WASHINGTON TOWNSHIP PUBLIC SCHOOLS

THIRD GRADE

FICTION UNIT

TEACHER RESOURCE GUIDE
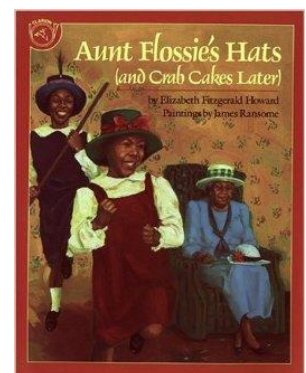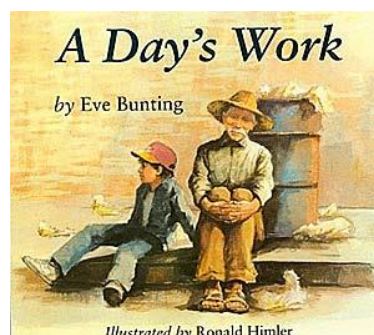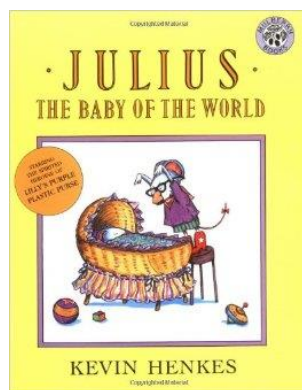
RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

VOCABULARY (words that are helpful in the instruction of this standard)
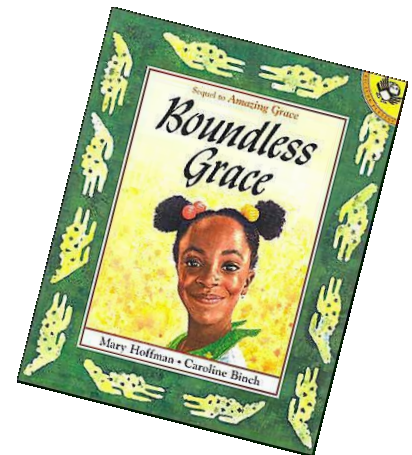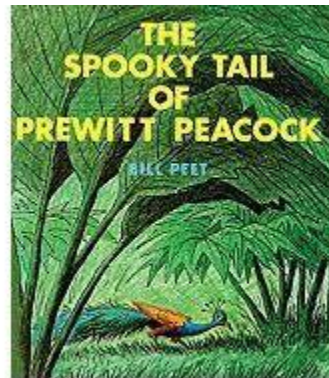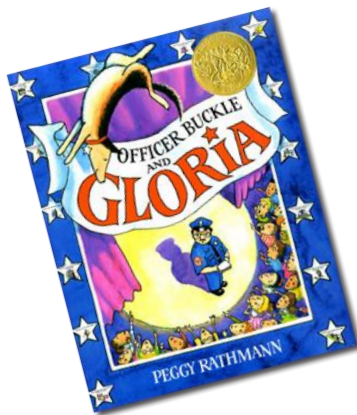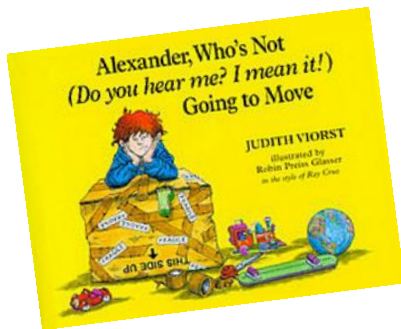
- questioning/question
- ask
- answer
- text
- summarize

- text evidence
- explicitly stated
- right there
- thin question*
- thick question

*this term is used in the last example under lesson plans; it refers to a factual "right there" question that has an answer that can be found right in the text and answered with a few words or a short sentence. The opposite term "thick question" refers to inferential questions that require reasoning from the reader.

UNDERSTANDING THE STANDARD

- Students who can ask and answer questions to demonstrate understanding of text and can refer to specific text to support their answers and to craft their question, should have acquired an extensive academic vocabulary related to text including terms such as text evidence, proof, thin questions, summarize, contract and compare, key details and main idea, visualize, infer, thick and thin questions and answers, connections, illustrations, digital and print text, and perceptions
- When asking and answering questions about text, students demonstrate that they can explicitly locate evidence in the text to support answers and to craft questions of a factual nature (thin questions).
- Students at this grade level are able to answer and ask both factual (thin) questions and inferential (thick) questions that require reasoning from the reader.
- When asking and answering questions during class or small group discussions of text, students can connect responses to, and build on, what others have said.
- When asking and answering questions during class or small group discussions of text, students demonstrate the ability to draw from personal experience and/or from other texts to provide further support to the evidence for answers found in the text.
- Asking and answering questions about text prompts students to examine what information they lack or what parts of the text are confusing.
- Students who are able to explicitly draw evidence from text to support answers and to formulate questions, can begin to develop and manage basic research projects.
- Students who are able to explicitly draw evidence from text to support answers can use that skill in writing in response to reading as well as developing oral presentations.
- Students who can quickly and confidently locate explicit information in text to support answers and questions demonstrate that they understand what they are reading and can describe setting, plot (conflict and resolution), characters as well as identify key details and the main idea or message.

o   As students answer questions using explicit evidence found in text, they learn to summarize, rather than read text evidence word-for-word.

QUESTIONS TO FOCUS INSTRUCTION

o   How does the ability to question and locate answers in the text help readers understand and analyze text?

o   What strategies can be used to help students focus on the central message and key details?

o   How does this standard support students utilizing questioning as a strategy during their independent reading and writing?

o   How does the ability to locate information in text to support questions and answers prepare students for writing projects, including research?

o   What strategies are useful in teaching question asking and answering (i.e. reciprocal teaching; questioning the author; question and answer relationship)?

o   What cues can students learn to use to note relevant information (key details) in text for future reference?

o   What academic vocabulary must students have developed in order to ask and answer "who, what, where, when, why, and how" questions to demonstrate understanding about text, including being able to refer to text (print or illustrations) to support answers?

RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

VOCABULARY

o recount/retell	o diverse/diversity	o moral
o fable	o cultures	o important
o folktale	o message	o summary
o myth/mythology	o lesson	o key details
		o author's purpose

INTEGRATION IDEA

o   Organizing and verbally describing events supports oral language development, vocabulary acquisition, and speaking and listening standards across grade levels.

o   Retelling stories and summarizing are active reading comprehension strategies that can be applied to a variety of texts across content areas.

o   Being able to retell and summarize is a prerequisite to and will support higher levels of comprehension, such as synthesizing information, making inferences, and forming opinions.

o Examining plot features of fables, folktales, and mythology will lead to discussion and understanding of cultures and their history and traditions.

o Focusing on key ideas and details to use in their retelling helps readers begin to discern what is most important and relevant. This can be linked to written and oral summaries in science, social studies, math, and other content areas.

o Participating in retelling improves student understanding of narratives and their structure, which helps students learn how to write their own stories.

QUESTIONS TO FOCUS INSTRUCTION

o How does understanding plot features of fables, folktales, and myths support comprehension

o and recounting of these types of text?

o What strategies can be used to help students focus on the central message and key details?

o How does the author use key details to convey the central message of the text?

RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

VOCABULARY

o describe/description	o character	o sequence
o characters	motivations	o events
o character traits	o character feelings	o plot
	o actions	

INTEGRATION IDEAS

o Verbally describing characters and related actions supports oral language development,

o vocabulary acquisition, and speaking and listening standards across grade levels.

o Organizing information, describing relationships (i.e., how traits influence behaviors and

o actions), and summarizing are active reading comprehension strategies that can be

o applied to a variety of texts and experiences across content areas. For example, those same strategies can be utilized during scientific observations and discussions of historical figures.

o Being able to visualize and summarize character traits and actions are prerequisites to and

o will support higher levels of comprehension, such as synthesizing information, making inferences, and forming opinions.

o   Examining how the author directly describes characters and indirectly reveals traits through

o   the characters' actions will help students understand author's purpose and to distinguish between relevant vs. unimportant information in a variety of texts.

o   Comparing and contrasting character traits revealed by the author's words versus character

o   traits apparent in illustrations or visual representations would help students integrate and analyze literature and arts.

o   Participating in character description and analysis improves student understanding of

o   narratives and their structure, which helps students learn how to write their own stories.

QUESTIONS TO FOCUS INSTRUCTION

o   How does understanding story elements, such as characters, actions, and sequential events,

o   support comprehension of narrative texts?

o   What additional instructional support can be provided for students who struggle to attend to the

o   important elements of text?

o   What strategies can be used to help students describe the characters and related

o   actions and events?

o   How does character description and analysis contribute to the overall comprehension of

o   narrative stories?

RL.3.7

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).

VOCABULARY

o illustrations	o mood	o character
o setting	o message	o interpretation
o perspective	o visual clues	o information

UNDERSTANDING THE STANDARD

o   Students who are able to explain how specific aspects of a text's illustrations contribute to what is conveyed by words about characters, setting, or mood demonstrate an understanding of the roles of the illustrator and author and how the illustrator and author work together to help the reader "make meaning".

o   Explaining how specific aspects of a text's illustrations contribute to what is conveyed by words in the story requires students to read text or hear text read and visualize what is conveyed by the words read and heard. This visualization supports student's analysis of text illustrations and helps students connect illustrations to words in text.

o   Students who are able to explain how specific aspects of a text's illustrations contribute to what is conveyed by words about mood demonstrate an understanding of what the term mood means and can identify a variety of moods. They are able to infer mood when the mood is not stated using key details and illustrations.

o   Students who are able to explain how specific aspects of a text's illustrations contribute to what is conveyed by words about mood, characters, or setting use an extensive academic vocabulary related to reading literature acquired over several years. They have a deep understanding of terms such as characters, mood, setting, illustrations, analyze, connect, support, text, making inferences and use these terms correctly and with ease.

o   Explaining how specific aspects of a text's illustrations contribute to what is conveyed by words in the story regarding characters and setting requires students to have a deep understanding of key details of the characters and setting and be able to connect those details as described by words in the text to specific aspects of illustrations.

o   Explaining how specific aspects of a text's illustrations contribute to what is conveyed by words in the story requires that students analyze illustrations for clues that support or enhance their understanding of characters or setting.

o   Understanding the meaning of visuals within a text is an essential skill for students in grades K-12 and crosses all content areas.

o   The ability to analyze the relationship between visual information and written information is crucial to grasping both specific points and broader meanings of a text.

o   Learning how to integrate information from multiple sources assists students in developing such higher order thinking skills as synthesizing, analyzing and evaluating, which are necessary for all content areas.

o   Considering the choices authors and illustrators make in telling a story can help students in making such choices in their own writing.

QUESTIONS TO FOCUS INSTRUCTION

o   In what ways do illustrations support the comprehension of a text?

o   What strategies or activities help students analyze illustrations, analyze text about characters, setting and mood, and, then, connect the two.

o   What skills, knowledge, and academic vocabulary must students have mastered in order to connect specific aspects of illustrations to specific words in text about character, setting, and mood that the illustrations support?

o   How does each illustration provide clues about the story's mood, characters, and setting?

o   Do the illustrations convey a particular character's point of view?

FICTION GENRE UNIT – PACING GUIDE
Essential Standards: 3.1, 3.2, 3.3, 3.7, 3.10

Week 1 Intro To Genre and to Story Mapping	**Whole Class** **Introduce the genre: Fiction** *Characteristics* and different types of fiction	**Whole Class** **Introduce the genre: Fiction** *Elements* of Fiction *suggested mentor text read aloud <u>Officer Buckle and Gloria</u>	**Whole Class** **Introduce Story Maps** Reread yesterday's story and complete a story map *suggested mentor text read aloud <u>Officer Buckle and Gloria</u>	**Independent Practice: Story Mapping** Review Story Mapping Choose a short/easy mentor text *suggested text <u>Miss Nelson is Missing</u> Students will complete a story map	**Whole Class** **Review Realistic Fiction and read aloud from a selected mentor text** *suggested texts <u>Boundless Grace</u> , <u>A Day's Work</u>
Week 2 Realistic Fiction & **Personal Narratives** Reader Response Prompts for Characters	**Whole Class** **Review realistic fiction and read an example mentor text** *suggested texts <u>Boundless Grace</u> , <u>A Day's Work</u> *Focusing on the character(s) and their actions and give character trait examples*	**Whole Class** **Review personal narrative** (may note it is also our process writing piece) Read aloud from mentor text and *continue focusing on characters and actions* *Introduce and practice reader response prompts*	**Whole Class & Independent** (repeat yesterday's lesson with a different text) *Students will complete reader response prompt(s) for today's read* *suggested mentor texts <u>Grandma's Records</u>, <u>Aunt Flossie's Hats</u>	**Whole Class** **Review characteristics of a personal Narrative and review character traits** **Read aloud a personal narrative** *suggested mentor texts <u>Alexander Who is Not Going to Move</u>, <u>Mailing May</u> *Model how to complete a character trait graphic organizer*	**Whole Class & Independent** (repeat yesterday's lesson with a different text) *Students will complete their own Character Trait Graphic Organizer*

	Whole Class Review Fantasy *Read aloud The Spooky Tail of Prewitt Peacock and follow the corresponding Making Meaning lesson*	Whole Class (continue yesterday's lesson from Making Meaning) *Focus on how the text illustrations help convey the meaning*	Whole Class Review the elements of fantasy *Read aloud Julius Baby of the World and follow the corresponding Making Meaning lesson:* Making Meaning Unit 3, week 2, **day 1**	Whole Class Review the elements of fantasy *Julius Baby of the World follow the corresponding Making Meaning lesson:* Making Meaning Unit 3, week 2, **day 2**	Whole Class Review the elements of fantasy *Julius Baby of the World follow the corresponding Making Meaning lesson:* Making Meaning Unit 3, week 2, **day 3**
Week 3 Fantasy & Text Illustrations & Main Character					

Whole Class Lesson # 1
What is Fiction?

Essential Standard Common Core 3.1, 3.2

Overview:
This lesson introduces the genre of fiction and explores the main subgenres

Classroom Resources:
Elements of Fiction
Genre Characteristics
Various examples of fictional texts

Instruction and Activities:

1. Introduce the term "Fiction" and have students give examples of fictional texts that they have read
2. Explain that there are many different types of fiction and share the 6 subgenres (fantasy, personal narrative, historical, mystery, realistic, and science)
3. After reviewing some characteristics of each subgenre have students share examples of books that they are familiar with that may fit under one of the subgenres

Student Assessment/Reflections:

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Elements of Fiction

Theme

A theme is the main idea of the story. When writers have a story idea, they develop their story around a theme. They have a specific message they want to reveal to readers.

Settings

A setting reveals the location as well as the time period of a story. A setting can take place in a house, school, castle, outer space, forest, hospital, or anywhere writers want to develop their scenes. A setting can also take place in the past, present or future.

Characters

The characters in a story can be people or animals. There is one main character in the story. This character has some kind of problem he/she experiences throughout the story.

There are other characters in the story who can either help the main character with his/her problem or hinder the main character from overcoming his/her goal.

Plots

Plots are the structure of the story. A plot of a story is simply the sequence of events in a story. They reveal the characters and what the main character experiences throughout the story. The structure occurs in order of the events that happen to the main character.

Point of View

Point of view is the viewpoint of the story. Writers use first person point of view or third person point of view. In first person point of view, the main character tells the story. In third person point of view, the narrator tells the story.

Genre Characteristics

Fantasy :

- contains elements that are not realistic
- talking animals
- magical
- often set in a medieval universe
- possibly involves mythical beings

Personal Narrative:

- told in a first person point of view
- describes something that happened to the narrator and is usually true
- includes the author's feelings about the experience and the lesson learned
- uses sensory and emotional details

Historical Fiction:

- stories centered around the basis of a partially historical situation
- a novel set in a historical period

Mystery:

- strangeness
- solving a puzzling event or situation
- something unknown
- solving a crime
- centered around a person who is investigating a wrongdoing
- centered around finding out secret information

Realistic Fiction:

- stories take place in modern times
- characters are involved in events that could happen

Science Fiction:

- stories that tell about science and technology of the future
- settings are usually: in the future, in space, on a different planet, in a different universe or dimension

Whole Class Lesson # 2
Elements of Fiction

Essential Standard Common Core 3.1, 3.2

Overview:
This lesson introduces the specific elements of fiction

Classroom Resources:
Elements of Fiction
Genre Characteristics
Officer Buckle and Gloria – MM Unit 1 *or other mentor text

Instruction and Activities:

1. Introduce the class to the "Elements of Fiction"
2. Explain each element in detail (there are two different guides depending on how in depth you want to go)
3. Read Officer Buckle and Gloria aloud and discuss with the class
4. Have students determine the type of fiction the story is and have students identify some of the elements in the story that they heard

Student Assessment/Reflections:

Informally assess student participation. You may also choose to repeat this lesson with other texts and add in a more formal means of assessment on the "Elements of Fiction." Use class discussion to monitor general comprehension. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Whole Class Lesson # 3
Introducing a Story Map

Essential Standard Common Core 3.1, 3.2, 3.3

Overview:
This lesson uses the elements of fiction to introduce summarizing techniques through use of story mapping

Classroom Resources:
Elements of Fiction
Any of the included samples of story maps
Officer Buckle and Gloria MM Unit 1 *or other mentor text that you read for yesterday's lesson

Instruction and Activities:

1. Review the elements of fiction paying close attention to the plot and how the events are sequenced in the story that was read yesterday
2. Recap yesterday's story and orally discuss the sequence of events in the story
3. Reread yesterday's mentor text aloud and have students add any important events they may have missed
4. Introduce students to the concept of a story map and why it is important for comprehension as well as a great way to build up summarization skills for future reading log assignments
5. Choose any sample map you'd like and either pass out individual copies or place one on the document camera. Guide the students in completing the story map together as a whole class

Student Assessment/Reflections:

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas. In addition, if students completed maps on their own through guided instructions, they may be collected to check for understanding.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Title _____

Beginning

Middle

End

Whole Class Lesson # 4
Independent Practice: Story Mapping

Essential Standard Common Core 3.1, 3.2, 3.3

Overview:
This lesson gives the students an opportunity to complete a story map individually. It is important that students get familiar with this task as it will be required throughout the unit. Story mapping is also a great preface to summarizing and will aid students as they begin their independent reading logs.

Classroom Resources:
Any of the included samples of story maps
Miss Nelson is Missing – MM Unit 1 *or other mentor text

Instruction and Activities:

1. Review the elements of fiction paying close attention to the plot and how the events are sequenced a story
2. Review whichever story map organizer you'll be using with the class before reading the text
3. Read aloud from mentor text of your choice
4. Lead the class in beginning a story map for the mentor text
5. Have the students finish the map individually

Student Assessment/Reflections:

Collect the story map assignment to check for understanding.

Whole Class Lesson # 5
Introducing Realistic Fiction

Essential Standard Common Core 3.1, 3.3

<u>**Overview:**</u>
This lesson defines realistic fiction and exposes the students to a realistic fiction text. It also focuses on main character and character traits

<u>**Classroom Resources:**</u>
Suggested Mentor texts (but may choose any example of realistic fiction):
<u>Boundless Grace</u> – MM Unit 3
<u>A Day's Work</u> – MM Unit4
<u>Keepers</u> – MM Unit 8

<u>**Instruction and Activities:**</u>

1. Introduce and define "Realistic Fiction"
2. Discuss ways it may be different from the types of fiction that students read for the last two lessons
3. Read aloud from a realistic fiction mentor text. Before reading, ask students to pay close attention to the main character and how the main character may be feeling
4. Discuss the story and have students talk about how the character was feeling and or what they may have been thinking. Use their answers to begin a discussion on how the main character's behavior led to the sequence of events
5. Briefly introduce the concept of "character trait"

<u>**Student Assessment/Reflections:**</u>

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Whole Class Lesson # 6
Exploring Characterization Through Realistic Fiction

Essential Standard Common Core 3.1, 3.3

Overview:
This lesson uses a realistic fiction text to explore character traits and how a character's traits lead to the events in a story

Classroom Resources:
Character Trait List
Boundless Grace MM Unit 3
A Day's Work MM Unit 4 *or other realistic fiction mentor text

Instruction and Activities:

1. Review realistic fiction and discuss the character from yesterday's story
2. Define "Character Trait" and pass out a list of character traits for students to read through. Help them to understand any unknown traits.
3. Have students volunteer some traits from their list that best fit the character from yesterday's story.
4. Read aloud from a different realistic fiction mentor text. Have students pay close attention to the character's traits.
5. Discuss the story and have students volunteer some character traits that they feel the main character displayed. Further the discussion by having students share how that particular trait led to the characters actions and plot sequence

Student Assessment/Reflections:

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Character Traits

humble	studious	demanding
brave	intelligent	bossy
courageous	honest	gentle
serious	mischievous	loving
funny	friendly	proud
humorous	adventurous	wild
sad	hard-working	messy
resourceful	timid	neat
stubborn	shy	joyful
loyal	bold	cooperative
gullible	daring	lovable
handsome	dainty	ambitious
caring	busy	quiet
carefree	lazy	curious
selfish	patriotic	witty
unselfish	fun-loving	fighter
generous	successful	determined
self-confident	responsible	energetic
respectful	helpful	cheerful
considerate	dreamer	thoughtful
imaginative	happy	calm
inventive	disagreeable	mannerly
creative	conceited	rude
independent	leader	mean

Whole Class Lesson # 7
Responding to Personal Narratives/Character Analysis

Essential Standard Common Core 3.1, 3.3

<u>**Overview:**</u>
This lesson uses a personal narrative mentor text and reader response prompts to further reflect on characterization

<u>**Classroom Resources:**</u>
Character Trait List
Reader Response Prompts
<u>Grandma's Records</u> BAW
 <u>Aunt Flossie's Hats</u> MM Unit 2 *or other personal narrative mentor text

<u>**Instruction and Activities:**</u>

1. Review yesterday's lesson and read aloud from a personal narrative mentor text
2. Ask students to pay close attention to the characters thoughts and feelings as they listen to a sample narrative.
3. Read the reader response prompts to the class and use them as a springboard for discussion.
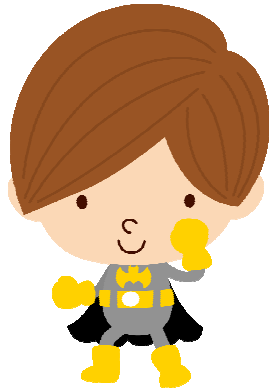
<u>**Student Assessment/Reflections:**</u>

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Reader Response Prompts (RL 3.3)

suggested prompts for Fiction Unit week two

1. Explain a character's problem and then offer your character advice on how to solve his/her problem.

2. Explain how a character is acting and why you think the character is acting that way.

3. Pick one character and explain why you would/would not like to have him/her as a friend.

4. What real-life people or events are you reminded of by characters or events in the story? Explain why.

5. Write about what would happen if you brought one of your characters to school or home for a day.

6. Pick a scene in which you disagreed with how a character handled a situation and rewrite it in the way you think it should have happened.

7. How does the character's actions affect other people in the story?

Whole Class Lesson # 8
Personal Narratives/Character Analysis

Essential Standard Common Core 3.1, 3.3

Overview:
This lesson uses a personal narrative mentor text and reader response prompts to further reflect on characterization

Classroom Resources:
Character Trait List
Reader Response Prompts
Grandma's Records – BAW
Aunt Flossie's Hats MM Unit 2 *or other personal narrative mentor text

Instruction and Activities:

1. Review yesterday's lesson and read aloud from a personal narrative mentor text
2. Ask students to pay close attention to the characters thoughts and feelings as they listen to a sample narrative
3. Have students choose 2 reader response prompts to complete for the story. It may be suggested to review and/or directly teach answering open ended questions prior to this lesson.

Student Assessment/Reflections:

Collect and assess the reader response prompts

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Whole Class Lesson # 9
Personal Narratives/Character Analysis

Essential Standard Common Core 3.1, 3.3

Overview:
This lesson uses a personal narrative mentor text and a graphic organizer to further reflect on characterization

Classroom Resources:
Character Trait List
Cool Character organizer
Alexander Who is Not Going to Move MM Unit 3
Mailing May MM Unit 4 *or other personal narrative mentor text

Instruction and Activities:

1. Read aloud from a personal narrative mentor text
2. Ask students to pay close attention to the characters thoughts and feelings as they listen to a sample narrative.
3. Share the Cool Character graphic organizer (or other character analysis activity of your choice) on the document camera
4. Complete the activity as a whole class for the character from today's mentor text

Student Assessment/Reflections:

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Name: _____ Date:_____

Character Traits

smart
quick
mysterious
secretive

Character traits are adjectives that describe what a character is like. They are identified or inferred by what a character says, how a character acts, and by what people say about them.

Character	Trait	Support for Trait

Name_____   Date_____

Character Traits

Write the name of the main character of your story in the banner at the top. Then write three traits the character possesses in the middle three boxes. In the bottom boxes, write examples from the book of the character demonstrating each of the three traits.

Title or Chapter_____

is   is   is

because   because   because

Page #_____   Page #_____   Page #_____

Whole Class Lesson # 10
Personal Narrative / Character Analysis

Essential Standard Common Core 3.1, 3.3

Overview:
This lesson uses a personal narrative mentor text to have students independently complete a character analysis assignment

Classroom Resources:
Character Trait List
Cool Character organizer
Alexander Who is Not Going to Move MM Unit 3
Mailing May MM Unit 4 *or other personal narrative mentor text

Instruction and Activities:

1. Read aloud from a personal narrative mentor text
2. Ask students to pay close attention to the characters thoughts and feelings as they listen to a sample narrative.
3. Have students complete the Cool Character graphic organizer (or other character analysis activity of your choice) individually based on today's text

Student Assessment/Reflections:

Collect and assess assignment

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Name _____   Date _____

Character Analysis
Pyramid

Name/Title

Physical Appearance

Character's Role

Problems / Challenges

Character Accomplishments

Whole Class Lessons # 11 & 12
Fantasy / Text Illustrations

Essential Standard Common Core 3.1, 3.7

Overview:
This lesson introduces students to a fantasy text and has students pay close attention to how the illustrations help with understanding. This lesson uses the making meaning series to cover essential standard 3.7.

Classroom Resources:
The Spooky Tale of Prewitt Peacock
Making Meaning Teacher's Manual, Volume 1

Instruction and Activities:

1. Follow the Meaning Teacher's Manual pages 56 -62 (days 1 & 2) The visualization lesson on Prewitt Peacock is a great way to have students reflect on how illustrations help convey the words in a story

Student Assessment/Reflections:

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Whole Class Lessons # 13 - 15
Fantasy / Characterization

Essential Standard Common Core 3.1, 3.3

Overview:
This lesson exposes students to another fantasy text and has students revisit character analysis specifically through inferencing. These lessons use the making meaning series.

Classroom Resources:
Julius, the Baby of the World
Making Meaning Teacher's Manual, Volume 1

Instruction and Activities:

1. Follow the Meaning Teacher's Manual pages 102 – 116 (days 1 - 3). The story Julius was a good example of fantasy and the corresponding lesson further develops essential standard 3.3

Student Assessment/Reflections:

Informally assess student participation. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas. Another option is using the Reader Response Prompts, Cool Character Chart, or Story Map.

** Follow Fountas & Pinnell "First 20 Days" to structure IDR time

Fiction Unit Appendix

Grade 3

Weeks 1-3

Elements of Fiction
Study Guide

Fiction: imaginative stories created by an author, stories that are not true

Nonfiction: true literature that is based on fact. Types of nonfiction: a dictionary, encyclopedia, map, textbook, etc.

Setting: time period and location of your story

Theme: the central idea of the story

Plot: the storyline of your literature

Plot diagram:
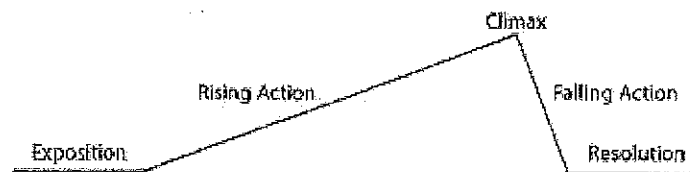
Exposition: Beginning of story, when you learn the character and his/her traits

Rising Action: Learn your character's conflict and action starts building

Climax: most exciting point of the work

Falling Action: storyline starts to resolve, all storylines come together

Resolution: story resolves, main character will change in attitude or personality

Foreshadowing: author uses clues or hints to reveal what is coming later

Flashback: author describes something from the past to help explain important events

STORY MAP

TITLE:	PLOT (RISING & FALLING ACTION)
SETTING:	
CHARACTERS:	
CONFLICT (PROBLEM):	
RESOLUTION (SOLUTION):	
THEME:	

Name: _____

Date: _____

Title: _____

Plot Summary

Characters (name/description)

Setting (time and place)

Climax

Resolution

Rising Action

Conflict Description

Sequence Chain

Title: _____
Author: _____
Illustrator: _____

CHARACTERS

SETTING

Place:

Time:

1.

2.

3.

4.

5.

6.
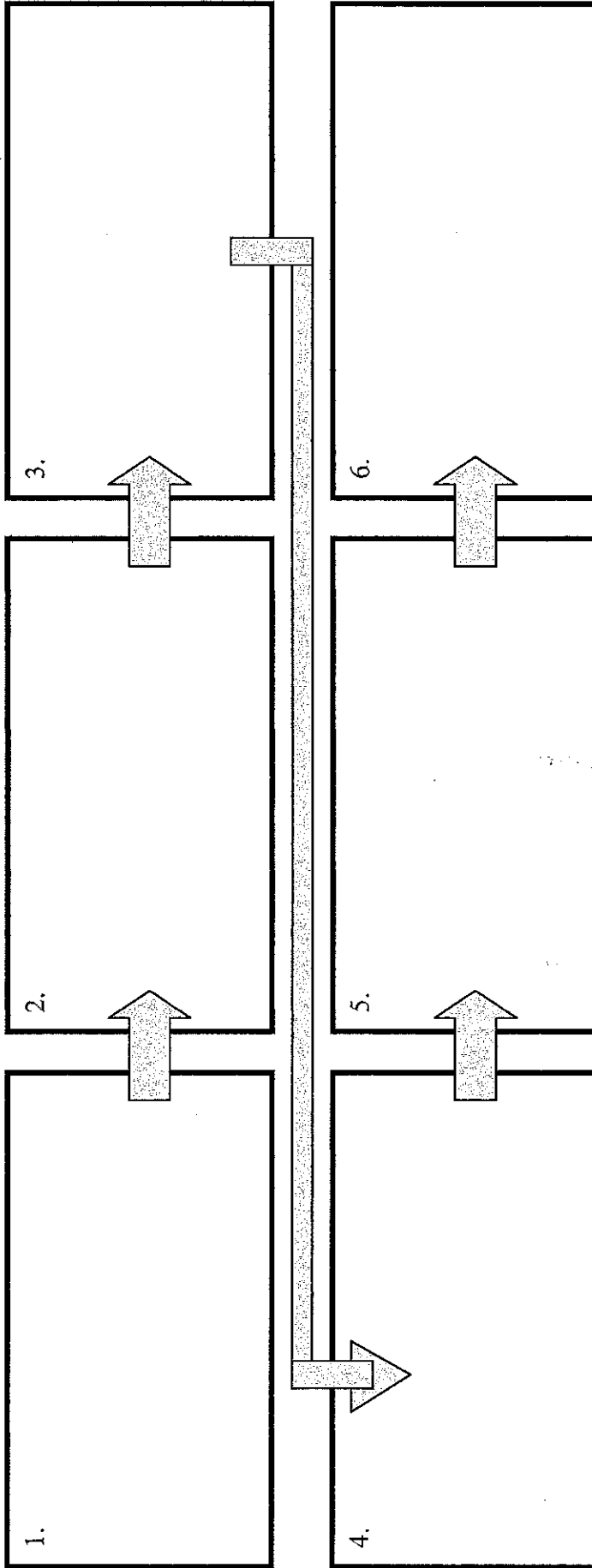
NAME: _____

Title _____

Beginning

Middle

End

End:

Middle:

Beginning:

PROBLEM:

SOLUTION:

Name _____ Date _____

Cool Character!

Title: _____

Author: _____

What does the character think about
during the story?
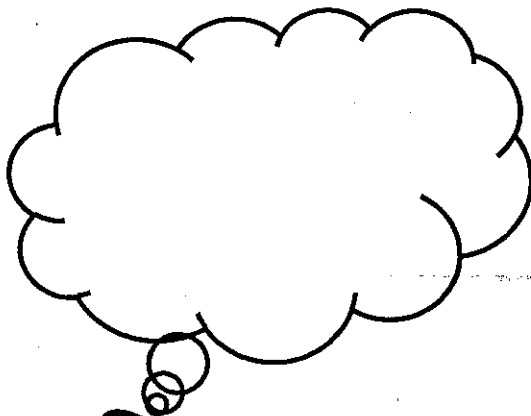
Why does your character act
they way they act in the story?

_____
_____
_____
_____

How does your character feel
during the story? Why do they
feel this way?

_____
_____
_____
_____
_____

In the shapes below list 3 character traits
of your main character.

Would you like to be friends
with your character? Why or
why not?

_____
_____
_____
_____

Story Title: _____

Plot Element	
Setting	– –
Characters	– –
Conflict	– –
Rising Action	– – – – – – –
Climax	– –
Falling Action	– – –
Resolution	–

Elements of Plot

Climax

Falling Action:

Resolution:

Rising Action/Foreshadowing:

Exposition:
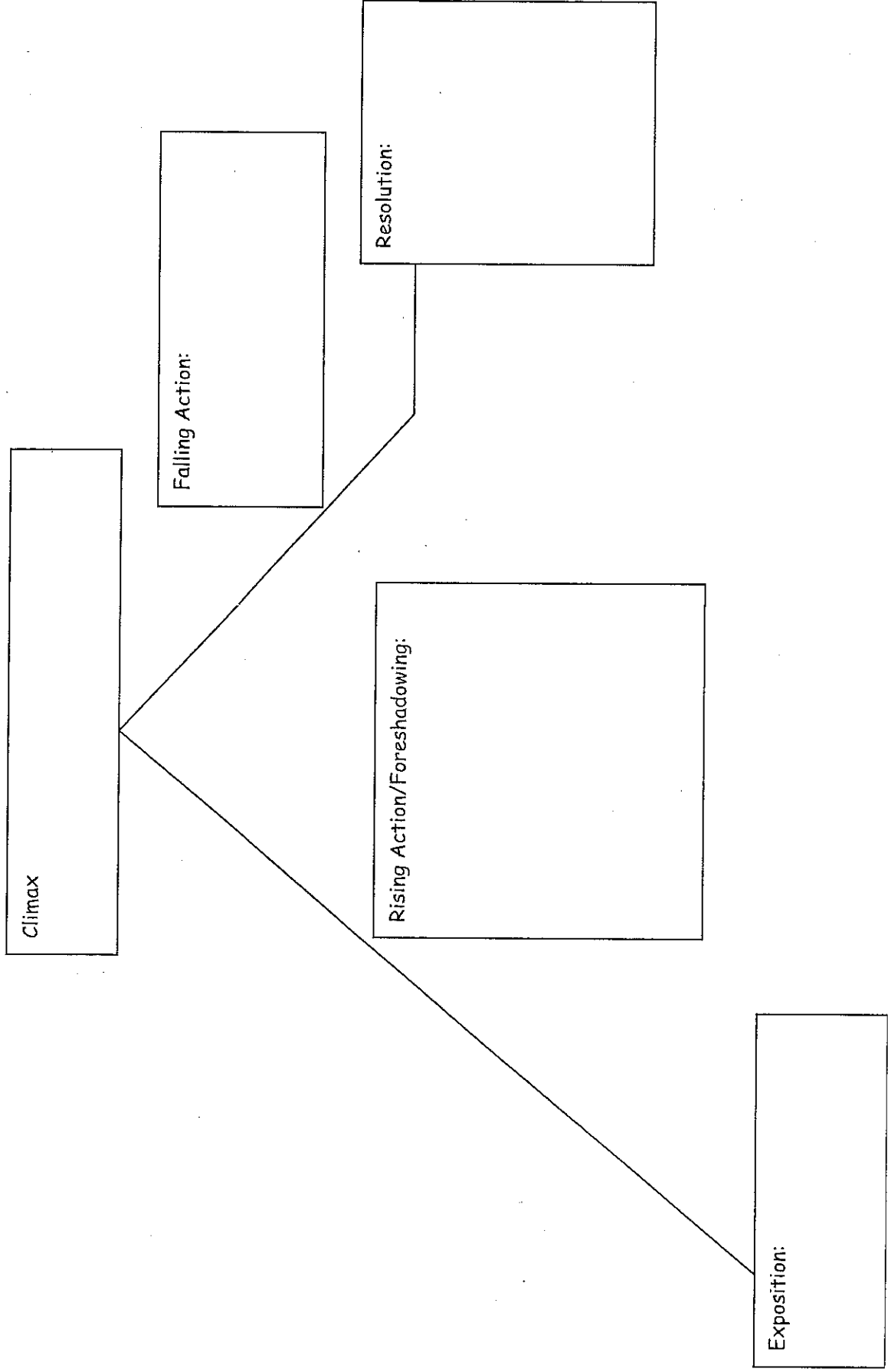
Student's Name: _____

How and Why Characters Change

Title of Text: _____ Author: _____

Character's Name: _____

Directions: Provide evidence from the story to support your conclusions.

At the Beginning...

At the End...

How the Character Changed

Why the Character Changed

Name _____
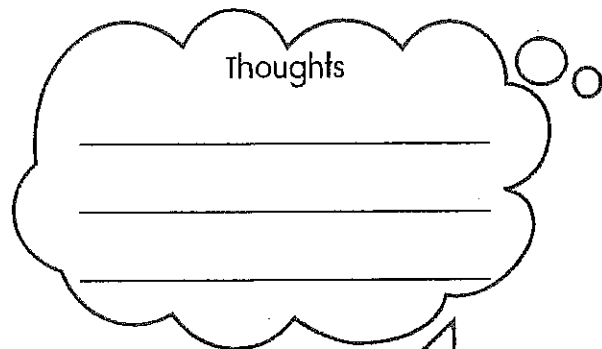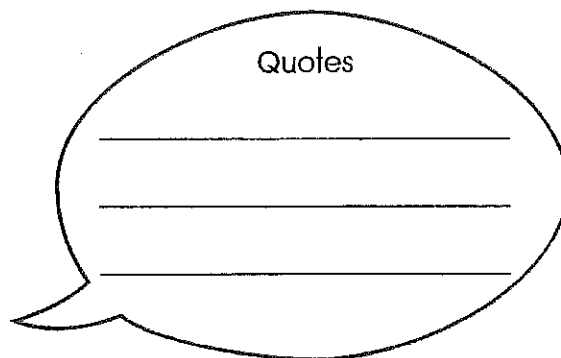
Title:_____ Author: _____
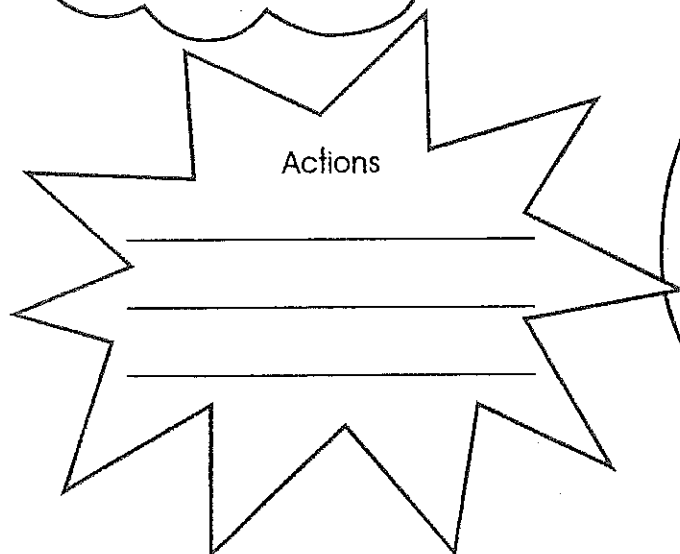
Character: _____

Thoughts

_____
_____
_____
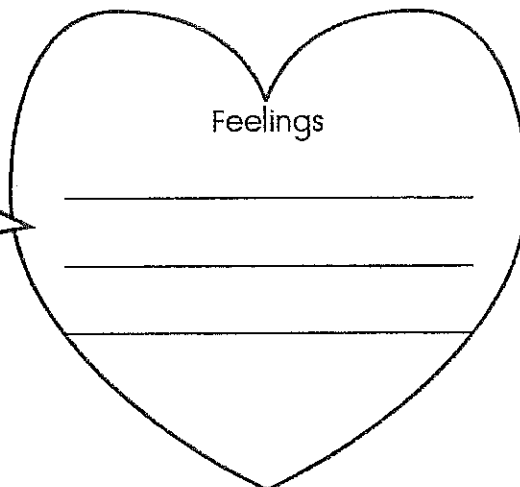
Quotes

_____
_____
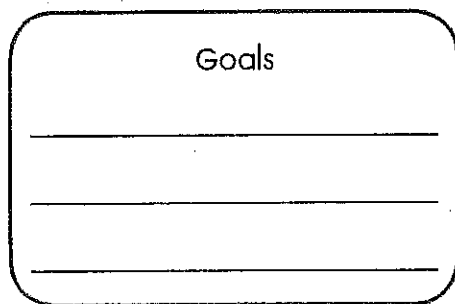
Actions

_____
_____
_____
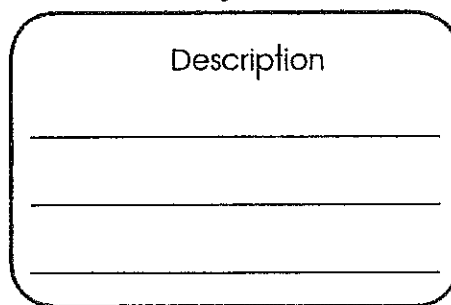
Feelings

_____
_____
_____
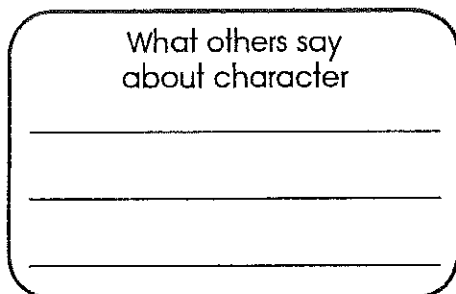
Goals

_____
_____
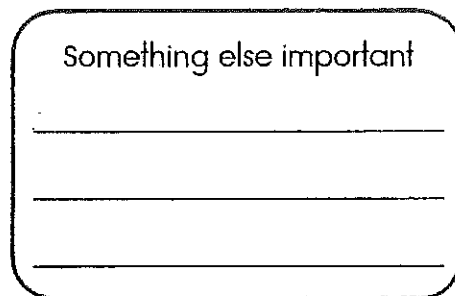
Description

_____
_____

What others say
about character

_____
_____
_____

Something else important

_____
_____

Name _____

Title: _____ Author: _____

Character: _____

Actions

Thoughts

Quotes

Trait

Actions

Thoughts

Quotes

Trait

Actions

Thoughts

Quotes

Trait

Name

Title: _____ Author: _____

Character

What would you do if you were the character?

What does the character look like?

What things does the character do?

Do you like the character? Why or why not?

Something important about the character

Name

Title: _____   Author: _____

How does the character think and feel
about the event or problem?

_____
_____
_____
_____

How does the character feel about the
outcome of the event or problem?

_____
_____
_____
_____

Event or problem

_____
_____
_____

How does the character react
to the event or problem?

_____
_____
_____
_____

Character
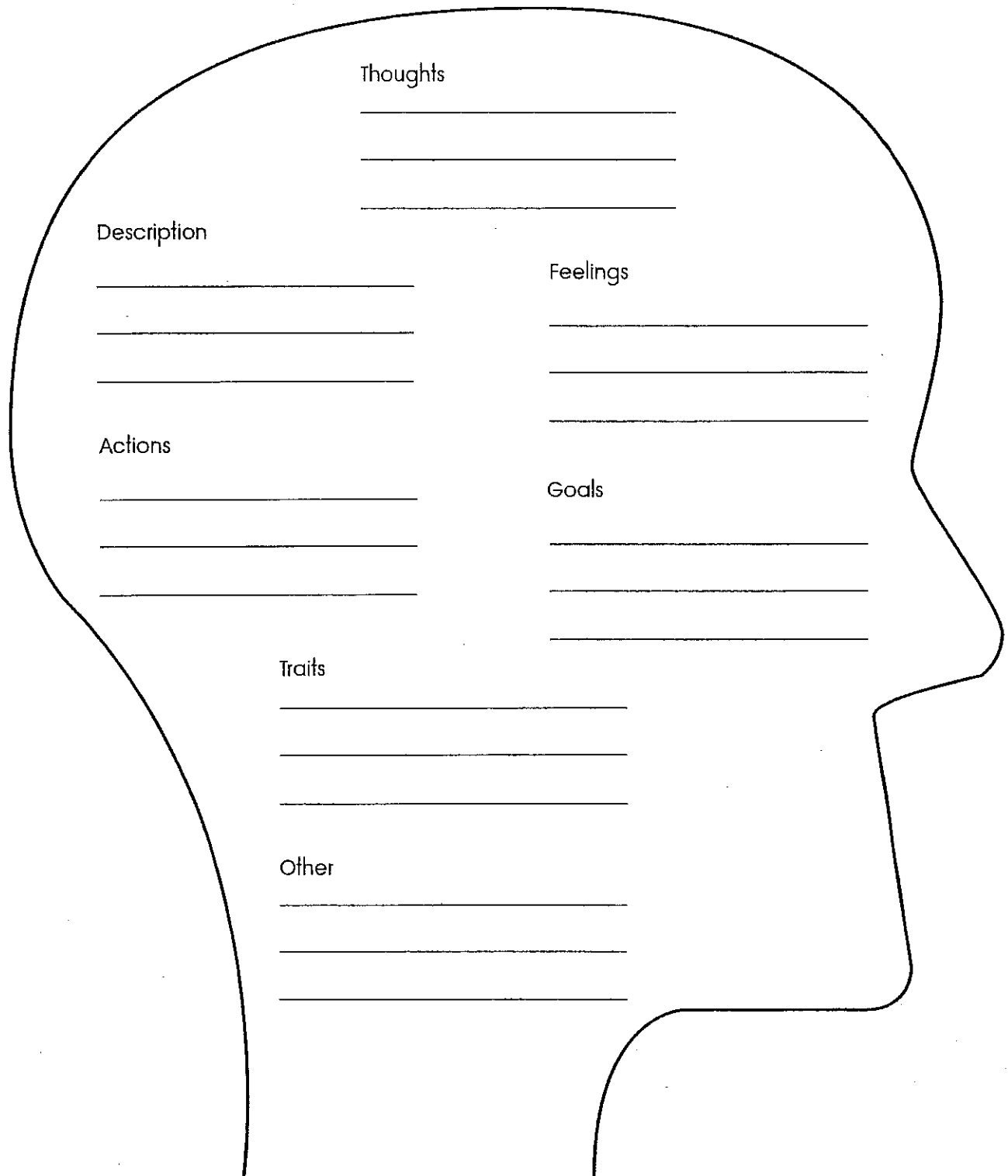
Name _____

Title: _____ Author: _____

Character: _____

Thoughts

_____

_____

_____

Description

_____

_____

_____

Feelings

_____

_____

_____

Actions

_____

_____

_____

Goals

_____

_____

_____

Traits

_____

_____

_____

Other

_____

_____

_____

Name

Title:

Author:

Character #1:

Character #2:

Unique Characteristics

Shared Characteristics

Unique Characteristics

Name _____
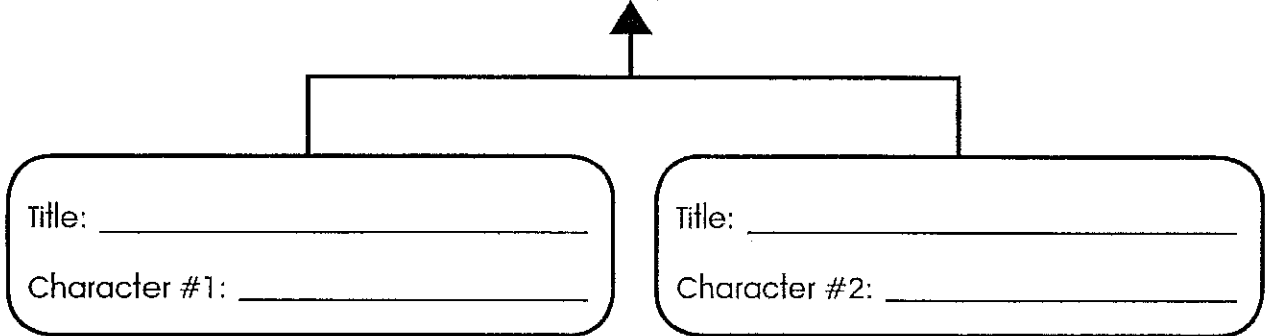
_____
_____
_____
_____

How are they alike?

Title: _____

Character #1: _____

Title: _____

Character #2: _____

How are they different?

Name _____

Author: _____

Title: _____

Character #2

How did the character feel, think, or react to the event or problem?

Event or Problem

Character #1

How did the character feel, think, or react to the event or problem?