



MISSISSIPPI
EXEMPLAR
Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 3

Grant funded by:



Lesson 8: Characterization and Writing (continued)

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 55 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- Handout 3.1: Characters' Contribution Anchor Chart
- Handout 6.1: R.A.C.E.S. anchor chart

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

Vocabulary

Academic Vocabulary:

- Context clues
- Motivation
- Traits
- Details
- Facts
- Opinion
- Support

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

<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
	<p>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</p>
✓	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 Play Read Like a Millionaire with the class. Divide the class into two teams. Using index cards prepared with the sight words, give each student a chance to read or define a word (going back and forth from team to team). The student may use a lifeline and call a friend in the classroom to help them read the word.</p> <p>Activity 2: Anticipatory Set/Introduction to the Lesson Review the R.A.C.E.S. strategy by asking the students questions about each part. Using a Random Name Generator, call on several students to share out their writing from the previous lesson.</p>	

Activity 3a: Modeling

Finish modeling explicitly how to take each part of R.A.C.E.S. and begin writing a cohesive response. Focus on sections C, E, and S and quotation marks using the article from the previous lesson. Continue to write on the same chart paper from the previous lesson so the students can see how this is a continuous process and can take more than one day to complete.

Activity 3b: Guided Practice

Students will return to their groups from the previous lesson and begin working on their writing piece from the previous lesson. The writing piece should be completed during this lesson.

Circulate to assist as needed.

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:

Review the lesson. Call on several students to review the lesson to their class. Tell the class that soon they will be working on the performance task.

- ✓ Take up the students writing to review before the performance task to ensure all students are progressing.

Homework

The students will prepare for performance task by studying all material learned the last two weeks.

For training or questions regarding this unit,
please contact:

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