



MISSISSIPPI  
**EXEMPLAR**  
Units & Lessons

ENGLISH LANGUAGE ARTS

**Grade 3**

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## 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:**

- 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

	<input type="checkbox"/> 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	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can use context clues to determine the meaning of unfamiliar words in a text</li> <li>• I can describe characters in a story</li> <li>• I can provide support using a character's actions, words, or thoughts to show their internal traits</li> </ul> <p><b>Activity 1: Vocabulary</b> Review the context clue content anchor chart from Lesson 1. See <b>Handout 1.3: Context Clues Content Anchor Chart</b>. 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.</p> <p><b>Activity 2: Introduction to the Lesson</b> Summarize pages 1-8 of <i>The Art of Miss Chew</i> as a review and to support students' comprehension for the upcoming lesson.</p> <p><b>Activity 3: Characterization Using Text Based Evidence</b></p> <p><b>Activity 3a: Modeling</b> Continue reading pages 9-20 of <i>The Art of Miss Chew</i>, stopping to ask the following guiding questions:</p> <ol style="list-style-type: none"> <li>1. Was Patricia excited to go to her new art class? What evidence from the text showed us that?</li> <li>2. How were Patricia's pictures different than the rest of the class?</li> </ol>	

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***. Complete the first column of the graphic organizer, using Think-Speak to model how to determine a character trait and support it with evidence from the text.

### **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 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 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:**

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**

Character's Name: Patricia			
Trait 1:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			
Trait 2:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			
Trait 3:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			

**Handout 2.2: Student Character Contributions Graphic Organizer****Characters' Contributions**

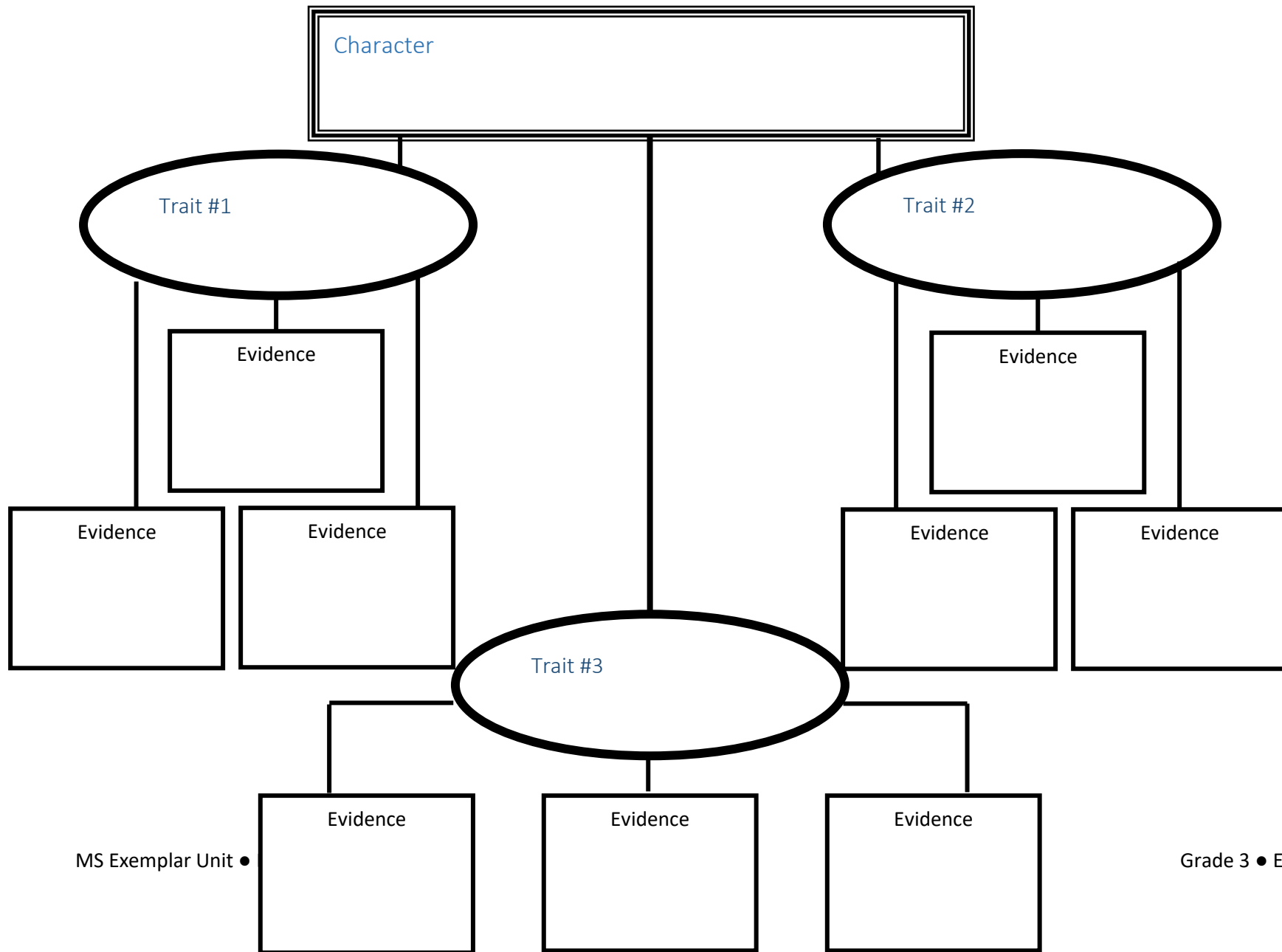
Character's Name:			
Trait 1:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			
Trait 2:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			
Trait 3:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			



Handout 2.3: Homework

Name: \_\_\_\_\_

Date: \_\_\_\_\_



For training or questions regarding this unit,  
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