

Names: Maddy Good and Paige Pohlmann

BSU Instructor: Mrs. Varner

Due Date: September 15, 2016

Grade Level: Third/Fourth

Classroom Teacher: Mrs. S

Unit Theme: Fictional Story Elements

Umbrella Standards for Unit Theme:

3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Unit Objective: Students will implement fictional story elements by creating a storybook based on a personal life event.

Discipline Areas in Unit: Language Arts, Social Studies, Science, Art

We plan to incorporate Social Studies Standards through choosing high quality literature that incorporates different cultures and discussion about societal issues and issues that revolve around being active agents of change. We plan to incorporate Science Standards by involving either a story that is a myth, incorporates information about a science topic, or by creating an observation data sheet on different character traits. We could incorporate visual arts by having student create different images of themselves in regards to character traits.

Culminating Activity/Assessment: The students will create a fictional storybook based on an event in their life (similar to Patricia Polacco) including setting, characters, plot, and theme.

Curriculum Mapping

Our Unit will focus on high quality literature, that covers varying fictional genres (fairy tales, fables, myths, etc.). We will also choose literature that includes diverse perspectives. We will focus on cooperative learning, interactive activities and discussions to understand fictional story elements. We want to incorporate writing, art, discussions, and games. Towards the end of the unit, we will read two books by Patricia Polacco to compare and contrast the fictional elements between the two books. The end of our unit will include an assessment where the students will create a product to demonstrate their knowledge. This will either be in the form of a mini play where they act out a story; therefore, demonstrating their understanding of the setting, character traits, plot and theme. The second option will be to write their own fictional storybook where the

students must include a clear setting, character traits, plot and theme. If time allows, we will have the students share their projects.

Lesson #1: Maddy- Setting

Standards:

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Activity/Assessment:

- Read Book
- Discuss Character Traits using an anchor chart
- Create “My Character Traits” posters about classmates that describe their internal and external traits

Lesson #2: Paige- Setting

Standards:

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

3.RL.4.1 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Activity/Assessment:

- Read fictional story (how characters change, how actions and feelings affect story)(I know blank is blank because in the text blank)
- Reiterate information Maddy taught about Character traits
- During read aloud I will build background knowledge, and ask questions throughout the story that have the student thinking about different characters.
- I will provide an observation sheet with the different characters, where the students will record external and internal character traits they notice while they are reading.
- After the reading, we will discuss the character’s traits, and how those traits impacted the story. How would the story have been different if a specific character had a different trait? Why did the author make the characters have those specific traits?
- Students will make a “mini-book” about one of the characters. The front cover will have a picture of the character- displaying external character traits. Then, the students will write a short paragraph on the character.

Lesson #3: Maddy- Setting**Standards:**

3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Activity/Assessment:

- Discuss setting- anchor chart
- Participate in an interactive activity or game

Lesson #4: Paige- Setting**Standards:**

3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Activity/Assessment:

- Re-iterate setting
- Whole group read-aloud of a fictional storybook different from the previous one I have read. During the read-aloud I will build background knowledge, and ask questions that make the students think about setting (How does the setting impact the mood of the story? How does the setting potentially impact the way the characters act and dress? What clues in the text help us to figure out the setting?), why the specific setting was chosen, and how the setting is important to the story. During the reading, we will often pause to do "Think-Pair-Shares" to questions related to the setting.

Lesson #5: Maddy and Paige - Plot

Standards:

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Activity/Assessment:

- Anchor Chart on Plot
- Interactive activity to practice knowledge of plot
- Patricia Polacco read-aloud with discussion and “think-pair-share”
- Construct a class “Story Mountain”
- Game or act it out

Lesson #6: Maddy and Paige - Theme

Standards:

3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

Activity/Assessment:

- Anchor chart on Theme
- Read aloud a Patricia Polacco folktale, fable, or tall tale
- Discussion of the theme of the story, why that theme was chosen (author’s purpose)
- Class chart that compares and contrasts the theme, setting, plot, and characters between the two Patricia Polacco stories.
- Game or act it out

Lesson 1:

Name: Maddy Good

Email: mmgood@bsu.edu

Due Date: September 30, 2016

Teach Date: October 4, 2016

Practicum Teacher: Mrs. Varner

Classroom Teacher: Mrs. S

Grade: 3/4 Split

Subject Area: Language Arts

Lesson Topic: Character Traits

Time: 40 minutes

Standards:

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Visual Art Academic Standard 3.6.2 Create artwork that communicates personal ideas and experiences.

Lesson Objective: Students will classify their own character traits through the creation of a personal character trait portrait.

Materials:

- “A Bad Case of Stripes” by David Shannon
- Anchor Chart on Character Traits referring to “A Bad Case of Stripes”
- 12x8 White Construction Paper
- Pencils, Markers, Scissors

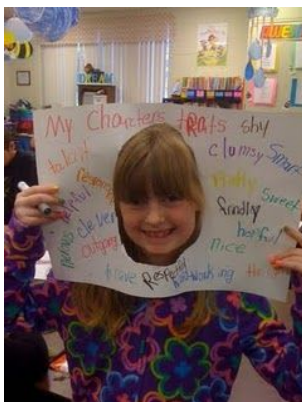
Motivation: I will be introducing the lesson on character traits by asking the students what they already know about what character traits. I will then read “A Bad Case of Stripes” to the class.

Rationale:

- “Good morning, students! Today we are going to be discussing character traits. Does anyone know what character traits are?”
- “We are going to be reading ‘A Bad Case of Stripes’ to begin our lesson on character traits.”

Teach: I will be teaching the students about character traits by referring to both a fictional story and their own classmates.

- I will begin by asking volunteers to tell me what character traits are.
- As a group, we will discuss that character traits can refer to the internal (inside) and external (outside) of a character. Character traits describe the character in detail and express what makes them who they are.
- After reading “A Bad Case of Stripes,” we will refer to my anchor chart to discover what Camilla’s character traits are. As a class, we will brainstorm traits to add onto the anchor chart describing Camilla’s internal and external traits. We will focus on using vocabulary that is descriptive.
- The students will head back to their seats to create a character trait portrait of themselves, including traits that best represent who they are. The students will be encouraged to use unique characteristics and put thought into the traits they add to their portrait. An example is seen below.



Check for

Understanding:

- “What are Camilla Cream’s internal traits?” “How do you know that Camilla Cream is _____?”
- “What are Camilla Cream’s external traits?”
- “Does Camilla have any negative traits?” “What are they?”

Activities:

- After reading “A Bad Case of Stripes” and discussing Camilla Cream’s character traits, students will head back to their seats.
- Students will be given white construction paper and will be asked to trace a circle about the size of their head. Student will then cut out the circle and check to be sure their head fits through the hole.

- Students will be given markers and asked to write “___’s Character Traits” at the top of their portrait.
- Students will use colorful markers to display their personal character traits, including internal and external traits.

Assessment: I will assess the students’ understanding of character traits by circling the room while they are working on their personal portraits. I will use the rubric below to evaluate the students based on their inclusion of both internal and external traits, as well as if the information makes sense in terms of what a trait is.

	Needs Help	Emerging	Mastery
Includes Sensible Internal Traits	0 Internal Traits	1-2 Internal Traits	3+ Internal Traits
Includes Sensible External Traits	0 External Traits	1-2 External Traits	3+ External Traits

Review:

- “What is an internal character trait?”
- “What is an external character trait?”
- “How are character traits identified?”

Resources:

- Shannon, D. (1998). *A bad case of stripes*. New York, NY: Blue Sky Press.
- (2012, November 8). Teaching Character Traits in Reader's Workshop | Scholastic.com. Retrieved September 20, 2016, from <http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop>
- Character Traits. (n.d.). Retrieved September 20, 2016, from <https://www.teachervision.com/writing/resource/2669.html>
- Identifying Character Traits. (n.d.). Retrieved September 20, 2016, from <http://www.education.com/lesson-plan/identifying-character-traits/>

Lesson 2:

Name: Paige Pohlmann

Due Date: 10/14/16

Practicum Teacher: Mrs. S

Lesson Topic: Fictional Literature: Character Traits **Subject:** ELA

Email: papohlmann@bsu.edu

Topic: Character Traits

EDEL 350 Section 2

Teach Date: 11/18/16

Grade Level: 3rd/4th split

Whole group: 45 minutes

IN Standards and Indicator:

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Lesson Objective:

Students will use text evidence to analyze how a character changes throughout a story.

Materials/Media:

- Pre-made Foldable booklets
- "Babushka's Doll"
- Crayons

Motivation:

For my motivation, I will be telling a personal story about how I used to be afraid of spiders, but now I am not. This will lead to a short discussion about how people can change, and how characters can change too.

Rationale:

Last week, you learned about internal character traits. Today, we are going to continue to analyze characters, but today we are going to focus on how characters change throughout a story! Just like people change, characters change too! They can experience something or learn a lesson that causes them to act differently!

Teach:

- "I am going to read a book to you today called 'Babushka's Doll.' This book is going to help us notice different character traits, and how a character changes in a story! While I am reading, I want you all to be thinking about some of the internal character traits of Natasha. What is her personality? Good readers always use text evidence to support their ideas, so when I am reading you should be thinking "I know _____ about Natasha because the text or pictures said/showed _____." Make sure you are listening, because we are going to be discussing the characters, and talking about how and why they change throughout the story! After we are done, you will be creating a foldable book about one of the characters!"

- I will build prior knowledge by leading a discussion about the front cover and title. What do you think this book will be about? Do any of you know what 'Babushka' means? What thoughts do you have about some of the characters based on the front cover?

Check for Understanding:

Throughout the story I will be checking for understanding through whole group discussion, and "Think, Pair, Share." Throughout the book, I will ask the students what we know about the internal and external character traits of Natasha and her Grandmother. I will have the students discuss how characters are changing, and why they think they are changing. Some questions I plan to ask throughout the story are: How is Natasha acting so far? (impatient, rude)

Why do you think Babushka only played with the doll once? What are your predictions?

Do you think Babushka knew what would happen with Natasha and the doll? What does this tell you about Babushka's character? (sneaky, smart, etc.)

How is the doll acting? (How Natasha was at the beginning: rude, impatient).

How is Natasha acting now? (kind, understanding, patient).

Why did Natasha change? (the doll was demanding and rude, and showed Natasha how she was acting to her Grandmother.)

I will also encourage the students to use text evidence or pictures to support their answers.

Activities:

For this activity, the students will be creating a foldable book. This book will have three sections. In the first section, the students will write a few sentences about Natasha's internal character traits at the beginning of the book. In the third section, the students will write a few sentences about Natasha's internal character traits at the end of the book. Students will be required to use textual evidence. In the middle section the students will answer both how and why Natasha changed throughout the story. All of these elements that will be required of the students in creating this foldable will have been discussed during the read aloud and check for understandings.

Assessment/Evaluation of Student Learning:

I will be using the foldable book (and formative assessment during the check for understanding and during the review) to assess student learning. Below is the checklist I will use to assess the foldable books.

	Needs Improvement	Almost there!	Great Job!
Beginning Character Trait	Student does not include a beginning character trait related to internal features/personality.	Student correctly identifies a beginning internal character trait, but does not include textual evidence.	Student identifies a beginning internal character trait, and includes appropriate textual evidence.
Ending Character Trait	Student does not include an ending	Student correctly identifies an ending	Student identifies an ending external

	character trait related to internal features/personality.	internal character trait, but does not include textual evidence.	character trait, and includes appropriate textual evidence.
Explanation	Student does not include an explanation about why/how the character changed.	The student states either why OR how the character changes, but not both.	The student uses textual evidence to support how and why the character changed.

Review:

I will ask the students several questions:

- Why is it important that good readers think about character traits (internal features, and how character's change)? (Helps us to understand the meaning of the story. Helps us to put ourselves in the character's shoes. Helps us to remember characters. Helps us to picture characters. etc.)
- How should you support your opinions and findings about characters? (Textual evidence, pictures, I know ____ about ____ because in the text it said ____)

Resources:

Instructional:

Polacco, P. (1990). *Babushka's doll*. New York, New York: Simon & Schuster Inc.

This is a mentor text that I will be using during the "teach" part of the lesson, as well as a reference for the foldable book the students will be creating. This book will help me to teach and discuss character traits and how/why characters change.

(2011). Why we love Patricia Polacco. *Get in the fold: Literature, foldables, and learning*. Retrieved from:
<http://getinthefold.blogspot.com/2011/11/why-we-love-patricia-polacco.html>

This was a blog I found. This provides an example of a foldable book that I will have the students create for an activity and assessment. I liked the ideas it had in regards to providing a "beginning" section and an "ending" section. I also liked that it had the students write how and why we know the students change.

Informational:

Character traits mini lesson #1. Retrieved from:
<http://resource.deyogroup.com/330/CharacterTraits-Mini-Lesson.pdf>

This was a sample lesson plan I found about character traits. I used this for information on content I should teach about character traits: emotions, motives, how a character looks and how a character feels. I also liked this source because it provided how to have students provide

textual evidence “I think the character is _____ because in the text _____.” I liked textual evidence because I feel that is an important skill for upper elementary, and thought that example would help the students understand how to use textual evidence.

Connell, G. (2012). Teaching character traits in reader’s workshop. *Scholastic*. Retrieved From: <http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop>

This was an article from *Scholastic* that helped me to understand some of the content and skills students in grades 3-5 should know about character traits. This helped give me ideas of what to teach and ideas of what students in upper elementary should be doing for activities.

Lesson #3:

Name: Maddy Good

Email: mmgood@bsu.edu

Due Date: October 21, 2016

Teach Date: October 25, 2016

Practicum Teacher: Mrs. Varner

Classroom Teacher: Mrs. S

Grade: 3/4 Split

Standards:

Reading Standard 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standard 4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Lesson Objective: Students will mentally and physically illustrate an image of the setting of a story.

Materials:

- *Magic Tree House #26: Good Morning, Gorillas* by Mary Pope Osborne
- Anchor Chart on Setting
- Notebook Paper for each student
- Coloring Materials: Crayons, Markers, Colored Pencils, etc.

Motivation:

- I will be introducing the lesson on setting by handing out a piece of notebook paper to the students.
- I will ask the students to write down one word that describes where they are right now. This could describe the room, the building, the people, the temperature, the atmosphere, etc.
- The students will then crumble their paper into a ball and throw it toward the front of the room.
- I will then instruct the students to go grab a different wad of paper, open it up, and add a different adjective to the paper that describes where they are currently.

- After several times of repeating that process, I will ask students to share what is written on their paper. I will explain that the students just described their setting.

Rationale:

- “By describing your surroundings, the environment, the time, and the characters, you are describing your setting.”
- “Who has heard of the ‘setting of a story’ before?” “What do you know about setting?”

Teach:

- After completing the snowball activity, I will refer to an anchor chart on setting to reiterate what the students and I just talked about. The chart will describe that setting consists of the place, time, and environment of a story, showing examples of each.
- I will read the students a passage from *Magic Tree House #26: Good Morning, Gorillas*, and ask them to create a visual movie in their head of what is happening in the story while I read it.
- I will have students return to their seats and create an illustration of the image that they pictured in their head. The students will be creating a picture of the setting of that passage in the story.

Check for Understanding:

- “What are the different parts of describing the setting of a story?”
- “How can the setting impact the characters in the story?”

Activity:

- After participating in the snowball activity, the students will gather in a circle on the floor at the front of the room. I will read a passage of *Magic Tree House #26: Good Morning, Gorillas* to them.
- After I finish reading from the book, the students will head back to their seats and will receive a white piece of paper and coloring materials.
- I will explain that I would like the students to create an illustration of the setting in the story we just read from. I want them to recreate the scene that they just pictured while I read.

Assessment: I will assess the students’ understanding of setting by circling the room while they are working on their illustrations. If the students are able to visually describe the setting of the story including the environment, place, time, and characters, I will know that they understand what setting means.

	Needs Help	Emerging	Mastery
Visually displays Environment	None	Somewhat	Very Clear

Visually displays Place	None	Somewhat	Very Clear
Visually displays Time	None	Somewhat	Very Clear
Visually displays Characters	None	Somewhat	Very Clear

Review:

- “What is the setting of a story?”
- “How do you know how to find the setting in a story?”
- “What is an example of the setting in *Good Morning, Gorillas*?”

Resources:**Instructional**

- Osborn, M.P. (2003). *Magic tree house #26: Good morning, gorillas*. New York, NY: Scholastic, Inc.
- Setting Lesson Plans and Lesson Ideas. (n.d.). Retrieved September 28, 2016, from <https://educators.brainpop.com/bp-jr-topic/setting/>

Both sources of instructional information assisted me in formatting my lesson plan and creating my lesson objective. *Magic Tree House #26: Good Morning, Gorillas* provides me with the passage I need to invite the students to create mental images in their heads. *Setting Lesson Plans and Lesson Ideas* gave me ideas on how to execute my lesson.

Informational

- Interactives: Elements of a Story. (n.d.). Retrieved September 28, 2016, from <https://www.learner.org/interactives/story/setting.html>
- (2015, March 13). Setting. Retrieved September 29, 2016, from Literary Devices: Definition and Examples of Literary Terms, <http://literarydevices.net/setting/>

Both informational sources gave me background knowledge on setting. Through the use of these websites, I was able to gain information on the details of story settings, including examples of environments, places, times, characters, and more parts of settings.

Lesson #4:

Name: Paige Pohlmann

Due Date: 10/28/16

Practicum Teacher: Mrs. S

Lesson Topic: Fictional Literature: Setting

Email: papohlmann@bsu.edu

EDEL 350 Section 2

Teach Date: 11/01/16

Grade Level: 3rd/4th split

Subject: ELA

Whole group: 45 minutes

IN Standards and Indicator:

Reading: Literature 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading: Literature 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading: Literature 4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Creating Art 3.6.2 Create artwork that communicates personal ideas and experiences.

Reading for Literacy in Visual Arts 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Creating Art 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.

Civics and Government 3.2.5 Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*.

Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems

* citizen: someone with rights and responsibilities in a particular community, city, state or country

* citizenship: the act of practicing one's rights and responsibilities as a member of a community, state or nation

Lesson Objective: Students will analyze features of setting drawing upon how the setting impacts the mood, and character's actions.

Materials/Media:

Cloudy With a Chance of Meatballs by Judi Barrett

White poster paper for each student
 Crayons
 Example poster activity

Motivation:

For the motivation I am going to have the students visualize one of their favorite holidays that their family celebrates. I will have the students close their eyes, and have them picture whom they are with, and where they are at. I will have them picture what they are doing, and how they feel.

Rationale:

“You have been learning about setting, and all of you just created a setting in your mind. You were thinking about a specific time, and place. And what we are going to learn today is how the setting can impact the mood and character actions.”

Teach:

I will begin the lesson by asking the students a few questions regarding mood. What is mood? (the feelings or emotions you or a character gets during a story.) I will then ask a few short questions to review setting. What is the setting of a story? (The time and place.) I will then tell the students that the setting can impact the mood of the story, and the character’s actions. I will have the students think about what they visualized during the motivation. I will ask a few questions. What feelings or emotions did you have? (Scary, exciting, fun, etc.) What were your characters doing? (carving pumpkins, trick or treating, haunted house, etc.) Would you have been feeling the same way or doing the same thing on a hot summer day? I will then use the book *Cloudy with a Chance of Meatballs* to practice analyzing the setting and how it impacts the mood and character actions. I will read the book aloud, stopping whenever a new setting is introduced. We will discuss as a class where I will have students come up with the time, place, mood, and character actions of each setting. We will also discuss civics in the story. In the story the citizens have to work together to abandon the town, and the Sanitation Department plays a role in the community by cleaning up food from the streets and houses.

Check for Understanding:

As stated above, I will ask several questions prior to the read aloud about mood and setting. During reading I will ask several questions. Some of these questions will be in the format of “Think, Pair, and Share.” The following are some of the questions I may ask: What is the setting right now? Is there a time? Is there a place? How is this setting impacting the mood? How is the setting impacting the character’s actions? How do you think characters would act if it was a different setting? Do we have to carry plates when we go outside? Why not? I will ask these questions throughout the story as the setting continues to change and develop. I will be marking student responses on a poster to show how the setting changed throughout the story.

Activities:

The students will be creating a poster that incorporated drawing, coloring, and writing. I will have the students’ think of an event that takes place in their town (just like we learned about special things about ChewandSwallow), or something special they do with their friends or

family. I will tell the students to think about town festivals, events at school, certain food places in their community, how the town is decorated during different holidays, and what activities people in their community do during different seasons. They will draw a picture of that event and write a short paragraph explaining the setting, mood, and some character actions. I will explain with an example. I will have a drawing of a football game in my hometown. It will have a short paragraph explaining that football games take place during Friday nights, people are cheering and eating popcorn, and the mood is very energetic and exciting. This also helps to incorporate standards about civics because it is talking about community, and the different roles of citizens.

Gear up: Students who excel at writing or literature will be challenged to write a few more sentences that add more description to their setting.

Gear down: Students who struggle will be given extra help during the activity in thinking of where in their community they can describe. They will also be reminded individually to include a where, when, and mood to their writing. I will give extra examples to these students as needed.

Assessment/Evaluation of Student Learning:

I will be using formative assessment during the questions I ask during the reading. The poster activity where the students develop their own setting in their hometown will serve as a summative assessment for this lesson.

	0 Needs Improvement	1 Good	2 Excellent
Setting (Time and Place)	The picture and/or paragraph do not identify a setting that includes a time or place.	The picture and/or paragraph represent either a time or place, but not both.	The picture and/or paragraph clearly represent a setting that includes a time and place.
Mood	The picture and/or paragraph does not identify a mood.	The picture and/or paragraph identifies a mood, but with little detail.	The picture and/or paragraph clearly represent a mood that is aligned to the setting.
Character Actions	The picture and/or paragraph do not explain or show how people behave and act in the setting.	The picture and/or paragraph explain few character actions that do not directly align with the setting.	Clear character actions are represented and are aligned to the specific setting.

Review:

I will ask the students a few questions:

What is setting? (Time and Place of a story)

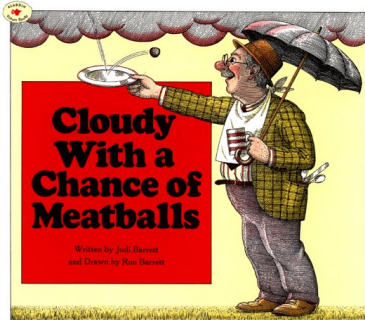
Why is the setting important? (Helps you to understand the story, impacts the mood, impacts character actions)

Resources:

Instructional

Barrett, J. (1978). *Cloudy with a chance of meatballs*. New York, New York: Simon & Schuster

This source is the book that I will be reading to the class as a whole group read aloud. I chose this book because it has a very clear setting that impact the mood, character's actions, and changes throughout the story.



Gresser, V. (2016). Describing the characters and setting with “Cloudy with a Chance of Meatballs.” *Better lesson*. Retrieved from <http://betterlesson.com/lesson/523461/describing-the-characters-and-setting-with-cloudy-with-a-chance-of-meatballs>

This source gave me ideas about how to teach this lesson including ideas about read aloud, modeling, and scaffolding instruction.

Mood and setting. *Read it, write it, tell it: Mood and setting grades 3-4*. Retrieved from <http://woub.org/readwritetell/mood34.htm>

This source gave me ideas on how to teach different aspects of mood. It discussed how to teach students about feelings associated with different settings.

Informational

Brown, L. *Cloudy with a chance of meatballs*. *Children's literature book reviews*.

Retrieved from

<http://reviews-of-childrens-literature.pbworks.com/w/page/10581679/Cloudy%20With%20a%20Chance%20of%20Meatballs>

This source gave me information about the plot, setting, and mood of “Cloudy with a Chance of Meatballs.” This information helped me to know what elements of the story to focus on during the read aloud.

English 250 unit: Setting. *Ohio.edu*. Retrieved from
<http://www.ohio.edu/people/hartleyg/ref/fiction/setting.html>

This source helped to give me information about the different elements of a setting. It helped me to better understand how setting can impact the plot, mood, and character’s actions.

Lesson #5:

Name: Maddy Good and Paige Pohlmann

Email: mmgood@bsu.edu, papohlmann@bsu.edu

Due Date: October 6, 2016

Teach Date: November 8, 2016

Practicum Teacher: Mrs. Varner

Classroom Teacher: Mrs. S

Grade: 3/4 Split

Subject Area: Language Arts

Lesson Topic: Plot

Time: 40 minutes

Standards:

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Lesson Objective: Students will discern the different elements of plot structure.

Materials:

- *Thunder Cake* by Patricia Polacco
- Story Mountain Poster and Sticky Notes

Motivation:

- To introduce the lesson on plot, we will ask the students to stand up behind their chairs.
- Maddy will teach the students a chant with motions to go along with each of the five elements that make up plot structure. The chant will simply be each plot element with a motion that seems to represent that element.

- After we have rehearsed the song several times, the students will meet Paige on the carpet to read *Thunder Cake*.

Rationale: “Good morning! Today we will be discussing plot. Does anyone know what plot is?”

Teach:

- After teaching the students the “plot song,” Paige will read *Thunder Cake* by Patricia Polacco to the students. She will ask questions throughout the story regarding the plot, the setting, and the characters.
- Referencing a chart, Paige will discuss the Story Mountain referring to *Thunder Cake* and include the Exposition, Rising Action, Climax, Falling Action, and Resolution.
 - **Exposition:** Introduction to story where the characters and setting are introduced.
 - **Rising Action:** Where the main character faces a series of conflicts.
 - **Climax:** The most exciting part of the story or where the conflict reaches a “boiling point.”
 - **Falling Action:** Series of events that unfold after the Climax and lead to the ending of the story.
 - **Resolution:** The end of the story in which conflicts are resolved or not resolved, depending on the story.

Check for Understanding:

- “What is the Exposition in *Thunder Cake*?”
- “How does the Rising Action effect the Climax of *Thunder Cake*?”
- “Explain the Falling Action in *Thunder Cake*.”
- “Is the problem/conflict resolved in the Resolution of *Thunder Cake*?” “How do you know?”

Activity:

- The students will head back to their seats, and Maddy will divide the pairs at each table group into two groups by counting off 1, 2, 1, 2, etc. All of the 1’s will act as Natasha, and the 2’s will act as grandma (Babushka).
- The students will use the main ideas of the story (that were already discussed and marked on the story mountain poster) to create a short skit. We will tell the students that these skits should only be about one or two minutes long, and should include the exposition, rising action, climax, falling action, and resolution.
- Maddy and Paige will each walk around half of the room and listen to the student’s skits.
- Depending on the amount of time left, Maddy and Paige will select a few groups to present their skit to the entire class.

Assessment: We will assess the students through an informal formative assessment. Maddy and Paige will walk around the room, listening to the students demonstrate their *Thunder Cake* skit with their partners.

	Needs Help	Proficient
Introduction	Not Included	Demonstrated
Rising Action	Not Included	Demonstrated
Climax	Not Included	Demonstrated
Falling Action	Not Included	Demonstrated
Resolution	Not Included	Demonstrated

Review:

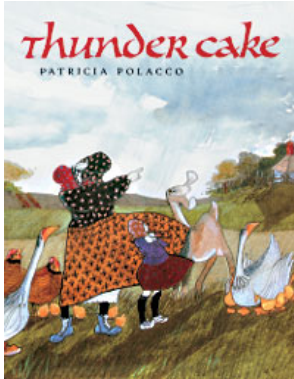
- “What is plot?” (What happens in a story, the conflicts that characters face, the main points)
- “What are the five different parts of the story mountain?” (exposition, rising action, climax, falling action, resolution)
- “Let’s do our Story Mountain chant one more time!”
- Everyone think of your favorite book. What is the plot of the book? Share with a partner.

Resources:**Instructional**

Gardner, T. Structure: a literary elements mini-lesson. *Read write think*. Retrieved from:
<http://www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements-904.html?tab=4>

This source gave us the idea of using a plot story mountain to teach the five elements of plot.

Polacco, P. (1990). *Thunder cake*. New York, New York: Philomel Books.



This book will be used to teach plot. This book will be read aloud as a whole group. The plot of this story will be used to create a class story mountain, and for skits.

Informational

Lesson ideas. *Brainpop educators*. Retrieved from:
<https://educators.brainpop.com/bp-jr-topic/plot/>

This source gave us more knowledge of plot and what it all entails.

Voelker, M. Five elements of plot conflict. *Synonym*. Retrieved from:
<http://classroom.synonym.com/five-elements-plot-conflict-4472.html>

This source gave us information about the five different elements of plot: exposition, rising action, climax, falling action, and resolution.

Lesson #6:

Name: Maddy Good and Paige Pohlmann

Email: mmgood@bsu.edu, papohlmann@bsu.edu

Due Date: October 13, 2016

Teach Date: November 15, 2016

Practicum Teacher: Mrs. Varner

Classroom Teacher: Mrs. S

Grade: 3/4 Split

Subject Area: Language Arts

Lesson Topic: Theme

Time: 40 minutes

Standards:

Reading Standard 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

Reading Standard 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Standard 4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

Lesson Objective: Students will compare and contrast the theme of two fictional stories by the same author.

Materials:

- *My Rotten Redheaded Older Brother* by Patricia Polacco
- *Thunder Cake* by Patricia Polacco
- Theme Origami Game
- Venn Diagram



- Sticky Notes

Motivation:

- To introduce the lesson, we will play a YouTube video called *The Lion King Mufasa Forgives Simba*. <https://www.youtube.com/watch?v=o12zX6F-zco>.
- Following the video, Paige will ask the students what the lesson was that Simba learned in this scene.

Rationale: “Today we will be discussing the theme of a story. Who can tell us what theme means?”

Teach:

- Maddy will ask for volunteers to describe the story that was read to the students last time, *Thunder Cake* by Patricia Polacco.
 - “What was *Thunder Cake* about?”
 - “Who were the main characters in *Thunder Cake*?”
 - “What was the setting in *Thunder Cake*?”
 - “What was the lesson or theme of the story?”
- Maddy will read *My Rotten Redheaded Older Brother* by Patricia Polacco.
- Paige will create a class Venn Diagram comparing the themes of *Thunder Cake* and *My Rotten Redheaded Older Brother*.

Check for Understanding:

- We will check for understanding using a Venn Diagram. Paige will ask the students to state the themes of *My Rotten Redheaded Older Brother*. She will have each volunteer stick their idea onto the left side of the Venn Diagram.
- Next, the students will brainstorm themes of *Thunder Cake*, and volunteers will stick their ideas to the right side of the Venn Diagram.
- Lastly, the class will come up with ideas of how the two stories were similar to one another, addressing the characters, setting, theme, etc.

Activity:

- Students will each receive a “Theme Origami.” Each origami game will have the following eight questions written on the inside.
 - 1.) What is the main theme of this story?
 - 2.) How could you use the lesson from this story in your own life?
 - 3.) Use text evidence to support the theme.
 - 4.) What does the story teach you about life?
 - 5.) How is the theme of this book similar to the theme of your favorite book?
 - 6.) How is the theme of this book different to the theme of your favorite book?
 - 7.) How does the theme impact the characters?
 - 8.) What is a second theme of this story?
- We will demonstrate how to play the game with a partner.

- We will determine partners by having the students across from each other at their tables pair up.
- Students will take turns playing the “Theme Origami” game with their partners referring to the book *My Rotten Redheaded Older Brother*.

Assessment: We will informally assess the students by walking around the room while they are playing the “Theme Origami” game with partners. We will be looking for discussion that correctly retells elements of *My Rotten Redheaded Older Brother*.

	Emerging	Proficient
Identifies theme	Student is unable to identify any themes of the story.	Student identifies one or more themes of the story.
Connects theme to personal life	Student is unable to connect the theme to their personal life.	Student is able to connect the theme to their personal life in one or more ways.

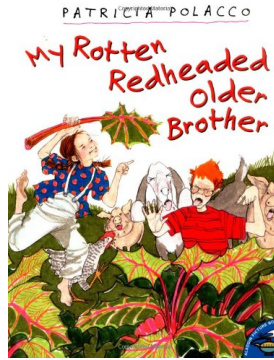
Review:

- “What is the theme of a story?”
- “How do you know what the theme of a story is?”
- “What was one of the themes in *My Rotten Redheaded Older Brother*?”
- “What was one of the themes in *Thunder Cake*?”

Resources:

Instructional

Polacco, P. (1994). *My rotten redheaded older brother*. New York: Simon & Schuster Books for Young Readers.



The lion king mufasa forgives simba hd. *Youtube*. Retrieved from <https://www.youtube.com/watch?v=o12zX6F-zco>

These two resources will be used to teach our lesson. The book will be used for a class read-aloud to teach theme. The video will be used for motivation to start the lesson about theme.

Informational

11 tips for teaching about theme in language arts. *We are Teachers*. Retrieved from <http://www.weareteachers.com/blogs/post/2014/09/03/11-tips-for-teaching-about-T-theme-in-language-arts>

Bennett, C. (May 3, 2015). 5 Questions to ask about theme: 5 critical thinking questions that work for all literature. *About Education*. Retrieved from <http://712educators.about.com/od/lessonplans/fl/5-Questions-to-Ask-about-The-Me.htm>

These two resources both helped provide information about the content of theme, and how to teach theme.

Culminating Assessment:

Names: Maddy Good and Paige Pohlmann

Email: mmgood@bsu.edu, papohlmann@bsu.edu

Due Date: October 18, 2016

Teach Date: November 17th, 2016 and November 29, 2016

Practicum Teacher: Mrs. Varner

Classroom Teacher: Mrs. S

Grade: 3/4 Split

Subject Area: Language Arts

Lesson Topic: Fictional Story Elements

Time: 40 minutes

Standards:

Reading Standard 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

Reading Standard 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Reading Standard 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standard 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Standard 4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

Reading Standard 4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Lesson Objective: Students will demonstrate their combined knowledge of fictional story elements (theme, setting, plot, and character traits).

Materials:

- Graphic Organizer (shown below)
- Fictional Storybook Paper Booklets
- Crayons
- Markers
- Construction Paper
- Stickers
- <https://www.youtube.com/watch?v=c6I24S72Jps>

Motivation: Maddy and Paige will show a rap song about fictional story elements to review the unit. The link is located in the materials list.

Rationale: “Good morning! Today you will become authors by creating your own fictional story. Once we are finished, we will celebrate by sharing our stories with each other.”

Teach:

- “Who can remind us of what setting is?”
- “Who remembers the plot chant?” “Let’s do it together!”
- “What are character traits?” “Do characters change throughout a story?”
- “What is an example of the theme from a story you have read?”
- Maddy and Paige will show the students the graphic organizer they made to summarize their thoughts for their fictional story.

Check for Understanding: The above questions will be asked to review what was learned during the unit.

Activity:

- Day 1: Students will complete their graphic organizer about the fictional story they wish to create.
- Day 1: Students will write their story. Paige and Maddy will review the rough drafts, and provide the students with feedback.
- Day 2: Students will finish their books by illustrating the pages.
- Day 2: Students will separate into two halves and will share their fictional stories with Maddy or Paige and half of their class.
- Gear down: Sentence starter strips.
- Gear up: Students who excel at writing will be challenged to add a simile, metaphor, or more descriptive words (adjectives) to their story.

Assessment: We will assess the students by listening to them read their fictional story books as they are presenting. We will also collect the students’ stories to assess their understanding of fictional story elements.

	Needs Help	Emerging	Proficient
Setting	Not included	A setting is included,	A well developed

		but could be developed further.	setting is included. The setting is well thought out and impacts the plot and character's actions.
Plot	Not included.	Plot is included (a beginning, middle and end), but could be developed further. Does not include all five elements of the plot mountain.	All five elements of the plot mountain are included. The story flows and has an easy to follow organizational structure.
Character Traits	Not included	Characters are created, but could be further developed using descriptive traits. The character does not undergo a change.	All characters are described in detail. Clear character traits exist, and impact the plot and theme of the story. The character undergoes some sort of change.
Theme	Not included	A theme is implied, but could be further developed using more direct text evidence to support the theme.	A theme is evident, and can be supported using more than one piece of text evidence.

Review:

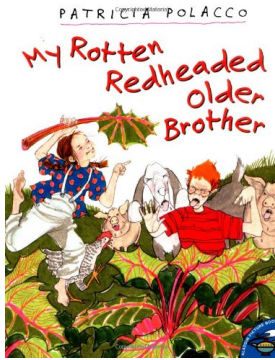
- “Tell us what you learned about the setting of a story.”
- “Give an example of the plot of a story you have read.”
- “How does the theme of a story affect the characters in the story?”

Resources:**Instructional**

Bennett, C. (May 3, 2015). 5 Questions to ask about theme: 5 critical thinking questions that work for all literature. *About Education*. Retrieved from <http://712educators.about.com/od/lessonplans/fl/5-Questions-to-Ask-about-The-Me.htm>

Polacco, P. (1994). *My rotten redheaded older brother*. New York: Simon & Schuster Books for Young Readers.

(2012, November 8). Teaching Character Traits in Reader's Workshop | Scholastic.com. Retrieved September 20, 2016, from <http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop>



Informational

Flocabulary- five things (elements of a short story). *Youtube*. Retrieved from <https://www.youtube.com/watch?v=c6I24S72Jps>

Interactives: Elements of a Story. (n.d.). Retrieved September 28, 2016, from <https://www.learner.org/interactives/story/setting.html>

Voelker, M. Five elements of plot conflict. *Synonym*. Retrieved from: <http://classroom.synonym.com/five-elements-plot-conflict-4472.html>

Plan Your Story!

Name: _____ Title: _____

Setting:

Where does your story take place?

When does your story take place?

Characters

Who are your main characters?

What are some of your characters' traits? _____

Will any of your characters change?

Plot:

Exposition: _____

Rising Action: _____

Climax: _____

Falling Action: _____

Resolution: _____

Theme:

What lesson do you want the reader to learn from your story?

What is the mood of your story?
