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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 3

Grant funded by:



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:

- 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</p> <p>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.</p> <p>Activity 2: Introduction to the Lesson</p> <p>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.</p>	

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. 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 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:

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 next days test.

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

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

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

<p>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:</p>	<p>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:</p>
<p>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:</p>	<p>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:</p>

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:

For training or questions regarding this unit,
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