



MISSISSIPPI
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Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 3

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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:

- 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>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 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.</p> <p>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.</p> <p>Activity 3: Characterization: How It Contributes to the Sequence of Events</p> <p>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</p>	

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 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:


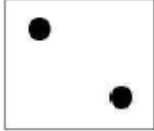




- ✓ Have a reporter from each group share the groups work. The class will discuss correct and incorrect information. Take up the work from each group for a formative grade. Work one on one with the students who are still struggling with the concepts during independent center time.
- ✓ Exit Ticket: Provide 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

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

For training or questions regarding this unit,
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