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EXEMPLAR
Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 3

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

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 their internal and external character traits. 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:

o 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.

o Students work together to complete the characterization map. See **Handout 1.1: Student Characterization Map.**

o Students begin to complete the context clues graphic organizers. 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 write, 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.
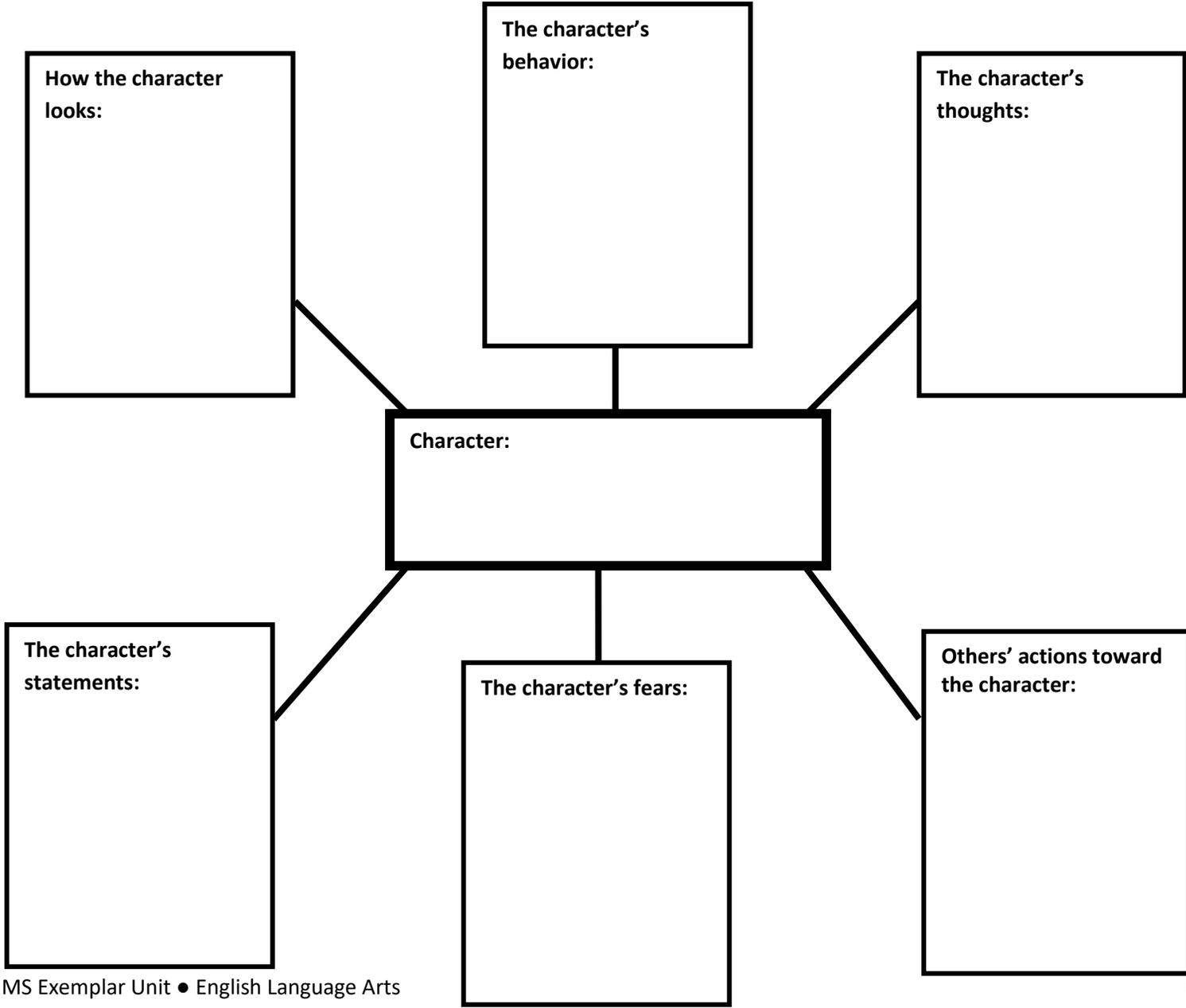
Review all graphic organizers and sticky notes as a formative assessment. Meet with the students who are not understanding the concepts before the lesson begins on Day 2.

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

The character's behavior:

How the character looks:

The character's thoughts:

Character:

The character's statements:

The character's fears:

Others' actions toward the character:

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

<u>The Art of Miss Chew</u>

(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 <u>talent</u>!"

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

"Man, oh, man, can you draw," Davey Mulford <u>remarked</u>.

"Wow!" Rick Schubb agreed.

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

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
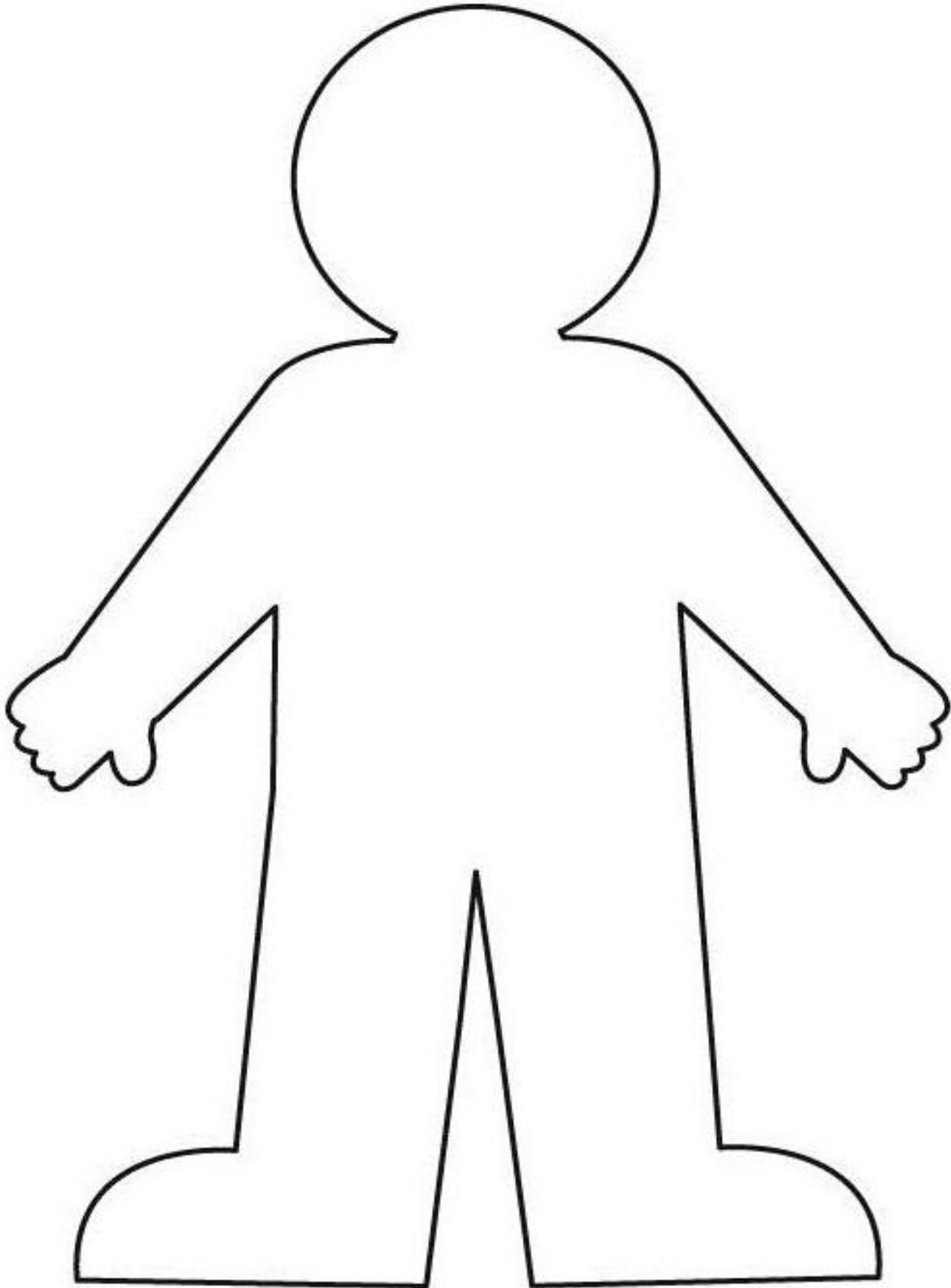
For training or questions regarding this unit,
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