



MISSISSIPPI
EXEMPLAR
Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 3

Grant funded by:



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

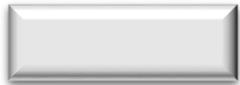
Lesson Target(s):

- 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	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Context clues • Motivation • Traits 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • Babushka • Cart • Impressed • Jeered • Naughty • Remarked • Selfish • Tale 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read short paragraphs or sentences using these words <input type="checkbox"/> Model using context clue words in the text to identify the meaning of the unfamiliar word <input type="checkbox"/> Create synonyms lists for the words based on the context clues
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Ingredients • Rattled • Sultry • Talent 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> 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>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Activity 1: Vocabulary Review the context clue content anchor chart and work from Lesson One. See Handout 1.3: Context Clues Content Anchor Chart.</p> <p>Activity 2: Introduction to the Lesson In groups, have students discuss <i>The Art of Miss Chew</i> to review the events of the story and support comprehension.</p> <p>Activity 3: Characterization Using Text-Based Evidence</p> <p>Activity 3a: Modeling Model fluency by reading the rest of <i>The Art of Miss Chew</i>. 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.</p> <p>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.</p> <ul style="list-style-type: none"> ✓ 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 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:

- ✓ 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.

For training or questions regarding this unit,
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