and draws a Venn diagram. “I want you all to copy this Venn diagram into your notebooks. What should we write on this side?” The teacher asks, pointing to one side of the Venn diagram. The teacher calls on a lower level student, who answers “town mouse.” “Good,” the teacher says, “and what should we write on this side?” The teacher asks, pointing to the other side of the Venn diagram. The teacher calls on

a lower level student, who answers, “country mouse.” “Good,” the teacher says, “and finally, what goes in the middle?” The teacher calls on a lower level student, who answers, “both”. “Very good,” the teacher responds, “now, let’s start with details about each character’s culture. Who can give me one detail about culture in our story, either about the town mouse, the country mouse, or both?” The teacher calls on 6-7 students, keeping in mind that the goal to have every student speak at least once before calling on students a second time. Students should give details that the country mouse’s culture is quiet and peaceful, while the town mouse’s culture is busy and loud, and both cultures offer special food and dangers. The teacher then says, “Now let’s compare the characters based on their traits and emotions. The teacher calls on as many as ten students who have not yet spoken, allowing them to each give one detail and tell where on the diagram that detail belongs. Details could include that the country mouse loves rain while the town mouse hates it, the town mouse likes to take risks and the country mouse doesn’t, and both mice love their homes and their cousin, but don’t like their cousin’s home. Any other details that can be found in the book can also be listed. The teacher should record all answers on the Venn diagram and the students should do the same in their notebooks.

When all students have spoken and the diagram is complete, the teacher addresses the class as a whole again, “Now I want you to think about yourself for a minute. Don’t say it out loud, but think about which character is most like you and why. I want you to keep thinking about it as you go and sit with your reading groups. Start making notes in your notebook of which character is most like you, and I will be around in a minute to explain your assignment. Ready...go!”

The students move to where their preassigned reading groups meet and sit down. The teacher goes to group A first, giving each student an organizer. “I want you to fill out this organizer with details of what you have in common with each mouse. For example, I would write on my organizer that I am quiet like the country mouse, and that I’m not afraid of cats like the city mouse. When you think you are finished filling it out, raise your hand and I will come check it and explain what I want you to do with it.”

The teacher then moves on to group B. “I want you to write a paragraph about which character is the most like you. It might help to make a chart first showing how you are like each character in the story. Make sure that you are thinking about both culture and character traits as you write.”

The teacher then moves on to group C. I want you to write two paragraphs for me. The first should tell which character's culture is more like the culture you live in. The second should tell which character you are more like based on character traits. It might help to organize your thoughts in a chart before you start."

The teacher goes back to group A. As students at this table finish their organizers, the teacher looks at each one and explains the rest of the assignment, "Now I want you to write a paragraph about the character you have more in common with. Based on your chart, that is (whichever character has more details listed). Use all of these details to explain why you are like that character." In between checking organizers, the teacher should also be circling around the other two reading groups, checking papers and answering any questions students may have about their assignment.

Ten minutes before class is over, the teacher should give a warning, "You have five minutes left to complete this assignment. If you are finished already, flip over your paper and draw a picture of whichever character you chose to write about."

After five minutes is up, the teacher stands in front of the class, "I need everyone to turn their paragraphs in to me and go back to your regular tables. If you sit at table B, today is your day to report what stuck with you, so write something down on your sticky note and put it on the wall." The teacher leaves a sticky note at the desk of each student at table B and collects papers from students. Students at table B each write down a fact from the day's lesson and stick it on the "what stuck with you?" wall. All students gather their things and go to their next destination as the teacher begins looking at the paragraphs they have written.

Materials/Resources:

- Completed sticky notes from previous day
- Culture worksheet for each student
- *The Town Mouse and the Country Mouse* book
- Chart paper
- Marker for chart paper
- Prewriting organizers for reading group A

- Sticky notes

Connection to Prior Knowledge: This lesson connects with knowledge students have acquired in previous grades on reading and recounting the events of stories, identifying characters, and acknowledging different groups of people. This lesson also builds upon the previous day's lesson about characters.

Assessment:

Before- Culture worksheet. Class discussion

During- Class works together to complete a Venn diagram comparing characters from different cultures.

After- Paragraph. What stuck with you?

Special Needs of Students:

Enrichment-Students with a higher level of understanding will be asked to write 2 paragraphs comparing themselves with another character based on the principles of culture and character traits. During class discussions, higher level questions will be directed toward this group.

Intervention-Students with a lower level of understanding will complete an organizer comparing themselves with a character from the book before being asked to write a paragraph comparing the two. During class discussions, lower level questions will be directed toward this group.

Reflection: This lesson is appropriate for a third grader's physical development because it allows them to move around the classroom rather than sitting in one place the whole time. This lesson is appropriate for a third grader's cognitive development because it asks them to take the

concepts of character traits and cultures and apply them to real life. This lesson is appropriate for a third grader's language development because it requires them to use both spoken and written language to communicate ideas clearly. This lesson is appropriate for a third grader's social emotional development because it requires them to work with several different students in cooperative pairs, small groups, and as a whole class, as well as completing some work individually. This lesson is appropriate for a third grader's interests because it allows students to speak and write about themselves and to understand how the information they are learning applies to their own real life.

What is Culture?

Cross-Curricular Focus: History/Social Sciences



Our **culture** is the system we use to build our **identity**.

All living creatures are part of a culture. Even animals have a culture! So what is culture? It's the way we behave in a group. It begins with each individual family. Within our families we do things to build relationships with each other. This can include routines for doing things. It also includes traditions. Traditions are activities that are repeated on a regular basis.

Culture is not limited to individual family groups. The real strength of culture is in larger community groups. These larger groups are called **societies**. Every society makes rules for itself. It decides how people should act in different situations.

Some of these rules are written down. Some are just things that are automatically expected of all members of that society. Often, cultures can be identified by what the people believe. Cultures are also known by what they choose to include in their art. Sometimes a society forms around people who speak the same language. Cultures may also be known for their customs, including the foods they make and the things they do.

Our cultures help us understand who we are and what we believe. There are very strong emotions connecting us to our own society. Two different cultures may disagree on something, especially if they both feel strongly about it. When that happens, war is a common result.

People are learning better ways to communicate with each other. The more we learn, the more we appreciate the differences in cultures.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Tell about a tradition your family shares.

2) Have you ever had a friend whose family had different beliefs than your own? If so, what was your reaction to the difference?

3) What would your art tell someone about your culture?

4) Do you speak more than one language? What is the value of learning an additional language?

5) How can we help prevent wars between cultures?

How are you like the
country mouse?

How are you like the
town mouse?

Lesson Plan 3

Kayla Ross

November 4, 2016

Third Grade

Learning Goals/Objectives: Students will be able to compare their own culture with another culture in the form of a friendly letter. Students will understand that even very different cultures can still have similarities.

Common Core/Ohio State Standards: R.L. 3.3: Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of the events. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Social Studies 3.8: Communities may include diverse cultural groups.

Methods: The teacher and students enter the room. Students take their seats at their desks and the teacher takes their place at the front of the room. “Hello, class,” the teacher greets the students, “today we will be continuing the lesson that we began yesterday, so we’re going to take just a minute to review. Table B was our reporting table yesterday, so let’s take a look at what table B remembered about yesterday’s lesson.” The teacher crosses the room to the “what stuck with you?” wall and reads the sticky notes posted on the previous day by table B. “Great thoughts table B. Now just to make sure that we all remember what we have been talking about, I want you all to turn to the person next to you and list everything you can remember talking about in any of our lessons so far this week. You will have five minutes to make your lists, and then every pair is going to share a fact. Make sure that you have lots of things to choose from because I don’t want any two pairs sharing the same fact. Ready, go.” The teacher allows the students five minutes to discuss with their partners, and then goes back to the front of the room. “Okay, what can we remember about our lessons so far?” The teacher quickly circles around the room, accepting facts from every pair. “Great job, guys! As you all shared with me, we have been learning about characters. Yesterday, we specifically talked about how characters can come from different cultures. Today we are going to continue that discussion, because the idea of culture is a really important one that we will see every day, so I want to make sure that we all really understand it. As we saw yesterday, even the people in this class come from different cultures. But the cultures that we looked at yesterday, town and country, and the cultures that we saw in our classroom, were still pretty similar, weren’t they? So today we are going to look at some more different cultures. Today we are going to talk about cultures in other countries. So let’s all move to the carpet and look at today’s book.”

The teacher and students all move to the carpet area. The teacher takes out the book, *Same, Same but Different*. “Today’s book is called *Same, Same but Different*. In this book, two different characters are comparing their cultures, very similar to the way that we compared our own cultures yesterday. Pay close attention to what things are the same about the two characters, and what things are the same. Also be thinking about how these two characters are like you or different from you.” The teacher reads the book to the students.

When the book is finished, the teacher addresses the class again. “This book shows a lot of different comparisons between India and America. Now we are going to make our own comparisons. When I say go, I want you to all find a partner that you have not worked with yet in this lesson. Together, you and your partner are going to work together and complete this character comparison. You are going to color one side of the face to look like Elliot, and one side to look like Kailash. Down each side of the paper, write details about the character. So on the side that looks like Elliot, you should have at least three details about Elliot, and on the side that looks like Kailash, you should have at least three details about Kailash. Make sure your paper is nice and neat because I will be hanging these up around the classroom. Does anyone have questions?” The teacher pauses for twenty to thirty seconds to allow for students to ask questions and takes time to answer any questions that are asked. Then the teacher says, “Ok class, ready... go!” The students move around the room finding partners, then find a place to sit with those partners. The teacher gives each pair a character comparison worksheet and a box of crayons and the students get to work completing the worksheets.

The teacher circles the room looking over student work and answering questions. After fifteen to twenty minutes, or sooner if the teacher notices that everyone is finishing their work quickly, the teacher gives a warning, “You have five minutes left to finish up this activity, so make sure you have all your details written on the side and begin putting your crayons back in the box.” The students finish their worksheets and begin putting supplies away. When the five minutes is up, the teacher addresses the class again. “Now I need you to put your things away. Turn your worksheets in on the front table and I will hang them up later. Put your crayons back in the supply closet and then sit with your reading group for our next activity.”

The students put their things in the proper places and move to the designated places where their reading groups meet. The teacher passes out a letter rubric to each student. The students in group A receive the rubric requiring 6 sentences, the students in group B receive the rubric requiring 8 sentences, and the students in group C receive the rubric requiring 10 sentences. “We are going to write a pen pal letter just like Elliot and Kailash did in our story today. I want you to pretend that Kailash is your pen pal now. What would you find important to say to Kailash about our culture, and what would you want to know about his culture? Also make it personal. Tell him little bit about yourself and ask about what kind of a person he is. I’ve given you a rubric with all of these details written down, and I also included on there an example of what a friendly letter should look like in case you have forgotten. Make sure you follow that example exactly when you write your letter. When you are finished, raise your hand and I will come check your letter. I recommend that you start by organizing your thoughts on a blank piece of paper and then transfer those details to your letter. Does anyone have questions about this assignment?” The

teacher pauses for twenty to thirty seconds to allow for students to ask questions, and takes time to answer any questions that might be asked. Then the teacher allows the students to begin. “Go ahead and get started. I can’t wait to see what great letters you guys will write.”

The teacher then moves to the table where group A is seated and addresses that group quietly. “Before you guys begin writing, I want you to organize your thoughts so that you know that you’ve come up with your best thoughts possible to put in your letter. Fill in the information on the organizer and then use those details to write your letter. If you want, you can raise your hand and I will check your organizer before you begin writing your letter.” The teacher gives an organizer to each student in group A.

The teacher circles the room looking over papers and answering any questions the students may have about their papers. When not attending to students, the teacher sets up a table full of books and printed articles about India. As students finish writing their letters, the teacher reads each letter, then speaks to the student privately. “Now I want you to write a reply to your own letter. Pretend that you are Kailash and you got this letter in the mail. What might you have to say in response to this letter? What answers would you give to these questions, and what questions would you ask back about America? Use the same rubric that you used for your first letter, but if you run out of time and don’t get enough sentences that’s ok. You may also use one of the books or articles on the table over there to look up the answers to your questions about India. Let me know if you have any questions.”

The students should continue writing until there are ten minutes left in class. The teacher should then give the warning. “In five minutes, I want you all to finish up your letters, clean up, and move back to your seats.” Students finish any remaining work they have to do on their letters and begin putting materials away. The teacher places a sticky note at each seat at table C. When the five minutes is up, the teacher speaks again, “If you haven’t already, I need you to turn your letters in to me, put your materials away, and go back to your seat. Table C is our reporting table today, so if you sit at table C, you need to write down what stuck with you today and stick it on the wall. Everybody else needs to be getting their stuff ready to go.” Students clean up their materials and students at table C complete their “what stuck with you?” notes.

When the class time has ended, the teacher dismisses the students to their next destination. As the students leave, the teacher begins reading the letters the students have written, as well as the sticky notes left on the wall by table C.

Materials/Resources:

- Sticky notes completed during previous class
- *Same, Same but Different* book
- One box of crayons for each pair of students
- One character comparison worksheet for each pair of students
- Letter to a Character rubrics customized for each reading group

- Collection of books and printed articles about India that are able to be read by a third grader
- Sticky notes

Connection to Prior Knowledge: This lesson connects with what students have learned in previous grades about reading and recounting the events of stories, identifying characters, and recognizing different groups of people. This lesson also connects to the previous lessons in the unit over analyzing characters and their cultural backgrounds.

Assessment:

Before- Class review.

During- Character comparison worksheet.

After- Letter to a character.

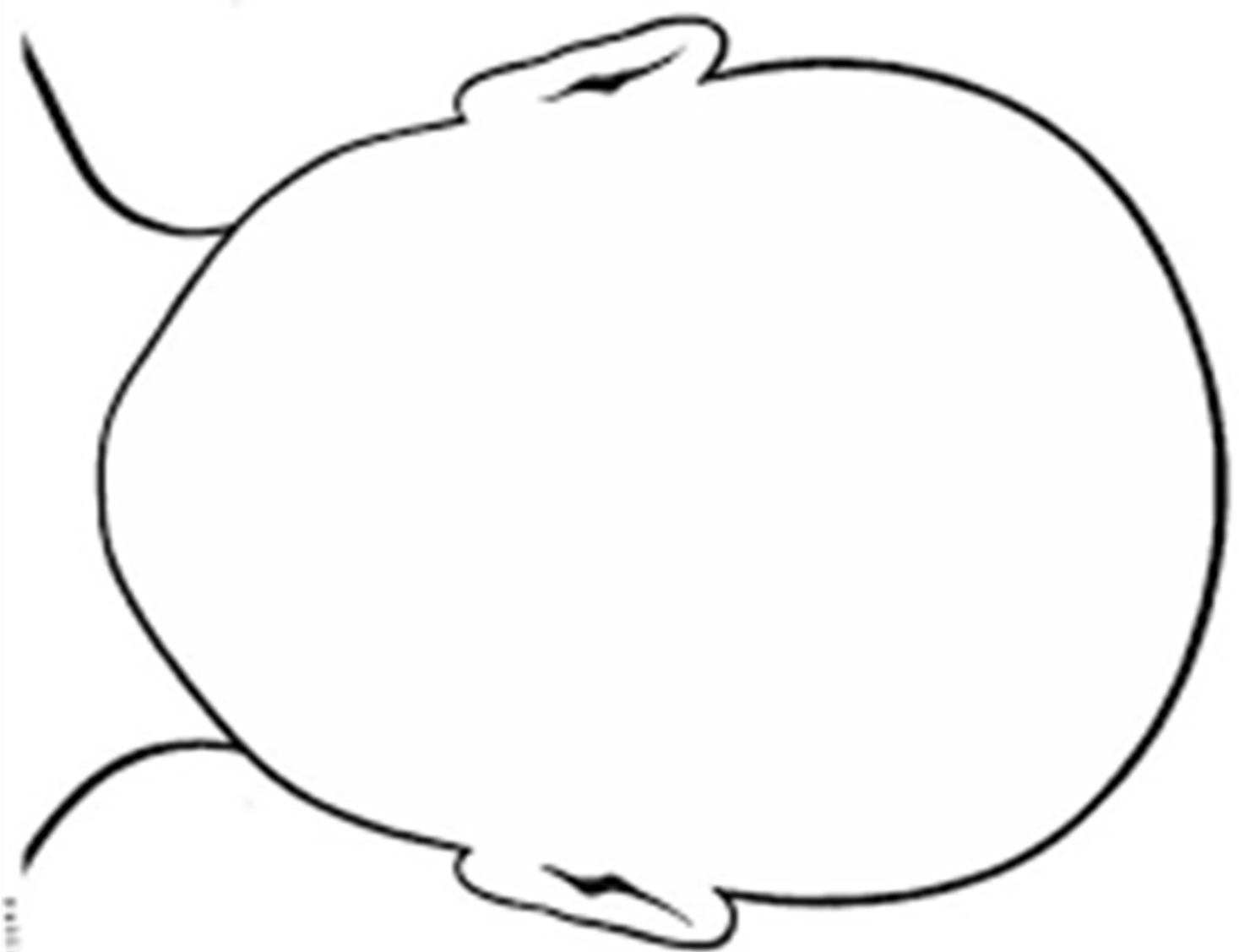
Special Needs of Students:

Enrichment-Students who finish their letter early will then be asked to write a letter of response from the character back to them. Students with higher levels of understanding will be asked to include more sentences in their letter.

Intervention- Students with lower levels of understanding will complete an organizer that guides them to organize their thoughts into a letter. These students will also have a lower amount of sentences required in their letter.

Reflection: This lesson is appropriate for a third grader's physical development because the students have the opportunity to move around to different places in the classroom throughout the lesson. This lesson is appropriate for a third grader's cognitive development because it asks them to apply concepts they have learned in the classroom to real life and to practice thinking about subjects from another person's point of view. This lesson is appropriate for a third grader's language development because it requires them to use both written and spoken language to communicate ideas clearly, and to demonstrate knowledge specifically through the written language of a friendly letter. This lesson is appropriate for a third grader's social emotional development because it requires them both to work with other people in pairs and groups and to practice understanding and embracing different cultures to form friendships that cross typical cultural boundaries. This lesson is appropriate for a third grader's interests because it allows them to be creative in both writing and drawing, and to practice the skills associated with typical third grade activities like making new friends.

Instructions: Decorate one half of the face to look like Kailash and one half to look like Elliot. Then, write details down each side to describe the character that is drawn there.



Letter to a Character Prewriting Organizer

Make sure that you include at least one detail from each of these questions in your letter

How would you like to introduce yourself to someone who has never met you before?

What are two things that you would want Kailash to know about you?

- 1.
- 2.

What are two things that you would want to know about Kailash?

- 1.
- 2.

What are two things that you would want Kailash to know about your culture?

- 1.
- 2.

What are two things that you would want to know about the culture that Kailash lives in?

- 1.
- 2.

What do you think would be the same about you and Kailash?

What do you think would be different about you and Kailash?

Letter to a Character

Group A

Pretend that you have just been connected with a pen pal from India. Write a letter to this character to tell them about yourself. Describe your culture and how it is different from what you know about India. What do you want them to know about you? What questions would you want to ask them? What do you think the two of you would have in common? If you would like, you can also include drawings like they did in the book, but drawings are not required. Your letter should contain a MINIMUM of six complete sentences.

Points Awarded	Grammar and Spelling	Content	Format
0	Letter is not completed	0 complete sentences.	Not written in proper letter format
1	Letter contains significant spelling and grammar errors that make it hard to read.	1-2 complete sentences.	Contains some components of a proper letter
2	Letter contains some spelling and grammar errors but is still understood easily.	3-5 complete sentences.	Missing one or two components of a proper letter
3	Letter contains few or no spelling and grammar errors.	6 or more complete sentences demonstrating an understanding of culture.	Contains all components of a proper letter

Letter to a Character

Group B

Pretend that you have just been connected with a pen pal from India. Write a letter to this character to tell them about yourself. Describe your culture and how it is different from what you know about India. What do you want them to know about you? What questions would you want to ask them? What do you think the two of you would have in common? If you would like, you can also include drawings like they did in the book, but drawings are not required. Your letter should contain a MINIMUM of eight complete sentences.

Points Awarded	Grammar and Spelling	Content	Format
0	Letter is not completed	0-2 complete sentences.	Not written in proper letter format
1	Letter contains significant spelling and grammar errors that make it hard to read.	3-4 complete sentences.	Contains some components of a proper letter
2	Letter contains some spelling and grammar errors but is still understood easily.	5-7 complete sentences.	Missing one or two components of a proper letter
3	Letter contains few or no spelling and grammar errors.	8 or more complete sentences demonstrating an understanding of culture.	Contains all components of a proper letter

Letter to a Character

Group C

Pretend that you have just been connected with a pen pal from India. Write a letter to this character to tell them about yourself. Describe your culture and how it is different from what you know about India. What do you want them to know about you? What questions would you want to ask them? What do you think the two of you would have in common? If you would like, you can also include drawings like they did in the book, but drawings are not required. Your letter should contain a **MINIMUM** of ten complete sentences.

Points Awarded	Grammar and Spelling	Content	Format
0	Letter is not completed	0-3 complete sentences.	Not written in proper letter format
1	Letter contains significant spelling and grammar errors that make it hard to read.	4-6 complete sentences.	Contains some components of a proper letter
2	Letter contains some spelling and grammar errors but is still understood easily.	7-9 complete sentences.	Missing one or two components of a proper letter
3	Letter contains few or no spelling and grammar errors.	10 or more complete sentences demonstrating an understanding of culture.	Contains all components of a proper letter

Lesson Plan 4

Kayla Ross

November 16, 2016

Third Grade

Learning Goals/Objectives: Students will understand the difference between character traits and emotions. Students will understand how culture affects a character's behaviors. Students will be able to incorporate their knowledge of character development into creating their own character and writing a story about that character.

Common Core/Ohio State Standards: R.L. 3.3: Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of the events. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Social Studies 3.8: Communities may include diverse cultural groups.

Methods: The teacher and students enter the room. Students take their place at their desk and the teacher goes to the front of the room. "Hello students. You have all been working really hard this week to learn about characters. I want everyone to take out their notebooks and turn to the KWL chart that we made at the beginning of this week. With the person sitting next to you, I want you to discuss all of the things in your "L" column, which are the things you have learned. Is there anything that you put in the "W" column that you wanted to learn but still haven't, share that with your partner too." The teacher pauses for five minutes and circles the room as the students discuss with their partners. The teacher pauses occasionally at a table to hear what the students are sharing.

After five minutes, the teacher goes back to the front of the room. "What things have we learned in our unit about characters?" The teacher has each set of partners share something they have learned. Then the teacher asks, "Is there anything that you wrote on your chart that you wanted to learn about characters that we still haven't learned yet?" If any students raise their hands, the teacher calls on them to share what they wanted to learn. If it is something that has in fact been covered in class, the teacher allows another student to explain the answer. If it is something that will be covered in class today, the teacher says, "that's a great question. We will actually be learning about that today, so make sure you pay close attention so you can have your questions answered." If it is something that was not included in the unit at all, the teacher says, "that is an excellent thing to want to know. Unfortunately, we aren't going to have time to cover that, but here is where you can find that answer." And directs the student to a resource where the answer can be found. If a question is asked that the teacher does not have an answer to or a

resource to use, the teacher says, “That’s a great question. I don’t know the answer to that right now, but when we finish our projects today, you and I can look it up and share it with the rest of the class.”

After all students have shared what they want to learn, the teacher addresses the class as a whole again, “You guys are becoming experts on characters. I am so proud of you! Today, we are going to use all that we have learned about characters to figure out what it takes to make a good character, and then try our hand at making some characters and stories of our own. So let’s start by moving to the carpet to read a book that will help us get some ideas for our stories. You have ten seconds to get to the carpet. Ready... Go!”

The students and teacher hurry to the carpet. The teacher takes out *The Sneetches*. “Raise your hand if you have ever read a Dr. Seuss book before.” The teacher pauses as students raise their hands. “All of you who have read a Dr. Seuss book know that Dr. Seuss has a way of making very unique characters. In this book, the characters also have a very special culture that influences the way that they behave. As I am reading, I want you to be thinking about what makes these characters unique and different from the other characters we have been reading about.” The teacher reads *The Sneetches* to the students.

When the book is finished, the teacher speaks to the students again, “What was important about the culture of the Sneetches?” The teacher calls on a student, who responds that the Sneetches lived in a culture that said that it was better to have a star on their belly than to have a plain belly. The teacher then asks, “How did that culture change in the story?” The teacher calls on a student, who answers that the sneetches kept trying to change themselves until they couldn’t tell who was who anymore, and decided that they were all the same. “Very good,” the teacher replies. “This story reminds us that as culture changes, it can also change the way each person looks at others. Now let’s talk about the sneetches as characters. I want you to take a minute and think about all of the Dr. Seuss books you have read, including this one.” The teacher pauses for about thirty seconds as the students think, then asks, “What makes these characters different from the characters in other books we read?” The teacher calls on several students who give answers of what makes these characters different. If the students struggle to come up with answers, the teacher may guide them with additional questions such as, “Are most Dr. Seuss characters people or animals, or are they some other kind of creature?”, “Do Dr. Seuss characters talk like we do?”, and “Have you ever seen a Dr. Seuss character that was a funny color or was covered with funny looking hair or anything else that made them look strange to you?” These questions can help the students think about the fact that characters can be completely made up rather than only people or animals. “Even though they are very different types of characters, what are some things that make all types of characters the same?” Again, if the students have trouble coming up with answers, the teacher may provide additional guiding questions such as “Do the characters in Dr. Seuss books still show traits and emotions?”, “Are the characters in Dr. Seuss books still influenced by their culture?”, and “Do Dr. Seuss characters change as the result of events in the book?” After the students have answered, the teacher says, “So there are some things that a character has to have to make a good story, and some things that can be changed. Based on what we have found in all of our characters, we know that characters must have traits

that make them unique, they must show emotions, they must have a culture that they are a part of, and they must have events that change them or the people around them in some way. Is there anything else that you guys think a good character HAS to have?" The teacher pauses for thirty seconds and allows any students to raise their hands. If students recommend things like physical characteristics and whether they have to be people or animals, the teacher reminds the students that these are things the author gets to choose about the characters, and can be different in every story. "Now that we know what it takes to make a character, are you ready to make your own character?" The teacher pauses while the students say "yes". "Ok," the teacher responds, "I want everyone to move to their reading groups so we can get to work on our next project. Ready... Go!"

The students hurry to their preassigned destinations where reading groups meet. The teacher gives each student a "My Silly Dr. Seuss Character" worksheet and paper with lines for writing and blank space for illustrating, and speaks as they pass out the papers, "You are going to use this worksheet to design your own character based on the characters that Dr. Seuss made. Your character can be as silly or as realistic as you want it to be, just remember that after you have made your character you are going to have to write a story about that character when you are done. Each table is going to write a different story, and I will be around in a minute to explain each one. Until I get to your table, you may work on your character. By the time we are finished, you are going to have a fully written and illustrated story of your very own that we will be displaying in our classroom for others to read, so I want everyone to do their very best writing and illustrating. Are there any questions?" The teacher pauses for thirty seconds to allow for questions and answers any questions that are asked, then says, "Ok, class. You may begin."

The students begin working on their worksheet and the teacher moves to Group C, where the higher level students are seated and gives each student a rubric. The teacher takes a seat at the table and speaks to the group, "You are going to write a story about a day in your character's life that completely changes the way that they think. It can be a silly event, like we read about in *A Bad Case of the Stripes* or a really serious event like a sickness, or even a simple event like visiting a new place in *The Town Mouse and the Country Mouse* but whatever event you choose, your story must show evidence that the character's thinking has changed. Your story must also have a piece that describes the culture and why it is important to the story. After you write it, then you are going to move to the art table and illustrate it. Does anyone have any questions?" The teacher pauses for thirty seconds to allow for questions and answer any that might be asked. "Ok, get to work on your stories. I will be circling the room, so if you have any questions just raise your hand."

The teacher then moves to Group B, where the average level students are seated and gives each student a rubric. The teacher takes a seat at the table and speaks to the group, "You are going to write about your character starting a new school. Because our characters are all different, your school can be any kind of school you want: a regular school for people, an animal school of some kind, or a new made-up school that we've never heard about before. Your story should show what the culture of the school is like and how that changes the character. Your story must show evidence that this new school changes something about the character. After you write

your story, you are going to move to the art table and illustrate it. Does anyone have any questions?" The teacher pauses for thirty seconds to allow for any questions and answers any that are asked. "Ok, begin writing your stories. I will be circling the room, so if you have any questions just raise your hand."

The teacher then moves to Group A where the lower level students are seated and gives each group a rubric and a prewriting worksheet. The teacher takes a seat at the table and speaks to the group, "You are each going to write a story about a character who moves to a new place. Before we begin writing, we are going to brainstorm some ideas together about what can go in our story. The teacher takes out the large version of the prewriting activity and the chart marker and leads the group in discussion. "What is it like in the place where your character used to live?" The teacher allows students to brainstorm ideas about a place that they are creating. As the students speak, the teacher records the ideas on the chart. The students should also be writing the idea on their own chart as the teacher writes them. After the students have several ideas down, the teacher asks, "What does your character act like because they live in this place?" Again, the teacher and students record the answers the students give on the prewriting chart. After the students have several ideas, the teacher asks, "What is the new place like that your character moves to? Remember, this place has to be different from our first place." The teacher and students record answers on the prewriting chart. The teacher then asks, "How will your character change after moving to this place?" The teacher and students record ways that the character previously described would change based on the two places the students have designed. Finally, the teacher asks, "What are some ways that we can prove that this change has happened in the story?" The teacher may have to guide the students to think of things the character might say or do as a result of the change the students have described, and the teacher and students all record the ideas on the prewriting chart. Once the students have all copied the chart the way that the teacher has written it, the teacher speaks again, "Now I want you to take the ideas and write them into a story. Your character should start out living in the first place we made and acting this way," the teacher motions to the writing on the large chart as they reference each section, "then they will move to this second place and begin acting this way. Make sure that you use some of this evidence we came up with to prove that your character changed. After you have finished writing, you may move to the art table and illustrate your story. Does anyone have any questions?" The teacher pauses for thirty seconds to allow for questions and answers any questions that are asked, then says, "Ok, get to work writing your story. I will be circling the room, so if you have any questions, just raise your hand."

After giving each group their assignments, the teacher begins circling the room, looking at students' work and answering any questions. As students finish writing, they move to the table that is covered with art supplies and begin illustrating their stories. The teacher moves to this table occasionally and reads over some of the completed stories. The teacher may whisper into a student's ear from time to time to compliment their work or make a suggestion to correct spelling or grammar. When there are ten minutes of class left, the teacher gives a warning, "You have five minutes left to work on your stories. If you have finished your story and not your illustrations, you may finish the drawings as homework tonight. If you are not finished with your story yet, please come see me." The teacher looks over the stories of any students who are not

yet finished and offers suggestions for them to finish. If students are nearly finished, they will finish for homework. If any students are struggling, the teacher arranges for extra time to help them finish in class.

When the five minute warning time is up, the teacher announces, “I need you to begin cleaning up now. Please put all of the art supplies back in their boxes and place your stories on my desk if you are finished. If you are not finished, you may take your story home to finish tonight for homework. If you sit at Table D, you are today’s reporting group, so please fill out your sticky note and post it on the wall. I need everyone ready to go as quick as possible.” The students move around the classroom putting items away and sitting back in their assigned seats. The teacher goes to Table D and places a sticky note at each seat, and these students write down what stuck with them from the day’s lesson and stick it to the wall.

When the class time is over, the teacher dismisses the students to their next destination and begins reading the stories the students have written.

Materials/Resources:

- *The Sneetches*
- My Silly Dr. Seuss Character worksheet
- Paper with space to write and illustrate
- Table with crayons, markers, and colored pencils for students to use for illustrating
- Story writing rubric for each child
- Prewriting organizer for each child in group A
- Large version of prewriting activity
- Chart marker
- Sticky notes

Connection to Prior Knowledge: This lesson connects with what students have learned in previous grades about reading and recounting the events of stories, identifying characters, and recognizing different groups of people. This lesson also connects to the previous lessons in the unit over analyzing characters and their cultural backgrounds.

Assessment:

Before-Partner review

During-Class discussion

After-Students design a character and write a story about the character

Special Needs of Students:

Enrichment-Higher level students will be asked to write a story about a character of their design that incorporates traits and emotions as well as the importance of culture.

Intervention-Lower level students will complete a prewriting activity as a group before writing a story that follows a prompt.

Reflection: This lesson is appropriate for a third grader's physical development because the students have the opportunity to move around the room instead of staying seated in one place. This lesson is appropriate for a third grader's cognitive development because it asks them to take the concepts they have learned and apply them to a creative activity. This lesson is appropriate for a third grader's language development because it asks them to use both written and spoken language to communicate ideas. This lesson is appropriate for a third grader's social emotional development because it asks them to discuss ideas individually, as partners, and as a whole class. This lesson is appropriate for a third grader's interests because it allows them to use their creative skills in drawing and writing to design a story that they would enjoy reading.

My Silly Dr. Seuss Character!

My character is...

small medium big young old

an animal

a person

It is the color

tall
short

It has

#

teeth

tail

fingers

legs

eyes

It has
feathers
fur
hair
scales

Its name is

Writing My Own Story

Performance Task

Use the *My Silly Dr. Seuss Character* worksheet as a guide to design your very own Dr. Seuss inspired character. Then use that worksheet to write and illustrate an original story all about your character. Your story must include a description of what your character is like, where they live, and at least one major event that makes them change in some way. Your illustrations should show your character drawn with the physical characteristics on your worksheet and in the setting described in your story. Illustrations must also be colored.

Points Awarded	Character Description	Setting	Major event	Illustrations
0	Character is not described at all	No setting is given	No major events happen	No illustrations included
1	Character is described briefly	Setting is named but not described	One event happens, but does not affect the character	Illustrations are not colored or do not match the story
2	Some character traits are described	Physical setting is described, but the culture of the setting is not described	Event takes place and appears to have some effect on the character	Illustrations are colored and show the character according to the story's description
3	Character is described in-depth, including personality traits, physical description, and changing emotions.	Setting is described in-depth. What is the place like, what are the people like who live there, how does this affect the character?	At least one major event takes place and shows significant change in the character's temporary emotions and overall life	Illustrations are neatly colored and show the character in the proper setting. All illustrations match the descriptions given on the character worksheet and the story

Writing My Own Story

Prewriting Activity

What is the place like where your character lived in the beginning of the story?

What is your character like because of where they lived?

What is the place your character moves to like?

How does this new place change your character?

What evidence is there that this change happened?

Lesson Plan 5

Summative Assessment

Kayla Ross

December 2, 2016

Third Grade

Learning Goals/Objectives: Students will be able to apply their knowledge about characters to books they read on their own. Students will be able to describe character traits and emotions and how a character changes throughout a story. Students will understand how culture affects a character's behavior.

Common Core/Ohio State Standards: R.L. 3.3: Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of the events. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Social Studies 3.8: Communities may include diverse cultural groups.

Methods: The teacher and students enter the room. As students enter, the teacher asks them to take their reading books and sit in their assigned seats. Every student should have an independent reading book that has been approved by the teacher and that they have already read during their independent reading time. When the students are seated at their desks, the teacher addresses the class, "today we are going to be finishing up our unit on characters. You have all been working hard and learned so much about characters, so now it's time for you to show me what you know about characters in your own reading. I asked you all to bring the last independent reading book you finished, so hopefully you did that. If not, come see me after I have finished explaining the assignment and I will get you one of the books that we have read in class at some point. You are going to pick a character from that book and create a Facebook page for that character. A Facebook page provides a window to a person's life, and that's what we should see from looking at your Facebook page. Your character's descriptions will show us what they are like, their status updates will show us how they feel at different points during the book, and the major events that you list will show us how they change during the book. For an example, you can look at the page that I made for Camilla Cream in *A Bad Case of the Stripes*." The teacher displays the page, which has been drawn on a large poster and begins passing out a rubric to each child, "Your rubric lists all of the things that your page should include: a picture of your character, 5 friends or family members, 2 major events described in detail, 5 status updates, and an "about me" section with a biography, where they come from, what they like or don't like, and 5 personality traits. Right now I want you to make a checklist in your notebook of all of those things I just listed so you can check off each one and make sure you have all you need." The teacher writes each item on the board in a checklist format. "Begin with the things that you need to write, then when you come show me your checklist completed with everything but the picture, you may go

back to the art table to get supplies for your picture. You might even want to write everything out before copying it over to your final product on this page.” The teacher gives everyone a Facebook page outline. “Tomorrow we will be presenting our pages and our books for everyone in the class to see, so be sure you have your page completed and your book with you ready to present tomorrow when we come to class. Does anyone have any questions?” The teacher pauses for thirty seconds to answer any questions that arise. If no questions are asked, the teacher says, “ok. If you have your book, you may begin working. If you don’t have your book, come to the back of the room to get a book from me that you can use for your project.” The teacher supplies any student who doesn’t have a book with one that the class has read together that is on their reading level and sends them to work.

As the students work, the teacher circles the room looking over student work and answering questions. As students finish, they raise their hands and the teacher looks over their checklist. If the checklist is completed, the teacher sends the student to the art table to get supplies for their picture. If the checklist is not completed, the teacher points out what items are missing and sends them back to their seat to finish working.

When there are ten minutes remaining in class, the teacher gives a warning, “Class, we have five minutes until we need to start cleaning up. If I have not approved your checklist yet, I need to see it before you leave so please bring it to me now. Everyone else, try to find a good stopping point.” Students who have not yet had their checklist looked at will come to the teacher. If the checklist is complete, the teacher approves it, if not the teacher helps the student find the information they are still missing.

When the five minutes are up, the teacher signals that it is time to clean up. “I need everybody to put their art supplies away now. If you are not finished with your project right now, you will have ten minutes at the beginning of tomorrow’s class to finish, so if you don’t think you can finish in ten minutes then take your project home to work on it. If you are finished or if you can get finished in ten minutes tomorrow then you may leave your project and your book here to make sure you don’t forget them. Either way, I want everybody ready to go when it’s time to present tomorrow.” The students put their art supplies away and sit in their seats. When class is over, the teacher dismisses the students to their next destination.

The next day the students and teacher enter the classroom. The teacher greets students at the door, reminding them that if they have not finished their projects, they need to get art supplies and work quietly at their seats right away. “If you are finished already,” the teacher announces, take your project and your book to the carpet. Find a partner and tell them what your book was about and practice presenting your project to them. Just remember to keep your voices low and respect those who are still working. Your ten minutes starts now.” The teacher starts a timer for ten minutes.

The students work on their projects, moving to the carpet when they are done. The teacher circles the room, listening to the students talking on the carpet and looking at the work of students finishing up. When the timer has gone off, the teacher speaks, “If you are not on the carpet yet, I need you to go there now with your project and your book and sit in a circle.” The teacher joins the students sitting in a circle on the carpet. “When I call your name, show us your book and explain your Facebook page. Don’t read every item, just pick a few really important ones and explain why you put those things on your Facebook page.” The teacher draws names

from a cup at random to choose which student goes first. That student presents their project and then the teacher draws a new name from the cup, continuing until every student has presented.

When the students have all presented, the teacher says, “great job class. You all did such a great job representing your characters. Please hand in your project and go back to your seats.” The teacher collects the projects and the students go to their seats. By this point, the class time should be nearly over, and students should be getting their things ready to go. If there is still time left, the teacher draws names from the cup once again and asks the students drawn to name one important thing they have learned in this unit. When the class time is completely over, the teacher dismisses the students to their next destination. After taking a closer look at the projects, the teacher hangs them around the room.

Materials/Resources:

- Copies of various books the class has read throughout the year
- Example Facebook page
- Rubric for each child
- Facebook page outline for each child
- Table with crayons, colored pencils, and markers

Connection to Prior Knowledge: This lesson connects with what students have learned in previous grades about reading and recounting the events of stories, identifying characters, and recognizing different groups of people. This lesson also connects to the previous lessons in the unit over analyzing characters and their cultural backgrounds.

Assessment:

Before-Observations as students work

During-Checklist of required information

After-In class presentation and final project

Special Needs of Students:

Enrichment-Students on a higher reading level will complete their projects based on a higher level reading book.

Intervention- Students on a lower reading level will complete their projects based on a lower level reading book.

*To meet each student’s individual needs, final projects are completed using an independent reading book that the student has previously selected and read and that the teacher has approved as appropriate for that student’s reading level.

Reflection: This lesson is appropriate for a third grader's physical development because they have the opportunity to move to different locations in the classroom. This lesson is appropriate for a third grader's cognitive development because it requires them to apply previously learned concepts in a new and creative way. This lesson is appropriate for a third grader's language development because it asks them to first write ideas and then communicate the most important of these ideas in a verbal presentation. This lesson is appropriate for a third grader's social emotional development because after writing ideas themselves, they are able to discuss those ideas with a partner and then present them to a group. This lesson is appropriate for a third grader's interests because it allows them to use their creative and artistic skills, to report on a book of their own choice, and to communicate in the popular form of social media.

Character Facebook Page
Project Centered Assessment
Summative Assessment

Read a book of your choice. Choose a character from that book and create a character Facebook profile for that character. Your profile should be colorful and creative and must include a minimum of five friends or family members, two major events that have happened in the character's life, five status updates written from the character's point of view that show their different emotions, and a completed "About me" section with a biography that tells where they come from, what they like/dislike, and a minimum of five personality traits they have. Your character should also have a profile picture that shows them as the book describes them. Be prepared to present your book and your profile in class and to give evidence from your book to show why this information belongs on your character's profile. You must have the book with you to show the class while you present and be prepared to answer questions about why you include the information that you did.

Points Awarded	Neatness	Basic Information	Major Events	Status Updates	Presentation
					47
0	No effort put forth. Information is missing or is not presented in the Facebook profile format.	About me section (including likes/dislikes and friends and family) not completed.	No major life events included.	No status updates included.	Student does not present in class.
1	Information is not presented neatly and contains many errors. No picture is included.	Large sections of required personal information missing.	One major event named but not described.	Updates are incomplete or are not written from the character's point of view.	Student shares profile but does not bring book to class.
2	Information contains some errors. Picture is included but is not colored.	Describes the character in little detail. Likes/dislikes or friends/family completely missing.	Two events named or one event described with little detail.	Updates are written from character's point of view but are not related to the story.	Student brings book and profile to class but gives no evidence from the book.
3	Information contains some errors. Profile is neat and colorful.	Describes the character. Includes few likes/dislikes and family/friends.	Two events named and described with little detail.	1-2 updates are complete and written from the character's point of view.	Student gives a short summary of the book with little evidence for the profile.
4	Information contains few errors. Profile is neat, colorful, and set up according to the format given.	Describes the character in detail. Missing one or two likes/dislikes or family/friends.	Two events named and described. At least one event is described in great detail.	3-4 updates are complete and written from the character's point of view	Student gives a short summary of the book and some evidence for the profile.
5	Information contains only one or two errors. Profile is neat and creative.	Describes the character in detail. Includes minimum of 10 likes/dislikes and 5 friends or family members.	Two events named and described, telling what happened on that day and why it was important to the character's life.	At least five updates are complete and written from the character's point of view.	Student gives a short summary of the book and has prepared evidence for all information included in the profile.

	Character Name:
	Personality Traits:
About Me:	Major Life Events:
Likes:Dislikes:	Status Updates:
Family and Friends:	

