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| **http://www.cherry.adams12.org/files/cherry.adams12.org/u22/Logo_BottomText_reduced.jpg** | **Today’s Date:** 1/3/2011 |
| **Event Dates:** 1/12-1/25/2011 up to 12 class sessions |
| **Collaborating Partners:**  Bacheller, Hollingsworth, Kessler, Pilecki Cherry Drive 4th grade team and Teacher Librarian | **Unit:**  Character Analysis and Author’s Purpose |
| **Content Standards:**  Reading & Writing  Standard #1 – Students read and understand a variety of materials: students use comprehension skills such as previewing, predicting, inferring  Standard #4 – Students apply thinking skills to their reading, writing, speaking, listening and viewing: students make predictions, analyze in writing, reading, speaking, and listening.  Standard #5 – Students read to locate, select and make use of relevant information from a variety of sources: Students paraphrase, organize and synthesize information sorting information as it relates to a specific topic or purpose. | **Information Literacy Standards:**  3rd grade 2010 CSAP Scores for standard **1D-Drawing inferences and using contextual clues** were 8 percentage points below the district average. 4th grade scores were 6 points below. After analysis and discussion Sheryl and I decided that we needed to focus on character analysis. In discussion with our Literacy Coach, Sheryl uncovered that both character analysis and Author’s Purpose along with plot prediction are used to determine student skill at inference. We know that students are successful at plot prediction. They need practice with the other two skills. |
| **Essential Learnings/Essential Question:**  Characters have multiple experiences and a myriad of emotions that help us understand them. | |
| **Vocabulary:**  As a class and using the ***Be More Descriptive With Emotions*** sheet develop vocabulary replacements for happy, good, sad, mad, etc.  Discuss that like a spectrum of light, people experience a spectrum of emotions from pale to strong. | **Differentiation/ELL Support:**  Choose 2 words from ***Be More Descriptive With Emotions*** sheet to use and draw a picture for each.  Graphic Organizer for ELL students  Scripting for LD students  Vocabulary for each story (form attached) |
| **Final Product:**  After scaffolded instruction starting with whole group demonstration and practice and moving to small group practice the students will work individually and complete a ***Character Map*** and a ***Note Catcher***, each of which is attached. | **Assessment:**  Assessment of student work will occur after the first small group activity to establish a base line.  Assessment will occur again after each of the two individual experiences with evaluation after the second. |
| **Materials/Resources:**  *The Elephant’s Child* by Rudyard Kipling  ***Be More Descriptive With Emotions*** (attached) ***Schedule Template*** (attached)  ***Note Catcher*** (attached)  ***Character Map*** (attached)  A collection of at least 10 picture books. Choose multiple genres using familiar stories and those related to the 4th grade curriculum including Native American stories.  **Adopted by the eagles 398.2 GOB**  **Click, clack, moo : cows that type E CRO**  **The gift of the sacred dog : story and illustrations 398.2 GOB**  **The giving tree E SIL**  **Harry, the dirty dog E ZIO**  **Jumanji E VAN**  **The little house E BUR**  **Mike Mulligan and his steam shovel : story and pictures E BUR**  **Owl moon E YOL**  **Strega Nona : an old tale 398.2 DEP**  **Vocabulary Sheets** on each storyfor differentiation with images of the appropriate words | |
| **TL Learning Activity Responsibilities:**  Work with students to fill in the ***Be More Descriptive With Emotions*** sheet.  Read the shared story, *The Elephant’s Child* by Rudyard Kipling.  Introduce PIE (persuade, instruct, entertain) as choices for Author’s Purpose.  Together:  Collect appropriate stories  Develop worksheets | **Teacher Learning Activity** Responsibilities:  Demonstrate using the ***Note Catcher*** and the ***Character Map***.  Establish small groups of 4-5  Create poster board to track group  Together:  Assess and evaluate student performance |
| **Reflection/Successes, Improvements:**   * Some students will use different characters at different parts of the story for analysis. Remind students to focus their analysis on just one character * Students need to be reminded to differentiate between action and emotion. Use the actions of the character to support your decision of emotion. | |

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| Cooperation  Teacher and TL work independently but come together when mutually advantageous. | Coordination  More formal relationship with understanding of shared mission. Teacher and TL do some planning. |
| Collaboration  Teacher and TL have long-term inter-reliant relationship, shared goals, defined roles and plan much more comprehensively. | Data-Driven Collaboration  Teacher and TL practice collaboration based on the  results of evidence of student knowledge, skills and  learning, e.g. grade level standardized assessments. |

Schedule Template Character Analysis and Inferring

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| **Date** | **Time** | **Event** | **Notes** |
|  |  | Fill in ***Be More Descriptive*** chart as a whole group | Teacher Librarian |
|  |  | Read “Elephant’s Child” (1st reading) | Teacher Librarian |
|  |  | Read “Elephant’s Child” (2nd reading)  Vocabulary on 9 Patch (paper folded in thirds both ways) | TL Read  Teacher Model |
|  |  | Read “Elephant’s Child”  ***Note Catcher*** (modeled) | TL modeled discussion |
|  |  | ***Character Map*** (modeled)  “Elephant’s Child” | Teacher modeled discussion |
|  |  | #1 Small group activity (4-5 students)  ***Note Catcher***  ***Character Map***  \*\*Collect from students as baseline | TL and Teacher introduce |
|  |  | ***Collaborate on Baseline Data TL + CT*** |  |
|  |  | #2 Small group activity (4-5 students)  ***Note Catcher***  ***Character Map*** | TL and Teacher adjust based on baseline data |
|  |  | #3 Small group activity (4-5 students)  ***Note Catcher***  ***Character Map*** | TL and Teacher adjust based on observations |
|  |  | Individual Evaluation  Story # 1 “Paperback Princess” by R. Munsch  ***Note Catcher***  ***Character Map*** | Use **Assessment Tracking** to note student performance |
|  |  | #1 Small group activity (4-5 students)  ***Note Catcher***  ***Character Map*** | TL and Teacher adjust based on observations |
|  |  | #2 Small group activity (4-5 students)  ***Note Catcher***  ***Character Map*** | TL and Teacher adjust based on observations |
|  |  | #3 Small group activity (4-5 students)  ***Note Catcher***  ***Character Map*** | TL and Teacher adjust based on observations |
|  |  | Individual Assessment  Story # 2 “Empty Pot” by Demi  ***Note Catcher***  ***Character Map*** | Use **Assessment Tracking** to note student performance |

Character Analysis Assessment Tracking

⁮⬜ Baseline

⁮⬜ Assessment

⁮⬜ Evaluation

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| **Student** | **Beginning** | | **Middle** | | **End** | |
| Emotion | Evidence | Emotion | Evidence | Emotion | Evidence |
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Note Catcher

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Date\_\_\_\_\_\_\_\_\_\_\_

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| Beginning of story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emotion | Evidence found in story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Middle of story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emotion | Evidence found in story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| End of story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emotion | Evidence found in story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Author’s Purpose (P.I.E.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character Map** Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How does the character feel?**

**What evidence do you have from the story to support this change**

Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character**

**How does the character’s feelings change over time or through the story?**

**What evidence do you have from the story to show you the character is feeling this way?**

**What is the event?**

**Who is the character interacting with in the event?**

**How does the character feel?**

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Be More Descriptive with Emotions

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| Instead of nice/kind use: | Instead of sad use: | Instead of angry/mad use: | Instead of happy/good use: |
| Instead of hurt use: | Instead of bothered use: | Instead of surprised use: | Instead of lonely use: |
| Instead of scared use: | Instead of tired use: | Instead of bad use: | Instead of worried use: |

The Giving Tree

|  |  |  |
| --- | --- | --- |
| crowns | forests | branches |
| house | boat | old stump |

Owl Moon

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| --- | --- | --- |
| statues | train whistle blew | gray footprints |
| pointy | mask | Great Horned Owl |
| clearing | meadow | silent wings |