MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI

EXEMPLAR Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 3

Grant funded by:
W.K. KELLOGG FOUNDATION

MISSISSIPPI DEPARTMENT OF EDUCATION

P.O. Box 771 | Jackson, MS | 39205-0771
Tel (601) 359-2586
www.mde.k12.ms.us
Twitter: @MissDeptEd

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources

MISSISSIPPI DEPARTMENT OF EDUCATION

359 North West Street, Suite 203

Jackson, Mississippi 39201

(601) 359-3511

Acknowledgements

Mississippi Exemplar Units and Lessons Project Leads

The Mississippi Department of Education gratefully acknowledges the following individuals for their leadership in the development of the Mississippi Exemplar Units and Lessons.

Dr. Kim Benton
Chief Academic Officer

Devin Boone
Special Education Professional Development Coordinator

Barbara Bowen
ELA Professional Development Coordinator

Elise Brown
Math Professional Development Coordinator

Wendy Clemons
Office of Professional Development Executive Director

Dana Danis
Office of Secondary Education ELA Curriculum Specialist

Dr. Marla Davis
Office of Secondary Education Bureau Director

Joyce Greer
Office of Early Childhood Instructional Specialist

Kristi Higginbotham
Special Education Professional Development Coordinator

Dr. Felicia Jackson-Stewart
ELA Professional Development Coordinator

Ashley Kazery
ELA Professional Development Coordinator

Kristina Livingston
Professional Development Coordinator Director

Celeste Maugh
Math Professional Development Coordinator

Tanjanikia McKinney
Science Professional Development Coordinator

Jennifer Nance
Office of Secondary Education Office Director II

Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: English Language Arts.

Kimberlee Alexander
Greenville Public School District

Teresa Amacker
Ocean Springs School District

Terwinda T. Banks
Canton Public School District

Ebony Bealer
Harrison County School District

Kate Boteler
Madison County School District

Lydia Boutwell
MDE Early Childhood Consultant

Jeannie Brock
Benton County School District

Elisa Bryant
Lafayette County School District

Melissa Buck
MDE Literacy Coach

Leigh Ann Cheeseman
MDE Literacy Coach

Cindy Christian
Rankin County School District

Nicole Cockrell
Madison County School District

Angela Davis
MDE Literacy Coach

Samantha Edwards
South Panola School District

Beverly Farr
DeSoto County School District

Lisa Hamrick
Pascagoula – Gautier School District

Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: English Language Arts.

Roxanne Harper
Brookhaven School District

Jessica Holyfield
Rankin County School District

Melanie Irby
Pearl Public School District

Lisa Lairy
West Point Consolidated School District

Shirley Massey
MDE Literacy Coach

Catrice Mitchell
Hinds County School District

Brenda Nelson
Gulfport School District

Cyndi Parker
Harrison County School District

Allison Ruhl
Madison County School District

Rebecca Russell
Rankin County School District

Kelly Smith
MDE Literacy Coach

Leigh Ann Smith
Lauderdale County School District

Nicole Smith
Jones County School District

Lori Stringer
MDE Literacy Coach

Katie Szabo
Lafayette County School District

Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: Mathematics.

Lydia Boutwell
MDE Early Childhood Consultant

Courtney D. Brown
Jackson Public School District

Ashley Boyd
DeSoto County School District

Toni Canizaro
Clinton Public School District

Tracy Catchings
Vicksburg-Warren School District

Susan Craddieth
Columbus Municipal School District

Alesheia Cunningham
DeSoto County School District

Savannah Evans
Lamar County School District

Fanchon Freeman
Clarksdale Municipal School District

Beth Fulmer
Math Curriculum Consultant

Jennifer Gaston
Coffeeville School District

Kathleen Hamilton
Marshal County Schools

Rachael Hayes-Magee
Biloxi Public School District

Caroline Heblich
DeSoto County School District

Susan Jarvis
Ocean Springs School District

Veronica Jefferies
Vicksburg-Warren School District

Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: Mathematics.

Jeyakumar Jeyaraj
East Jasper Consolidated School District

Melissa Lowe
Lauderdale County School District

Lucy Ann Martin
Jackson Public School District

Lynda Mathieu
George County School District

Bonnie Maready
DeSoto County School District

Kimberly B. McKinney
West Point Consolidated School District

Hertensia V. Mixon
DeSoto County School District

Shalaan Oliver-Hendricks
Columbus Municipal School District

Amy Shelly
Special Education Professional Development Coordinator

TaShara Smith-Shoemaker
Hattiesburg Public School District

Mariella Simons
MDE Consultant

Ashleigh Syverson
Harrison County School District

David H. Taylor II
Laurel School District

Jennifer C. Wilson
Rankin County School District

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
3	Characters' Contributions	10 days

Mississippi College- and Career-Readiness Standards for English Language Arts	Unit Overview and Essential Questions
Reading Standards **Focus:** **RL 3.3** Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **Additional:** **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RF.3.4** Read with sufficient accuracy and fluency to support comprehension. **Writing Standards** **Focus:** **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **b.** Provide reasons that support the opinion. **Additional:** **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	This unit focuses on reading and comprehending various works of literature by Patricia Polacco. Students will be taught strategies that will help them better comprehend a text, including determining how the character's actions, motives, and feelings in stories contribute to the events. Additionally, vocabulary, writing, and speaking and listening activities will be integrated throughout the unit to support students' comprehension. Some of the texts used to help students develop mastery of the focus standards are *The Art of Miss Chew*, *Thunder Cake*, *Babushka's Doll*, and *My Rotten Red•Headed Older Brother*. **Essential Questions:** • How do the traits, motivations, and/or feelings of a character contribute to/explain a character's actions? • How do the character's actions contribute to the sequence of events in a story?

Speaking and Listening Standards **Focus:** **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **Language Standards** **Focus:** **L.3.4a** Use sentence level context as a clue to the meaning of a word or phrase. **L.3.2c** Use commas and quotation marks in dialogue. **Additional:** **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	

Text Set

Anchor Text

- *The Art of Miss Chew* by Patricia Polacco

Complementary Texts

Literary Texts

- *My Rotten Red-Headed Older Brother* by Patricia Polacco
- *Thunder Cake* by Patricia Polacco
- *Babushka's Doll* by Patricia Polacco

Fresh/Cold-Read Task

Text(s): "Lady and the Garden Hose" See **Handout 0.1: Cold Read Performance Task Passage**.

Questions and Writing Prompt:

1. What is the problem in the story?
2. How does Manuel react to the damage in the hose?
3. How does Manuel solve the problem?
4. Manuel thinks of a solution to help keep Lady away from Mr. Delgado's hose using chairs turned upside down with the legs sticking out. What does this reveal about Manuel?

Standards Assessed: RL.3.3

Evidence of Mastery:

1. Lady likes to chew on the water hose and has put holes in it with her sharp teeth. Mr. Delgado cannot use the hose to water the garden because the water comes out of the holes Lady made instead of the spigot.
2. Manuel sees that Lady was the one who made the holes in the hose with her sharp teeth. Instead of getting mad, Manuel helps Mr. Delgado to fix the hose.
3. First, Manuel helps Mr. Delgado to patch the hose with rubber glue. Then, he turns two chairs on their sides with the legs sticking out and puts them around the hose to keep Lady from being able to get close to the hose and chew on it.
4. Manuel is very creative. Lady had pulled the hose down five times in a week and chewed on it, and Mr. Delgado never could come up with a way to keep her away from it. Manuel's plan to use the chairs as a cage around the hose was creative and it kept Lady away from the hose.

Lesson Tasks

Lesson 1: Introduction of Character Traits

The students will learn about internal and external character traits using excerpts from *The Art of Miss Chew*. The teacher will model characterization though a graphic organizer. The teacher will also model how to determine the meaning of a word using context clues.

Lesson 2: Characterization Using Text-Based Evidence

The students will use sentence level context as a clue to determine the meaning of a word or phrase using *The Art of Miss Chew*. The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from texts assigned to their groups – *My Rotten Red-Headed Older Brother, Babushka's Doll,* or *Thunder Cake*.

Lesson 3: Characterization Using Text-Based Evidence (Continued)
The students will use sentence level context as a clue to determine the meaning of a word or phrase. The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text. The students will answer questions about their assigned story – either *My Rotten Red-Headed Older Brother, Babushka's Doll*, or *Thunder Cake* to demonstrate understanding of that story, referring explicitly to the text as the basis for the answers.

Lesson 4: Characterization – How It Contributes to the Sequence of Events
The students will use sentence level context as a clue to determine the meaning of a word or phrase. The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text. The students will understand how a character's actions contribute to the sequence of events in a story in *The Art of Miss Chew*.

Lesson 5: Characterization – How it Contributes to the Sequence of Events (Continued)
The students will use sentence level context as a clue to determine the meaning of a word or phrase. The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text. The students will understand how a character's actions contribute to the sequence of events in a story in *The Art of Miss Chew.*

Lesson 6: Review of Characterization
The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. The students will learn how to use commas and quotation marks correctly.

Lesson 7: Using the Characterization Map for Writing
The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. The students will learn how to use commas and quotation marks correctly.

Lesson 8: Using the Characterization Map for Writing (Continued)
The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. The students will learn how to use commas and quotation marks correctly.

Lesson 9: Review of All Skills
The students will complete Part 1 of the Performance Task.

Lesson 10: Performance Task
The students will complete Part 2 of the Performance Task.

Performance/Culminating Task

Part 1

The students will read "My Brother's Mess" and complete a Characters' Contributions graphic organizer. See **Handout 2.1: Characters' Contribution Graphic Organizer** and **Handout 9.1: Cold Read Passage.**

Part 2

The students will use the information from the Characters' Contribution graphic organizer completed the day before and the R.A.C.E.S strategy learned in the unit to respond to a writing prompt.

Prompt: In "My Brother's Mess," the narrator is neat, creative, and helpful. These character traits are revealed by his thoughts, words, and actions throughout the text. Using examples and evidence from the passage, write an opinion piece to explain which one of these traits most contributes to the sequence of events in the story and how.

Standard(s) Assessed: RL.3.3, W 3.1

Handout 0.1: Cold Read Performance Task Passage

http://www.tea.state.tx.us/student.assessment/resources/release/rpte/index.html

Lady and the Garden Hose

The Delgado family had a new puppy named Lady. She was a playful puppy. She especially liked playing with the garden hose. She loved to watch the hose wiggle like a snake when she chewed on it. One day Mr. Delgado saw Lady drag the garden hose across the yard. “Not again!” he said as he hung the hose on the hook that was on the side of the house.

It was the fifth time this week that Lady had taken the hose down from its hook. Mr. Delgado had tried to teach her not to do it. He pointed to the hose each time and said with a stern voice, “No, Lady! Don’t play with the hose!” It hadn’t helped.

The next day Mr. Delgado went outside to water his vegetable garden. Once again, he found the hose stretched across the yard. Lady playfully picked it up in her teeth when she saw him.

Manuel came outside. “Hi, Dad,” he said. “May I help water the garden?” Manuel picked up the hose, and Mr. Delgado turned on the water. Only a few drops of water fell on the plants. They saw water springing up from tiny holes all along the hose.

Manuel looked at Lady. “Your sharp teeth made those holes, Lady. You turned our hose into a fountain,” he said. Lady wagged her tail proudly. Manuel and his father took the hose to the garage. They used rubber glue to mend it. “I don’t know how to teach Lady to leave the hose alone,” said Mr. Delgado once they had repaired the hose. “Do you have any ideas?”

“I know what we can do,” said Manuel. He wrapped the hose around the hook again. Then he brought two chairs from the yard. He turned them on their sides and leaned them against the house. The chairs formed a cage around the hose.

Lady walked over to the hose. She stuck her paw between the chairs. She poked the chairs with her nose and cried. She tried and tried, but she couldn’t reach the hose. Manuel’s idea was working. “You’re probably unhappy about this,” Manuel said to his puppy, “but Dad and I don’t want to fix that hose every day!”

Rubric for Performance/Culminating Task

Criteria	4	3	2	1
Writing Organization	All parts of the writing strategy have been used appropriately and the flow of the response is well organized.	The majority of the writing strategy has been used appropriately and most of the response is well organized.	Some of the parts of the writing strategy have been used appropriately and little of the response is well organized.	Little of the writing strategy has been used appropriately and the flow of the response is not organized.
Character Trait Accuracy	Content knowledge of the standard is clearly evident throughout the response.	Content knowledge of the standard is evident throughout most of the response.	Some content knowledge of the standard is evident throughout the response.	Little content knowledge of the standard is evident throughout the response.
How the character's traits and actions contribute to the sequence of events	Content knowledge of the standard is clearly evident throughout the response.	Content knowledge of the standard is evident throughout most of the response.	Some content knowledge of the standard is evident throughout the response.	Little content knowledge of the standard is evident throughout the response.
Quotations	Multiple quotations used and all commas and quotation marks are used correctly.	Some quotations used and most commas and quotation marks are used correctly.	Little quotations used and some commas and quotation marks are used correctly.	Little quotations used and little commas and quotation marks are used correctly.

Lesson 1: Introduction of Character Traits

Focus Standard(s): RL.3.3, L.3.4.a

Additional Standard(s): RL.3.1, SL.3.1, RF 3.4

Estimated Time: 70 minutes

Text(s):

- *The Art of Miss Chew* (pages 1-8)
- *My Rotten Red Headed Older Brother* (Group 1 pages 1-8)
- *Babushka's Doll* (Group 2 pages 1-4)
- *Thunder Cake* (Group 3 pages 1-8)

Resources and Materials:

- Handout 1.1: Student Characterization Map
- Handout 1.2: An Excerpt from *The Art of Miss Chew*
- Handout 1.3: Context Clues Content Anchor Chart
- Handout 1.4: Context Clues Graphic Organizer
- Handout 1.5: Teacher Characterization Map
- Handout 1.6: List of Library Systems that carry required books for this unit

Lesson Target(s):

- The students will use sentence level context as a clue to determine the meaning of a word or phrase.
- The students will describe characters in a story (e.g. their traits, motivations, or feelings).

Guiding Question(s):

- How do context clues help determine the meaning of unknown words?
- How does understanding a character's internal and external traits help the reader better comprehend the story?

Vocabulary	
Academic Vocabulary: • Context clues • Motivation • Traits	**Instructional Strategies for Academic Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled • Sultry • Talent	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can explain the difference between internal and external traits
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Introduce context clues using a content anchor chart. See **Handout 1.3: Context Clues Content Anchor Chart.** Display **Handout 1.2: An Excerpt from *The Art of Miss* Chew** beside **Handout 1.4: Context Clues Graphic Organizer**. Model how to use context clues and the graphic organizer to determine the meaning of the first two underlined words in the passage. Then ask the students to complete the last one in their heads. As a whole class, discuss student answers and have students fill in the last row with you.

Activity 2: Introduction to the Lesson

Display **Handout 1.5: Teacher Characterization Map** and model internal and external character traits based on self, placing internal traits inside body and external traits outside body.

Provide pairs of students with **Handout 1.1: Student Characterization Map**. With a partner, students Turn and Talk about internal and external character traits that they would use to describe themselves. Students choose one internal and one external trait to record on a sticky note to add to their handout's skeletal figure. Have discussions with students regarding words that are true character traits or passing emotions.

Note: Turn the skeletal figure into an anchor chart. Tell students that throughout the unit to write down any new character traits on sticky notes and place them on the anchor chart.

Choose one or two students to share out.

Have students think about a famous character (e.g., Nemo or Marlin from *Finding Nemo*) and choose one to focus upon. With a partner, students turn and talk about the internal and external character traits of their chosen famous character. Students pick one internal and one external trait to record on a sticky note to add to skeletal figure.

Note: Display **Handout 1.3: Context Clues Content Anchor Chart** to be used as example character traits for the next two weeks.

Activity 3: Understanding Character Traits
Activity 3a: Modeling
Model fluency by reading the first eight pages of *The Art of Miss Chew.* After one reading to allow for fluency model and comprehension, re-read the first eight pages, stopping periodically to ask guiding questions that will help develop the character of Patricia, the narrator of the story.

1. Why was the narrator (Patricia) having stomachaches because of upcoming tests?
2. What do you think that means about her character?
3. Why do you think Patricia loved art?
4. How do you think getting into a special art class will change Patricia's view of school? Why? What evidence from the story supports your answer?

Due to the length of the text, stop reading after the first eight pages and continue reading the book in the next day's lesson.

Display **Handout 1.5: Teacher Characterization Map** and model how to complete it using the text. Remind students of the internal and external character traits previously discussed, explaining that students will read another Patricia Polacco book in small groups to identify character traits.

Activity 3b: Guided Practice
Put students in three different heterogeneous groups. Give each student a book. (See texts listed in lesson overview.) Rotate around the room assisting students as needed.

- ✓ While rotating, record notes about students' understandings and misunderstandings when checking to ensure these actions occur:

- Students work in groups to read certain pages from their assigned Patricia Polacco book. Because students are practicing applying the concept of character traits to their assigned text, they only need a short passage, not the complete text.
- Students work together to complete the characterization map. See **Handout 1.1: Student Characterization Map.**
- Students begin to complete the context clues graphic organizer- filling in unknown words from the text. See **Handout 1.4: Context Clues Graphic Organizer.**

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing

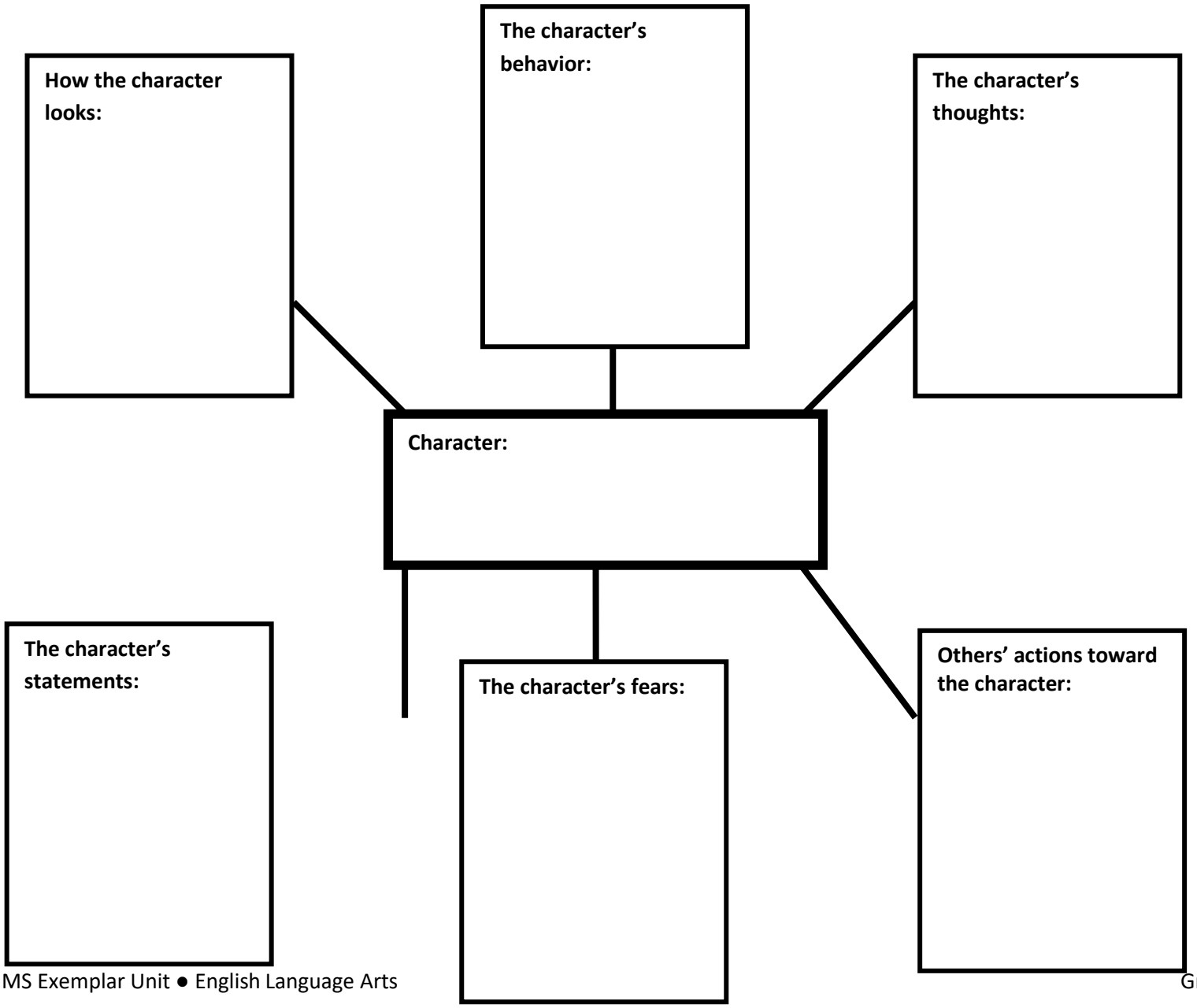
- ✓ Give each student a sticky note. On the sticky note, instruct students to write a definition of context clues in their own words. Collect the sticky notes to check for understanding.

Review all graphic organizers and sticky notes as a formative assessment. Meet with the students who are not understanding the concepts before the lesson begins on Day 2.

Note: All lessons in this unit build on each other so understanding each component is key.

Homework
The students will write three examples of context clues from their independent reading book to share in class the next day.

Handout 1.1: Student Characterization Map



Handout 1.2: An Excerpt from *The Art of Miss Chew*

The Art of Miss Chew

(Pg. 6)

Then one day Mr. Donovan saw one of my drawings. He picked it up and hung it on the bulletin board. "Patricia, you have remarkable talent!"

All of the kids in the class crowded up to look at the picture.

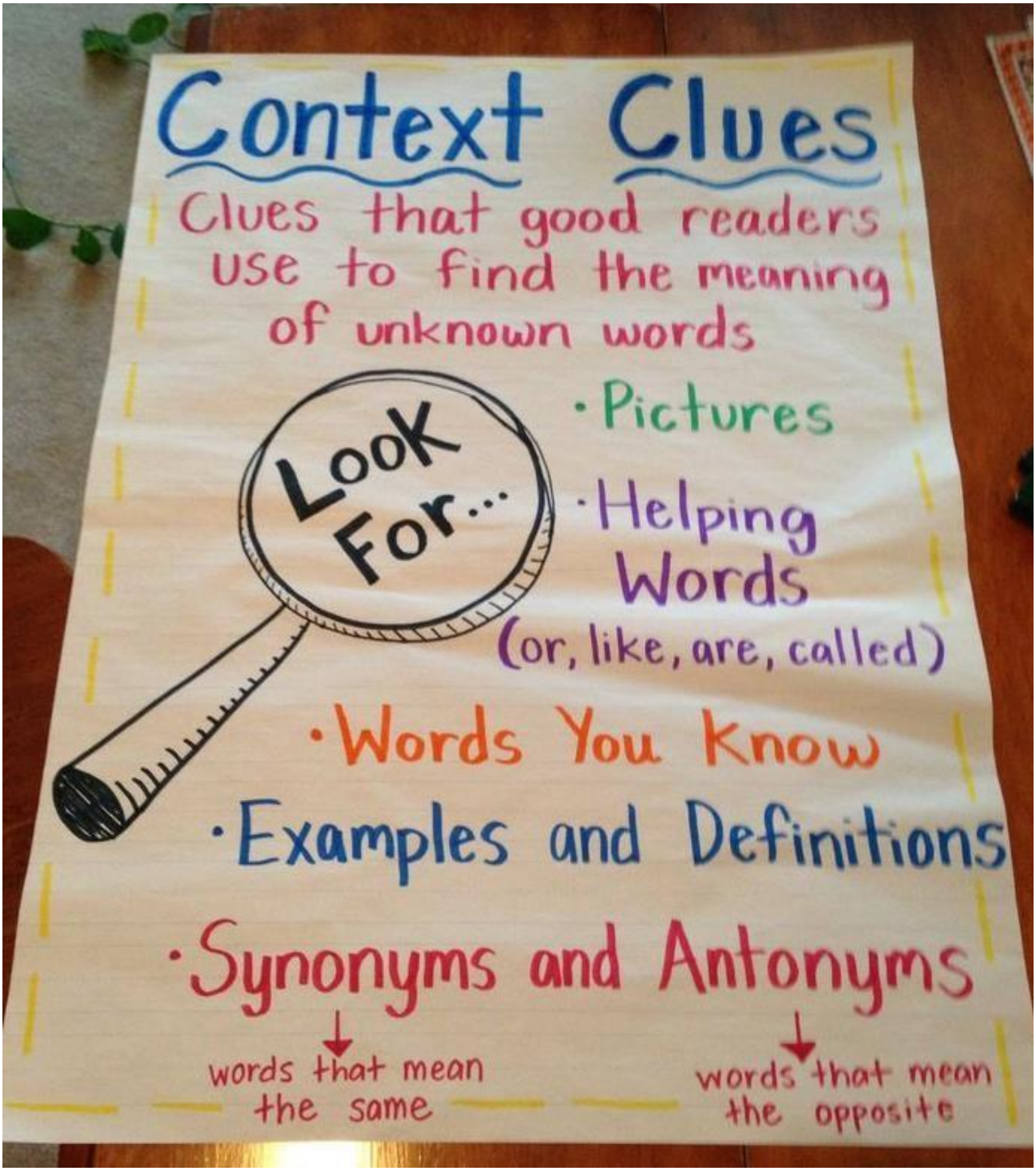
"Man, oh, man, can you draw," Davey Mulford remarked.

"Wow!" Rick Schubb agreed.

Even Neonne Price, who never spoke to me because she was so popular, was impressed.

I felt so proud.

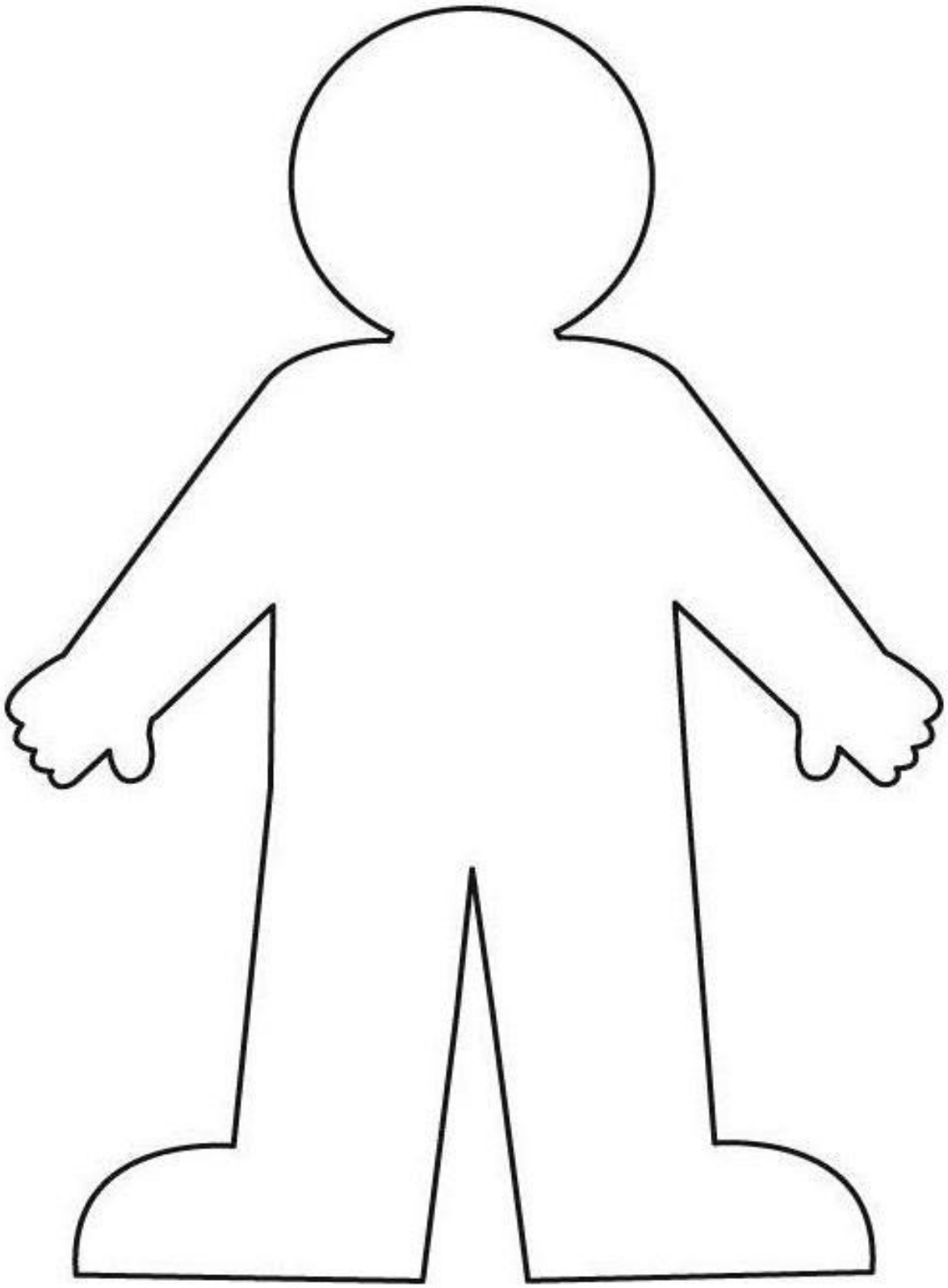
Handout 1.3: Context Clues Content Anchor Chart



Handout 1.4: Context Clues Graphic Organizer

Word	**Evidence** **(clues from the text)**	**My Knowledge** **(clues from my head)**	**My Definition**
Talent			
Remarked			
Impressed			

Handout 1.5: Teacher Characterization Map



Handout 1:6: List of MS Library Systems that carry the books required for this unit

The following table lists all of the library systems in Mississippi and indicates if the books needed for this unit are available through that library system. If a teacher does not have access to the books needed for this unit, this table can be used to find the nearest public library that carries the book. Go to the library system's website online, click on the online card catalogue, and it will list the specific library where the book(s) can be found. This information was gained through the libraries' online card catalogs in 2018.

	Mississippi Library System	The Art of Miss Chew	Thunder Cake	Babushka's Doll	My Rotten Red Headed Older Brother
1	Benton County Library System		X		X
2	Blackmur Memorial Library				
3	Bolivar County Library System				
4	Carnegie Public Library of Clarksdale & Cahoma County		X	X	X
5	Carroll County Public Library System	X	X	X	X
6	Central MS Regional Library System	X	X	X	X
7	Columbus-Lowndes Public Library System	X	X	X	X
8	Copiah Jefferson Regional Library	X	X	X	X
9	Covington County Library System	X			
10	Dixie Regional Library System	X	X		
11	East MS Regional Library				
12	Elizabeth Jones Library	X	X	X	X
13	First Regional Library	X	X	X	X
14	Greenwood-Leflore Public Library	X	X		
15	Hancock County Library System	X			X
16	Harriette Person Memorial Library		X		
17	Harrison County Library System	X	X	X	
18	Humphries County Library System		X		
19	Jackson/Hinds Library System	X	X	X	X
20	Jackson-George Regional Library System	X	X	X	X
21	Judge George W. Armstrong Library		X	X	X
22	Kemper-Newton Regional Library System				
23	Lamar County Library System		X	X	
24	Laurel-Jones County Library System		X		
25	Lee-Itawamba Library System	X	X	X	X
26	Lincoln-Lawrence-Franklin Regional Library System	X	X	X	X
28	Long Beach Public Library	X	X	X	X
29	Madison County Library System	X	X	X	X
30	Marks-Quitman County Library				

31	Marshall County Library System	X	X	X	X
32	Meridian-Lauderdale County Public Library		X		
33	Mid-MS Library System	X	X	X	X
34	Neshoba County Public Library			X	X
35	Northeast Regional Library System	X	X		X
36	Noxubee County Library System*				
37	Pearl River County Library System		X	X	
38	Pike-Amite-Walthall Library System	X	X	X	X
39	Pine Forest Regional Library				
40	Sharkey-Issaquena County Library		X		X
41	South MS Regional Library System	X	X	X	X
42	Starkville-Oktibbeha County Public Library System	X	X	X	X
43	Sunflower County Library System	X	X		X
44	Tallahatchie County Library System				
45	The Library of Hattiesburg, Petal, & Forrest County*				
46	Tombigbee Regional Library System	X	X	X	X
47	Union County Library System		X		X
48	Warren County- Vicksburg Public Library	X	X	X	X
49	Washington County Library System	X	X		
50	Waynesboro-Wayne County Library System			X	
51	Wilkinson County Library System		X		
52	Yalobusha County Public Library System	X	X		
53	Yazoo Library Association		X		

*This information was unavailable on the library's website.

Lesson 2: Characterization Using Text-Based Evidence

Focus Standard(s): RL.3.3, L.3.4a

Additional Standard(s): RL.3.1, SL.3.1, RF 3.4

Estimated Time: 60 minutes

Text(s):

- *The Art of Miss Chew* (pages 9-20)
- *My Rotten Red-Headed Older Brother* (Group 1 pages 9-17)
- *Babushka's Doll* (Group 2 pages 6-23)
- *Thunder Cake* (Group 3 pages 9-20)

Resources and Materials:

- Handout 1.2: An Excerpt from *The Art of Miss Chew*
- Handout 1.3: Context Clues Content Anchor Chart
- Handout 1.4: Context Clues Graphic Organizer
- Handout 2.1: Characters' Contributions Graphic Organizer
- Handout 2.2: Student Character Contributions Graphic Organizer
- Handout 2.3: Homework

Lesson Target(s):

- The students will use sentence level context as a clue to determine the meaning of a word or phrase.
- The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text.

Guiding Question(s):

- How do context clues help determine the meaning of unknown words?
- How do we use the text to determine a character's trait?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Motivation • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled • Sultry • Talent	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words

	☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review the context clue content anchor chart from Lesson 1. See **Handout 1.3: Context Clues Content Anchor Chart**. Ask for a few students to share a context clue example from their homework assignment. Discuss student examples, making corrections as necessary, referring students back to the anchor chart.

Activity 2: Introduction to the Lesson

Summarize pages 1-8 of *The Art of Miss Chew* as a review and to support students' comprehension for the upcoming lesson.

Activity 3: Characterization Using Text Based Evidence

Activity 3a: Modeling

Continue reading pages 9-20 of *The Art of Miss Chew*, stopping to ask the following guiding questions:

1. Was Patricia excited to go to her new art class? What evidence from the text showed us that?
2. How were Patricia's pictures different than the rest of the class?

Display the Characters' Contributions Graphic Organizer. See **Handout 2.1: Characters' Contributions Graphic Organizer**. Have students chorally reread *The Art of Miss Chew* excerpt from Lesson 1. See **Handout 1.2: An Excerpt from *The Art of Miss Chew*.** Use the Think-Speak strategy to model how to determine a character trait and support it with evidence from the text and complete the first column only of the **Handout 2.1: Characters' Contributions Graphic Organizer.** Do this on a projected graphic organizer or on an anchor chart of the graphic organize.

Activity 3b: Guided Practice

Have students return to the heterogeneous groups they worked with the day before to allow for peer tutoring. Give each group the book they read from the day before to continue reading. (See texts listed in lesson overview.) Rotate around the room assisting students as needed.

- ✓ While rotating, record notes about students' understanding and misunderstandings when checking to ensure these actions occur:
  - Students work in groups to read certain pages from their assigned Patricia Polacco book. This is a continuation from their reading the day before.
  - Students work together to complete the first column only of the characters' contributions graphic organizers. See **Handout 2.2: Characters' Contributions Graphic Organizer**.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:
Call on groups to share their work and give corrective feedback and review misconceptions as needed. Pull struggling students one-on-one or into small groups during independent center time to review and reteach the concepts.

Note: This lesson has been shortened to 60 minutes to allow time for conducting independent centers planned by the teacher. All lessons in this unit build on each other, so understanding each component is key.

Homework

The student will complete a characterization map using text-based evidence graphic organizer using their independent reading book. See **Handout 2.3: Homework.**

Handout 2.1: Characters' Contributions Graphic Organizer

Characters' Contributions

<table>
<tr><td colspan="4">Character's Name: Patricia</td></tr>
<tr><td>Trait 1:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
<tr><td>Trait 2:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
<tr><td>Trait 3:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
</table>

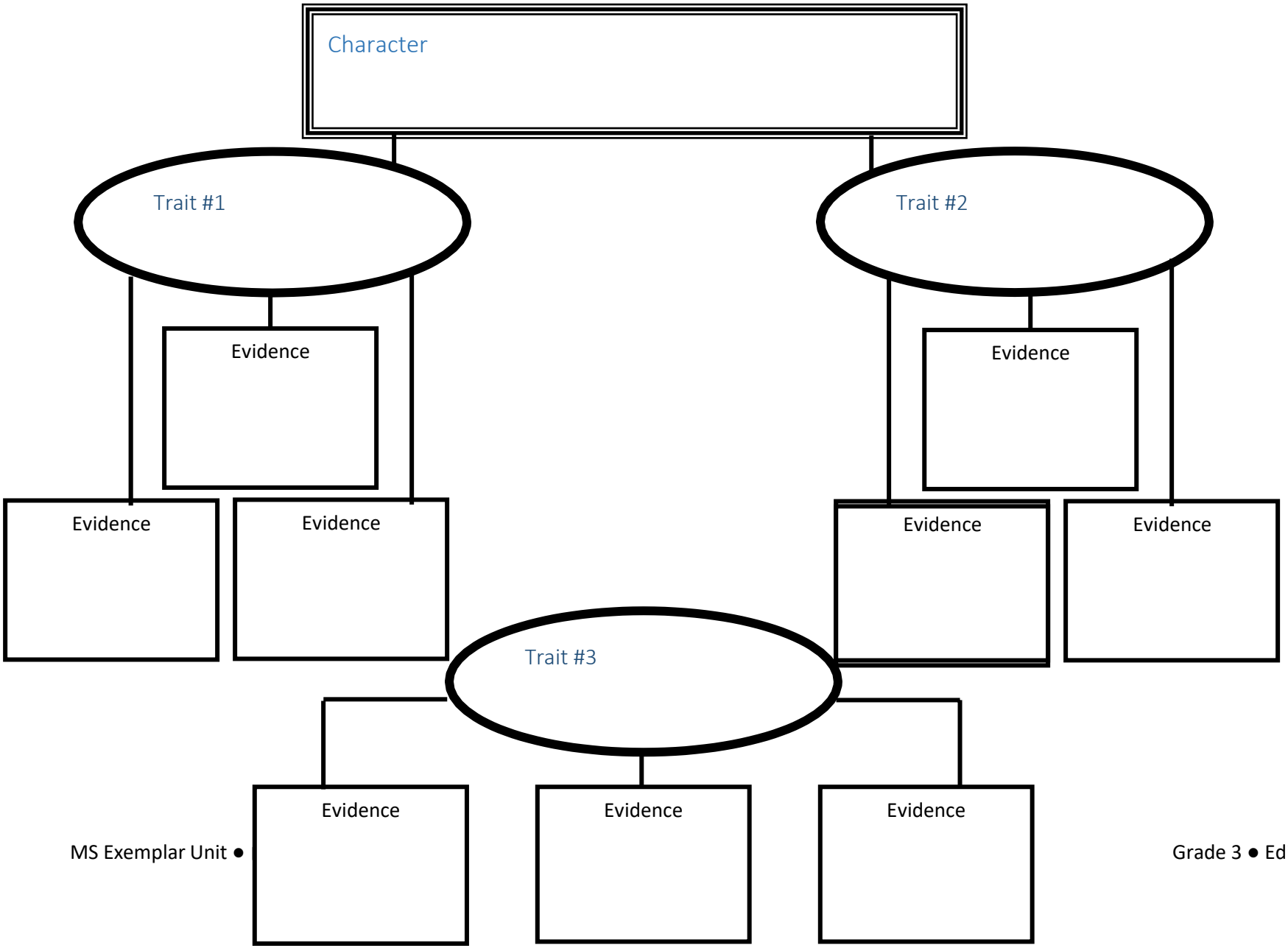
Handout 2.2: Student Character Contributions Graphic Organizer

Characters' Contributions

<table>
<tr><td colspan="4">Character's Name:</td></tr>
<tr><td>Trait 1:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
<tr><td>Trait 2:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
<tr><td>Trait 3:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
</table>

Handout 2.3: Homework

Name:_____ **Date:**_____



Lesson 3: Characterization Using Text-Based Evidence (continued)

Focus Standard(s): RL.3.3, L.3.4a, RL.3.1

Additional Standard(s): SL.3.1

Estimated Time: 60 minutes

Text(s):

- *The Art of Miss Chew* (pages 21-37)
- *My Rotten Red Headed Older Brother* (Group 1, pages 9-17)
- *Babushka's Doll* (Group 2, pages 6-23)
- *Thunder Cake* (Group 3, pages 9-20)

Resources and Materials:

- Handout 1.2: An Excerpt from *The Art of Miss Chew*
- Handout 3.1: Characterization and Context Clue Questions Anchor Chart
- Handout 3.2: Characterization and Context Clue Questions Handout

Lesson Target(s):

- The students will use sentence level context as a clue to determine the meaning of a word or phrase.
- The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text.

Guiding Question(s):

- How do context clues help determine the meaning of unknown words?
- How do we use the text to determine a character's trait?

Vocabulary	
Academic Vocabulary: • Context clues • Motivation • Traits	**Instructional Strategies for Academic Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled • Sultry • Talent	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review the context clue content anchor chart and work from Lesson One. See **Handout 1.3: Context Clues Content Anchor Chart**.

Activity 2: Introduction to the Lesson

In groups, have students discuss *The Art of Miss Chew* to review the events of the story and support comprehension.

Activity 3: Characterization Using Text-Based Evidence

Activity 3a: Modeling

Model fluency by reading the rest of *The Art of Miss Chew.* Display the text dependent questions anchor chart and model how to complete it using the text. See **Handout 3.1: Characterization and Context Clue Questions Anchor Chart**.

Activity 3b: Guided Practice:

Have students return to the heterogeneous groups they worked with the day before to allow for peer tutoring. Give each group the book they read from the day before to continue reading from. (See texts listed in lesson overview.) Rotate around the room assisting students as needed.

- ✓ While rotating, record notes about students' understanding and misunderstandings when checking to ensure these actions occur:

- Students work in groups to read certain pages from their assigned Patricia Polacco book. This is a continuation from their reading the two previous days.
- Students work together to complete the characterization and context clue text-dependent question sheet. See **Handout 3.2: Characterization and Context Clue Questions Student Sheets.**

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:

- ✓ Display characterization and context clue text dependent questions about *The Art of Miss Chew*. Students will independently answer each question as a formative assessment, which will be reviewed by the teacher to determine which students need additional help. See **Handout 3.3: Characterization and Context Clue Formative Assessment**.

Note: This lesson has been shortened to 60 minutes to allow time for conducting independent centers planned by the teacher. All lessons in this unit build on each other, so understanding each component is key.

Homework

Read an on-level text at home to a family member.

Handout 3.1: Characterization and Context Clue Questions Anchor Chart

The Art of Miss Chew

(pg. 28)

When she and Dr. McClare said that I see things differently than most students, Mrs. Spaulding scoffed, as if to say *What could an art teacher know about how a child learns. I don't tell you how to teach a child to draw!* It was as if she didn't think art teachers were real teachers, that maybe art wasn't even a real class.

Look at line one. In this line, what does the word "scoffed" mean?

A.) Agreed
B.) Made fun
C.) Believed
D.) Decided

What sentence from the story helped you determine the meaning of the word "scoffed"?

_____

_____

Based on the passage above what can the reader determine about Mrs. Spaulding's character?

A.) She is a very loving teacher
B.) She believes all students can learn
C.) She thinks art class is a waste of time
D.) She thinks art can be a helpful subject for students

Write the text based evidence below that supports your answer.

_____

_____

Handout 3.2: Characterization and Context Clue Questions Student Sheets

My Rotten Red-Headed Older Brother

(pg. 21)

That night I ran straight for the merry-go-round. We must have taken fifty turns on that carousel. But then my brother got off!

I stayed on. I went around and around. "I knew I could do this longer than you," I shouted to my brother, feeling proud but just a bit dizzy.

"Treesha," I heard my bubbie call out. "Get off from that thing……It's time to go home!"

What does the word "turns" mean as it is used in line one?

E.) To go around in circles
F.) To go a different direction
G.) To change
H.) To wait for your chance

What word or words from the story helped you determine the meaning of the word "turns"?

_____

_____

Based on the passage above what can the reader determine about the narrator's character?

E.) She loves carnivals.
F.) She is very competitive with her older brother.
G.) She loves to ride rides with her older brother.
H.) The merry-go-round is her favorite ride.

Write the text-based evidence below that supports your answer.

_____

_____

Babushka's Doll

(pg. 25)

"My darling girl," a voice called out. "Why are you crying, my precious child?" "Babushka," sobbed Natasha. "Your little doll came to life and she was very naughty. All she wanted me to do was work. She never let me rest. She made me iron her dress and I don't even know how. I'm just a little girl."

"There, there," Babushka said. "You must have had a bad dream."

In line two is said that Natasha "sobbed". What does the word sobbed mean?

A.) To yell
B.) To whisper
C.) To cry
D.) To call

What sentence from the story helped you determine the meaning of the word "sobbed"?

_____

_____

Based on the passage above what can the reader determine about the Natasha's character?

I.) She loves playing with dolls.
J.) She is very helpful.
K.) She is upset.
L.) She loves her Babushka.

Write the text-based evidence below that supports your answer.

_____

_____

Thunder Cake

(pg. 8)

Her eyes surveyed the black clouds a way off in the distance. Then she strode into the kitchen. Her worn hands pulled a thick book from the shelf above the woodstove.

"Let's find that recipe, child" she crowed as she lovingly fingered the grease-stained pages to a creased spot.

"Here it is…Thunder Cake!" She carefully penned the ingredients on a piece of notepaper.
"Now let's gather all the things we'll need!" she exclaimed as she scurried toward the back door.

What does the word "penned" mean as it is used in line five?

A.) To find
B.) To talk about
C.) To write down
D.) To remember

What sentence from the story helped you determine the meaning of the word "penned"?

_____

_____

Based on the passage above what can the reader determine about the Babushka's character?

A.) She is a good cook.
B.) She cooks Thunder Cake a lot.
C.) She is scared on storms.
D.) She loves her granddaughter.

Write the text-based evidence below that supports your answer.

_____

_____

Handout 3.3: Characterization and Context Clues Anchor Chart Formative Assessment

The Art of Miss Chew

(pg. 16)

I couldn't wait. I took my sketchbook everywhere with me. On the bus home, I drew people sitting in their seats. Even the bus driver. When I got home, I drew apples in a bowl, and my cat, Tillie. After dinner I made my mom and my brother Richie sit so I could draw them.

"Ain't you got no homework?" my brother groaned.

"This is homework," I said. "Sit a little longer. I almost have you."

What does the word "sit" mean as it is used in line two?

A.) To relax
B.) To pose
C.) To take a seat
D.) To place an object

What sentence from the story helped you determine the meaning of the word "sit"?

_____

~~Based on the passage above, what can the reader determine about Patricia's character?~~

A.) She is excited about the assignment.
B.) She thinks drawing is fun.
C.) She does not want to do her homework.
D.) She does not have enough things to draw for Miss Chew.

Write the text based evidence below that supports your answer.

_____

_____

Lesson 4: Characterization: How it Contributes to the Sequence of Events

Focus Standard(s): RL.3.3, L.3.4a

Additional Standard(s): RL.3.1, SL.3.1

Estimated Time: 60 minutes

Text(s):

- *The Art of Miss Chew* (pages 11-20)
- *My Rotten Red-Headed Older Brother* (Group 1, pages 9-17)
- *Babushka's Doll* (Group 2, pages 6-23)
- *Thunder Cake* (Group 3, pages 9-20)

Resources and Materials:

- Handout 1.3: Context Clues Content Anchor Chart
- Handout 2.1: Characters' Contributions Graphic Organizer
- Handout 2.2: Student Character Contributions Graphic Organizer
- Handout 4.1: Types of Context Clues Anchor Chart
- Handout 4.2: Context Clue Sentences Practice Sheet
- Handout 4.3: Context Clues Homework

Lesson Target(s):

- The students will use sentence level context as a clue to determine the meaning of a word or phrase.
- The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text.
- The students will understand how a character's actions contribute to the sequence of events in a story.

Guiding Question(s):

- How do context clues help determine the meaning of unknown words?
- How do we use the text to determine a character's trait?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Motivation • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled • Sultry • Talent	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words

	☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review the context clue content anchor chart from Lesson 1. See **Handout 1.3: Context Clues Content Anchor Chart**. Create an anchor chart to show students the four types of context clues. See **Handout 4.1: Types of Context Clues Anchor Chart.** Discuss the examples in each of the four types of context clues to model finding the definition based on the words around the targeted unfamiliar vocabulary word. Use highlighters to highlight key context clue words. Return students to the heterogeneous cooperative groups they have worked with throughout the unit. Provide students with a context clue practice sheet to complete and review within their groups. See **Handout 4.2: Context Clues Sentences Practice Sheet.**

Activity 2: Introduction to the Lesson

Provide several students with a card listing one of Patricia's different character traits on them. Have the students with cards read the character trait aloud and allow other students to provide an example from the text to support the named character trait. Remind students that today they will continue to work on understanding how characterization contributes to the sequence of events in a story.

Activity 3: Characterization: How It Contributes to the Sequence of Events

Activity 3a: Modeling

Refer students to the previously completed characters' contributions graphic organizer. See **Handout 2.1: Characters' Contributions Graphic Organizer**. Remind students that each of Patricia's traits identified on the chart plays a part in how the story progresses. For example, if Patricia had not been a skilled artist, she would never have been sent to Miss Chew's art class. In turn, if she had never gone to Miss Chew's art class, she might not have ever gotten help from the reading specialist to whom she was introduced by Miss. Chew. Explain that the characterization's contribution to the sequence of events is like a cause and effect relationship, and that students should try to find the effect of the trait on the story's events. Using these examples, model how to complete the second column of the **Handout 2.1: Characters' Contributions Graphic Organizer.** Either project the graphic organizer as you model and think aloud or complete it on an anchor chart of the graphic organizer that you have created.

Activity 3b: Guided Practice

Return students to their same groups from Lesson One. Have them chorally reread the assigned pages from their group's focus text. After they have read, have students work together to discuss how their previously chosen traits impact the sequence of events and complete the last column of their characters' contributions graphic organizer. See **Handout 2.2: Student Characters' Contributions Graphic Organizer**. Rotate around the room to assist as needed.

- ✓ While rotating, record notes about students' understanding and misunderstandings when checking to ensure these actions occur:
  - Students work in groups to read certain pages from their assigned Patricia Polacco book. This is a rereading of the pages from the day prior.
  - Students work together to complete the characters' contributions graphic organizer.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:
Ask a representative from each group to share their work. Allow the class to discuss students' work to identify misconceptions and to provide the opportunity for positive corrective feedback. Review the context clue practice sheet to ensure understanding to complete homework and for the test on the next day.

Note: This lesson has been shortened to 60 minutes to allow time for conducting independent centers planned by the teacher. During independent center time, work one-on-one or in small groups with students who are still struggling with these concepts. All lessons in this unit build on each other, so understanding each component is key.

Homework

The student will complete a context clue practice sheet. See **Handout 4.3: Context Clues Homework.**

Handout 4.1: Types of Context Clues Anchor Chart

Synonym: A word or group of words that has the same meaning as the unknown word can be found in the sentence. Example: My grandmother's bones are so **delicate** – fragile and easy to break. Definition:	**Antonym:** A word or group of words that has the opposite meaning of the unknown word can be found in the sentence. Example: Even though Mr. Smith was a **corrupt** lawyer, other attorneys in the firm were honest with their clients. Definition:
Explanation: The unknown word is explained within the sentence. Example: My friend was so **ecstatic** about winning the free trip to Hawaii that she danced and yelled with excitement. Definition:	**Example:** Specific examples in the sentence help define the term. Example: **Carnivores**, such as lions, alligators, and sharks, are at the top of the food chain. Definition:

Handout 4.2: Context Clue Sentences Practice Sheet

This worksheet is from www.teach-nology.com

Instructions: Read each sentence. Figure out the meaning of the word from clues in the sentences. Write the definition and what clues led you to figure it out.

1. **Determination:** Even when the wooden block tower fell over, the little girl showed great **determination** by picking up the pieces and trying again.
   Definition_____
   Context Clues _____
   _____
2. **Eternity:** The movie was four hours long and took what seemed like an **eternity** before it ended – we were so bored.
   Definition_____
   Context Clues _____
   _____
3. **Reflection:** The mom asked her daughter to behave well in public, since the daughter's behavior was a **reflection** on the mother's capability.
   Definition_____
   Context Clues _____
   _____
4. **Courage:** The boy showed **courage** when he stood up to the school bully on the playground.
   Definition_____
   Context Clues _____
   _____
5. **Spire:** The **spire** on top of the church was so tall that it stuck up above the rooftops surrounding the church for all to see.
   Definition_____
   Context Clues _____
   _____

Handout 4.3: Context Clues Homework **WORD DETECTIVE**

Context clues are hints that the author gives to help define a word you don't know. The clue may appear in the same sentence as the word you don't know or in a nearby sentence. This is a useful and important strategy because it helps you understand what you are reading, and it allows you to easily learn new vocabulary.

Types of context clues

Synonym: A word or group of words that has the same meaning as the unknown word can be found in the sentence. Example: My little brother is **gaunt** – just so thin and bony! Definition:	**Antonym:** A word or group of words that has the opposite meaning of the unknown word can be found in the sentence. Example: Though some students are **aloof**, others pay attention to everything. Definition:
Explanation: The unknown word is explained within the sentence. Example: My friend was so **forlorn** when her dog died that she cried for a week. Definition:	**Example:** Specific examples in the sentence help define the term. Example: **Commercial vehicles**, such as trucks, buses, and taxis with paid drivers, can all be found on the road. Definition:

Read each sentence. Underline the part of the sentence that helps you find the meaning, and then write a definition for the word in bold. Use context clues!

1. The man who used to be very **lax** with the rules now follows all the laws.
Definition:
2. The **comestibles**, including a huge pizza, a birthday cake, chocolate-covered peanuts, and tasty hot dogs, were all in the fridge before my birthday party.
Definition:
3. She was so **erratic** that she would be in a great mood one minute and crying the next. You never could predict the way she'd act.
Definition:
4. The **brawl**, or fight, on the playground got both kids sent to the principal.
Definition:

Lesson 5: Characterization: How it Contributes to the Sequence of Events (continued)

Focus Standard(s): RL.3.3, L.3.4a, RL.3.1

Additional Standard(s): SL.3.1

Estimated Time: 60 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red-Headed Older Brother* (Group 1)
- *Babushka's Doll* (Group 2)
- *Thunder Cake* (Group 3)

Resources and Materials:

- Handout 1.3: Context Clues content anchor chart
- Handout 1.4: Context Clues graphic organizer (anchor chart)
- Handout 3.1: Characters' contributions anchor chart
- Handout 3.2: Character's contributions questions (anchor chart)
- Handout 5.1: Rock and Roll Vocabulary

Lesson Target(s):

- The students will use sentence level context as a clue to determine the meaning of a word or phrase.
- The students will describe characters in a story (e.g. their traits, motivations, or feelings) and cite evidence from the text.
- The students will understand how a character's actions contribute to the sequence of events in a story.

Guiding Question(s):

- How do context clues help determine the meaning of unknown words?
- How do we use the text to determine a character's trait?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Motivation • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled • Sultry • Talent	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words

	☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review all vocabulary terms with the Rock and Roll Vocabulary game. Use directions from **Handout 5.1: Rock and Roll.** Break students into small groups or pairs. Provide dice and **Handout 5.1: Rock and Roll Vocabulary.** Students take a vocabulary word then roll the dice to choose an activity.

Activity 2: Introduction to the Lesson

Provide a visual for characters' contributions from previous lessons. Together, with the class, use **Handout 3.2: Character's Contributions Questions** to review their character analysis from the previous lesson.

Activity 3: Characterization: How It Contributes to the Sequence of Events

Activity 3a: Modeling

Refer students to the previously completed characters' contributions graphic organizer. See **Handout 2.1: Characters' Contributions Graphic Organizer**. Remind students that each of Patricia's traits identified on the chart plays a part in how the story progresses. For example, if Patricia had not been a skilled artist, she would never have been sent to Miss Chew's art class. In turn, if she had never gone to Miss Chew's art class, she might not have ever gotten help from the reading specialist Miss Chew introduced her to. Explain

that the characterization's contribution to the sequence of events is like a cause and effect relationship, and that students should try to find the effect of the trait on the story's events.

Activity 3b: Guided Practice

Return students to their same groups from Lesson One. Have them chorally reread the assigned pages from their group's focus text. They will choose another character to complete **Handout 2.2: Student Character Contributions Graphic Organizer**. After they have read, have students work together to discuss how their chosen traits impact the sequence of events and complete the last column of their characters' contributions graphic organizer. See **Handout 2.2: Student Characters' Contributions Graphic Organizer.** Rotate around the room to assist as needed.

- ✓ While rotating, record notes about students' understanding and misunderstandings when checking to ensure these actions occur:
  - Students work in groups to read certain pages from their assigned Patricia Polacco book. This is a rereading of the pages from the day prior.
  - Students work together to complete the characters' contributions graphic organizer.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during turn-and-talk activities
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:

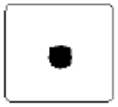
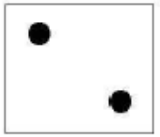
- ✓ Have a reporter from each group share the groups work. The class will discuss correct and incorrect information. Take up the work from each group for a formative grade. Work one on one with the students who are still struggling with the concepts during independent center time.
- ✓ Exit Ticket: Provide students with sticky notes or note cards. Have them answer these questions on them and turn them in before leaving the lesson:
  1. What I worked on today?
  2. How was my work today?
  3. Was there anything I needed help with today?

Homework

No homework.

Handout 5.1: Rock and Roll Vocabulary

Vocab Rock and Roll

 Define the Word	Draw a Picture 
Something that means the Same	Act it out!
Use it in a Sentence	Something that means the Opposite

Lesson 6: Characterization and Writing

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 75 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- R.A.C.E.S. Video: https://www.youtube.com/watch?v=Z0zB3KTdRng
- Handout 1.2: Excerpt from *The Art of Miss Chew* Anchor Chart
- Handout 6.1: R.A.C.E.S Strategy Anchor Chart
- Before the lesson choose 3-4 quotations from each of the Patricia Polacco books and rewrite them so that they are incorrectly punctuated. You can print these out or write them on individual marker boards or on post it notes. Students will work in their groups to edit and revise the quotations.

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Motivation • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion

• Sultry • Talent	☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Introduce vocabulary by showing the students a word card and placing each on the word wall.

Activity 2: Punctuation in Quotations

Display **Handout 1.2: Excerpt from *The Art of Miss Chew*** on a chart. Use a quotation from the chart to highlight and explicitly teach each part of a correctly punctuated quotation.

Activity 3: Guided Practice

Have students return to the heterogeneous groups they have worked with throughout the unit. Give each student a list of incorrectly punctuated quotations from the books they have been reading. Challenge the students to edit the quotations in order to correctly punctuate each. Then they can use the book to check their work.

Activity 4: Making a Connection

Review the Character Trait Anchor Chart from Lesson 1. Bring students' attention to any new words that have been placed on the

chart. Students choose ten words from the chart they think best describes themselves. Provide students with a small **Handout 1.5: Teacher Characterization Map** for students to write or draw the character traits for themselves.

Note: This activity will be used later in the unit.

Activity 5: Anticipatory Set/Introduction to the Lesson: The students view a short video to introduce the R.A.C.E.S. strategy. Refer to **Handout 6.1: R.A.C.E.S. Anchor Chart** periodically during the video. Explain that this week the students will be learning how to take all the information they learned last week and use it to answer a writing prompt using the new strategy. Model and coduct a think aloud as you create a response to a prompt using the RACES strategy. You can create a prompt based on a book you have already read and all students are familiar with or you can create a prompt based on the anchor text, *The Art of Miss Chew*. Write your response as you conduct the think aloud on chart paper in front of the students.

Activity 6: Guided Practice

In the same groups from previous lessons, the students will use all the information they collected about their characters to respond to their prompt using the R.A.C.E.S. strategy.

Group 1: In the book, *My Rotten Redheaded Older Brother*, the narrator describes her brother as "awful". How does this trait contribute to the sequence of events in the story?

Group 2: In the book, *Babushka's Doll*, Natasha was a very impatient little girl. How does this trait contribute to the sequence of events in the story?

Group 3: In the beginning of the book, *Thunder Cake*, the narrator is hiding under her bed. What does this say about the narrator's character and how does this trait contribute to the sequence of events in the story?

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Activity 7: Independent Practice
Students should use what they have learned about the R.A.C.E.S strategy and independently respond to this prompt: In the story *The Art of Miss Chew*, how do the traits and actions of Mr. Donovan help Patricia? Students write using the R.A.C.E.S strategy. Encourage students to brainstorm ideas before beginning to write if needed.

Note: Remind students of **Handout 6.1: R.A.C.E.S. Anchor Chart**

Reflection and Closing:
Write the following sentence on the board: We have a new student today she said.

- ✓ Instruct students to individually correct the sentences on a sticky note using commas and quotation marks. Collect each sticky as a formative assessment.

Review group work to decide what students will need extra modeling during Lesson 7.

Homework

Students will complete a quotation mark review provided by the teacher.

Handout 6.1: R.A.C.E.S. Anchor Chart

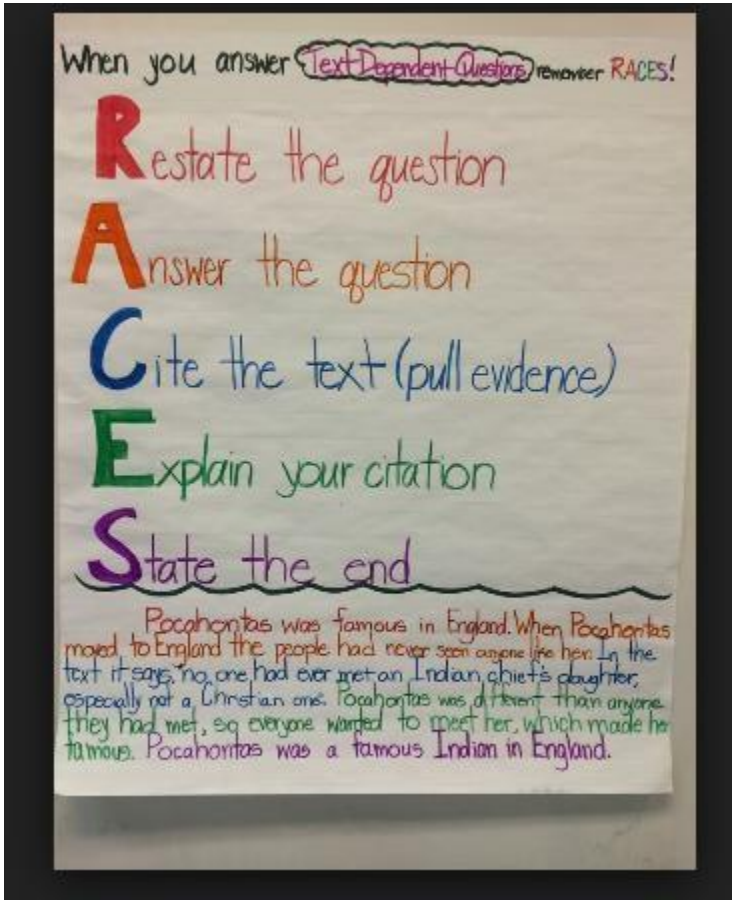
R – Restate the question

A- Answer the questions

C- Cite evidence from the text

E- Explain how the quote or evidence supports your claim

S- Summarize your claim



Lesson 7: Characterization and Writing (continued)

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 55 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- Handout 3.1: Characters' Contribution anchor chart
- Handout 6.1: R.A.C.E.S. Anchor Chart
- Becoming an Artist – ReadWorks Article
- Chicken Soup for Nicole- ReadWorks Article
- The Ants and the Grasshopper- ReadWorks Article

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Motivation • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Read short paragraphs or sentences using these words ☐ Model using context clue words in the text to identify the meaning of the unfamiliar word ☐ Create synonyms lists for the words based on the context clues
Direct Instruction Text Vocabulary: • Ingredients • Rattled	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion

• Sultry • Talent	☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Play guess my word with students. Give clues about each vocabulary word from the unit. This activity can be done in a variety of ways. Get the students to number off from 1 to 10 in their notebooks and give clues about the word. The student then writes down what they believe the word is. Another method is to do the activity orally and let a student point to the word on the word wall. Be sure to discuss the word's meaning during this activity.

Activity 2: Anticipatory Set/Introduction to the Lesson

Review the R.A.C.E.S. strategy by asking the students questions about each part. Refer to **Handout 6.1: R.A.C.E.S. Anchor Chart** for students who many need a visual.

Activity 3a: Modeling

Begin modeling explicitly how to take each part of R.A.C.E.S. and begin writing a cohesive response. Focus on sections R and A and quotation marks. Use one of the ReadWorks Articles found in the resources/materials to assist in this modeling activity.
The writing prompt: Describe the character traits of a character you read about. Choose one character trait that most contributes to the way the character acted or responded in the passage. Write an opinion piece about that trait and how or why it most contributes to the way the character acted or responded in the text. Conduct a modeling/think aloud lesson in which you write on chart paper a response to this prompt focusing on just the R and A Sections of the R.A.C.E.S process.

Activity 3b: Guided Practice

The students return to their groups from the previous lesson and begin working on their writing piece and practice what the teacher has just modeled. Students will focus on the R and A section of R.A.C.E.S. process during their writing.
Note: Circulate to assist as needed with this activity.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities. Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:

Review lesson and character traits with the class. Draw attention to the R.A.C.E.S. writing process.

- ✓ Take up the students writing to review before the performance task to ensure all students are progressing.

Homework
Student can read independently and make a list of character traits.

Lesson 8: Characterization and Writing (continued)

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 55 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- Handout 3.1: Characters' Contribution Anchor Chart
- Handout 6.1: R.A.C.E.S. anchor chart

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

Vocabulary

Academic Vocabulary:

- Context clues
- Motivation
- Traits
- Details
- Facts
- Opinion
- Support

Instructional Strategies for Academic Vocabulary:

☐ Introduce words with student-friendly definition and pictures
☐ Model how to use the words in writing/discussion
☐ Students create pictures/symbols to represent words
☐ Students write/discuss using the words

In-ConTEXT Vocabulary:

- Babushka
- Cart
- Impressed
- Jeered
- Naughty
- Remarked
- Selfish
- Tale

Strategies for Teaching How to Determine Meaning from Context Clues:

☐ Read short paragraphs or sentences using these words
☐ Model using context clue words in the text to identify the meaning of the unfamiliar word
☐ Create synonyms lists for the words based on the context clues

Direct Instruction Text Vocabulary:	**Instructional Strategies for Direct Instruction Text Vocabulary:**
• Ingredients • Rattled • Sultry • Talent	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Play Read Like a Millionaire with the class. Divide the class into two teams. Using index cards prepared with the vocabulary words, give each student a chance to read or define a word (going back and forth from team to team). The student may use a lifeline and call a friend in the classroom to help them read the word.

Activity 2: Anticipatory Set/Introduction to the Lesson

Review the R.A.C.E.S. strategy by asking the students questions about each part. Using a Random Name Generator, call on several students to share out their writing from the previous lesson. (You can use a random name generator online or you can use popsicle sticks with each student's name on one and draw them from a cup)

Activity 3a: Modeling
Using the same prompt from the previous lesson, finish modeling explicitly how to take each part of R.A.C.E.S. and begin writing a cohesive response. Focus on sections C, E, and S and quotation marks using the article from the previous lesson. Continue to write on the same chart paper from the previous lesson so the students can see how this is a continuous process and can take more than one day to complete.

Activity 3b: Guided Practice
Students will return to their groups from the previous lesson and begin working on their writing piece from the previous lesson. The writing piece should be completed during this lesson. Circulate to assist as needed.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:
Review the lesson. Call on several students to review the lesson to their class. Tell the class that soon they will be working on the performance task.

- ✓ Take up the students writing to review before the performance task to ensure all students are progressing.

Homework
The students will prepare for performance task by studying all material learned the last two weeks.

Lesson 9: Performance Task (Part 1)

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 75 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- Handout 2.1: Characters' Contributions Graphic Organizer
- Handout 6.1: R.A.C.E.S. chart
- Handout 9.1: Cold Read Passage
- Performance Task Rubric

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Details • Facts • Motivation • Opinion • Support • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review academic vocabulary with students before the writing project begins. Use the academic vocabulary words to play Hot Potato word wall game. Put students in small groups. The leader of the group shares one thing learned about a word on the word wall, then toss the ball to someone in the group. That student shares something different, and so on.

Activity 2: Anticipatory Set/Introduction to the Lesson

Review the **Handout 2.1: Characters' Contribution Anchor Chart**, **Handout 6.1: R.A.C.E.S. Anchor Chart,** and the writing response modeled for the students the past two weeks. Discuss the expectations for the performance task and then explain that it will be completed in two parts:

Part 1

The students will read a cold passage and complete a Characters' Contributions chart.

Part 2

The students will use the information from the **Handout 2.1: Characters' Contribution Graphic Organizer** and **Handout 6.1: R.A.C.E.S. Anchor Chart** to respond to a writing prompt.

Rubric Review and Questions:

Review each part of the rubric with the students. Allow time to answer any questions the students may have about the performance task and/or the rubric.

Distribution of Supplies

The teacher and/or students will pass out **Handout 9.1: Cold Reading Passage** and **Handout 2.1: Characters' Contributions Graphic Organizer**.

Performance Task Part 1:
Students will read a cold passage and complete **Handout 2.1: Characters' Contributions Graphic Organizer** independently.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:
Collect all students' work to redistribute tomorrow.
Have students complete an Exit Ticket where they answer these two questions on a sticky note or note card:
1) What did you enjoy most about the lesson today?
2) Was there a part of the lesson you may need help with in the future?

- ✓ Look through the students' work to make decisions on timing for Part 2.
- ✓ Review exit tickets before moving on tomorrow for students who may need extra assistance.

Homework

No Homework.

Handout 2.1: Characters' Contributions Graphic Organizer

<table>
<tr><td colspan="4">Character's Name:</td></tr>
<tr><td>Trait 1:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
<tr><td>Trait 2:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
<tr><td>Trait 3:</td><td></td><td rowspan="2">Contribution to the sequence of events:</td><td rowspan="2"></td></tr>
<tr><td>Text Based Evidence to support trait:</td><td></td></tr>
</table>

Handout 9.1: Cold Read Passage
Virginia Department of Education

My Brother's Mess

My brother Tim and I each have our own room. My brother has always been very messy, and I've always been very neat. When I would change into my pajamas, I'd hang my clothes over my chair. Tim would throw his on the floor. By Saturday of each week, the floor of Tim's room would be covered with a huge pile of dirty clothes mixed with most of the pieces of a chess set, open books, and crumpled pieces of homework. That's when my mother would come in. She would take one look at his room and say, "Tim, you're not going anywhere until this room is fit for human habitation—no one would want to live here."

On Saturday afternoons, Tim and I like to play baseball with our friends. Tim always asked me to help him clean so he could get to the park in time for the game, and I'd usually end up helping him. Tim is the best pitcher on our team. If he didn't play, the other team might win. Tim would say thank you, but I'd get a little angry with him. I'd rather be outside on Saturday morning than indoors cleaning his room.

Two weeks ago, my friend Gretchen invited me over to her house on Saturday morning to see her new puppy. I warned Tim to start cleaning early that week, but it didn't help. On Saturday morning, his room was messier than ever. He had been looking for a game at the bottom of his old

toy box, and his games and toys were all over the floor. I called Gretchen and said I couldn't come. Gretchen invited me again for the next Saturday.

On Monday, I made up my mind that I would not let my brother's disorderly habits interfere with my plans. I went to the supermarket after school and asked for three big cardboard boxes. The grocery manager gave me three boxes that paper towels had come in. I took the boxes and a black magic marker to my brother's room. On the first box, I wrote the word "clothes" in huge letters. On the second box, I wrote the words "books and games." On the third box, I wrote "trash." Then I set them against the wall.

The boxes took up a lot of space, but not as much space as the mess did. For a couple of days, I looked in on my brother after school. I'd point to any clothes or games on the floor and say "Throw it in the right box!" He then started to remember to do it on his own.

When Saturday came, we emptied the clothes from the first box into the laundry hamper. Then we put the books on the bookshelf and the games in the toy box. Finally, we emptied the trash box into the garbage can. Then Tim and I played with Gretchen's puppy until time for the baseball game.

Lesson 10: Performance Task (Part 2)

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 75 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- Handout 2.1: Characters' Contributions Graphic Organizer
- Handout 6.1: R.A.C.E.S. Anchor Chart
- Handout 9.1: Cold Read Passage
- Performance Task Rubric

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?
- How do we use the text to determine a character's trait?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
• Context clues • Details • Facts • Motivation • Opinion • Support • Traits	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review academic vocabulary words with students. Play the Missing Word game. Create sentences with the academic vocabulary words missing. Students work in partners or groups to figure out the missing words.

Activity 2: Anticipatory Set/Introduction to the Lesson

Review **Handout 2.1: Characters' Contribution chart**, **Handout 6.1: R.A.C.E.S. chart** and the writing response modeled for the students the past two weeks. Discuss the expectations for the performance task and then explain that it will be completed in two parts:

Part 1

The students will read a cold passage and complete a Characters' Contributions Graphic Organizer.

Part 2

The students will use the information from the Characters' Contribution chart and the R.A.C.E.S. chart to respond to a writing prompt.

Distribution of Supplies:

The teacher and/or students will redistribute the supplies from Part 1 and pass out the supplies needed for Part 2.

Performance Task Part 2:

Students complete Part 1 as needed. They use the R.A.C.E.S. strategy to respond to a writing prompt about the cold passage. Remind students to check that all components are in their writing and they have reviewed the rubric before turning their paper in today.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of writing, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:

✓ Collect all students' work to be graded using the given rubric.

Homework

No Homework.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org