

## ADDITIONAL DAILY LESSON PLANS

### Perceptions and Points of View

**Standards Addressed:** 5, 11

1. Explain the story of the following three images: Mom is trying to go to the grocery store with her three children when the two brothers decide to play in the mud right before she wants to leave.



2. Ask students what they think each character in the picture is thinking. While the students answer, add thought bubbles beside each character.
3. Discuss why the thoughts of each person vary.
4. Watch the [Point of View](#) video. Students take Cornell Notes while they watch the video. Give students the pictures below to help them take notes (they can place the pictures in the left column) or guide them with column headings such as the different types of point of view.



5. Once the video activity is complete, students complete one of the following assignments:
  - a. In a group, choose one of the points of view discussed in the video, and write the story from the picture discussion using that new point of view.
  - b. Tell an event from the book you are reading using a different point of view.
  - c. Pick a story and write it in a different point of view.
  - d. Compare and contrast a fairy tale from different points of view.

## Story Elements Undercover

**Standards Addressed:** 3, 10, 16

1. Watch the silent video clip [Charlie Chaplin: the Lion Cage](#).
2. At the end of the video, create a tree map on the board with the headings: *Character, Setting, Rising Action, Conflict and Resolution*. Ask students to work in pairs to identify the elements of the story and record them on sticky notes. When everyone is finished, each pair places their sticky notes under the appropriate heading on the class tree map.
3. Review what students posted as a large group and allow students to make changes as necessary.
4. Then, break students into groups to define the following terms using chart paper: character, setting, plot, conflict, climax, resolution. While groups are working, monitor and facilitate discussion between students.
5. Next, read *Thank You, Mr. Falkeer* by Patricia Polacco as a class.
6. Explain to students that you want them to think about a time they had to overcome an obstacle. Model completing a tree map including people, places, and events of different stories.
7. Instruct students to complete their own tree map using the stories they thought about. Give students 4-5 minutes to share their list with a partner. Next, tell students to pick the one story they want to write about. You may want to remind them to think about their audience and what story the audience wants to hear.
8. Then, students complete a tree map using the following story elements: character(s), setting, rising action, conflict, and resolution.
9. Once students complete their tree maps, they begin the first draft of their story.
10. At the end of the lesson, students chose one of the following activities for more practice:
  - a. Complete a story element tree map using a [silent video](#).
  - b. Read picture books and practice identifying story elements.

## Explicit versus Implicit

**Standards Addressed:** 1

1. Begin with a discussion about how students know when their parents are mad.
2. Then, use the **Explicit versus Implicit PowerPoint** to guide teaching the differences between explicit and implicit details.

3. Next, each student writes one sentence that gives explicit details and one sentence that gives implicit details. Share the sentences as a large group.
4. At the end of the lesson, students independently search through their own stories or reading books for more examples or you may identify them together.

### **Building Characters**

**Standards Addressed:** 1, 3

1. Give each student clay or play dough. Tell them to build one of the characters from the story they wrote during the *Story Elements Undercover* lesson.
2. Divide the class into small groups, and give each group a piece of chart paper.
3. Then, play video clips from the movie *Tangled* using the list found at the end of the **Character Building Activity Sheet**. After each clip, lead a discussion about how the author built the character. Create a list of what the students saw and heard that helped them build the character in their mind. Remind students to use words to show what they saw in the clips.
4. Once the video clips are finished, students work together to create a guide for authors trying to build characters. Each group lists the top ways authors can build a character. Remind them that authors may need to use many different character traits and to think about the many possible techniques that are used.
5. Each group shares and explains their list.
6. At the end of the lesson, students choose one of the following additional assignments:
  - a. Using a character list, write a paragraph using the top ways to build a character.
  - b. Reread your story, and find areas where you can build better characters.

### **Figurative Language**

**Standards Addressed:** 4, 10

1. Give each student a **Figurative Language Activity Sheet**. Students work to translate the passage and discuss the changes they made and why.
2. Next, students create a tree map with the labels: simile, metaphor, idiom, and personification. Under each section, students define the word, provide an example, explain its meaning, and create a picture.

3. Conclude with a discussion on how you can change the mood or tone of a piece by using figurative language. Write the sentence “I love you the color of...” using different moods or tones. Remind students that their tone determines the type of figurative language they use. Examples of tone are love, silly, dislike, bored, hyper, or anger.
4. For more practice, students choose one of the following as their ticket out the door:
  - a. Explain a figurative language phrase verbally.
  - b. Write down three types of figurative language, two examples of similes, and one explanation of one of the similes.

### Finding Setting

**Standards Addressed:** 1, 3, 16

1. Give students a description of a setting. Then, provide students with a series of photographs. Have students match the setting to the photograph.
2. In a small group, lead students on a hunt through texts with unfamiliar settings such as historical settings, science fiction, fantasy, etc. Then, students think about what authors do to help readers visualize a setting they have never seen before. Ideas should include:
  - a. Telling explicit details,
  - b. Describing surroundings,
  - c. Describing the weather,
  - d. Including a description with each event, and
  - e. Giving clues about a historical setting through details of a time period
3. At the end of the discussion, each student writes a sentence about the most important thing for writing a setting.
4. For additional practice, students complete one of the following assignments:
  - a. Given a picture of a character, create the setting for the character. Write a short paragraph describing the scene.
  - b. Search through published books to find examples of an author’s description of a time setting. Record examples until you have five to seven. Choose one of these examples and describe the time setting.
  - c. Reread your own story and add details to develop the setting.

### Plot with Opie

**Standards Addressed:** 1, 4

1. Watch *The Andy Griffith Show* “A Medal for Opie” (Season Two, Episode 19).
2. After watching, complete the plot chart below as a large group.

<b>Somebody (Character)</b> <i>Opie</i>	<b>Wanted (Character's Goal)</b> <i>To win the 50 yard dash</i>
<b>But (Conflict)</b> <i>He lost and left the competition early because he was mad.</i>	<b>So (Resolution)</b> <i>His Pa had a talk with him about being a good sport.</i>

3. Then, each student summarizes the plot of a different story using the sentence:  
“Somebody...wanted...but...so...”
4. Students share their sentences with the class.

### Uncovering the Lesson: Theme

#### Standards Addressed: 1, 2

1. Using the **Theme Triangle Activity Sheet**, model finding the theme with the story *Root Beer and Banana* by Sarah Sullivan. First identify the conflict and resolution. Then, ask students what the character learned between the two. Identify clues that help you determine what the character learned. Once you have identified all of the clues, add the theme.
2. Using the story from “A Medal for Opie,” students break into small groups, and create a Theme Triangle to identify the theme.
3. Share findings as a large group.
4. For more practice, students choose one of the following tasks:
  - a. Watch *Tangled Ever After*. Identify the theme using a Theme Triangle.
  - b. Look through picture books and practice identifying the theme.
  - c. Reread your story and identify the theme.
  - d. Using the **Common Themes Activity Sheet**, search for and read books for each theme.

### Analyzing with Signposts

#### Standards Addressed: 1, 2

1. Begin the lesson discussing what you do when you see a road sign. Tell students they are going to learn about reading Signposts. When they come across these Signposts in their reading, they need to stop, and think about what they mean.
2. Show students the following clips that demonstrate different Signposts. After each clip, complete the **Reading Signposts Vocabulary Chart**.

- a. *Memory moment*: When you are reading and the author interrupts the action to tell you a memory, stop and ask yourself, "Why might this memory be important?" The answers will tell you about the theme, conflict, or might foreshadow what will happen later in the story (Beers & Probst, 2012).
    - i. Clip: [How the Grinch Stole Christmas](#) (stop at 0:23)
    - ii. Clip: [How the Grinch Stole Christmas](#) (entire clip)
  - b. *Again and again*: When you notice a word, phrase, or situation mentioned over and over, stop and ask yourself, "Why does this keep happening again and again?" (Beers & Probst, 2012).
    - i. [The Lorax](#)
  - c. *Words of the wiser*: When a character (probably older and wiser) takes the main character aside and offers serious advice, stop and ask, "What's the life lesson and how might it affect the character?" (Beers & Probst, 2012).
    - i. Clip: [Remember the Titans](#)
    - ii. Clip: [The Lorax](#)
  - d. *Aha moment*: When a character realizes, understands, or finally figures out something, stop and ask yourself, "How might this information change things?" (Beers & Probst, 2012).
    - i. [Taylor Swift, You Belong with Me](#)
  - e. *Contrast and contradictions*: When characters do something that contrasts with what you would expect or contradicts an earlier act or statement, stop and ask, "Why is the character doing that?" The answer will help you make predictions, and draw inferences about the plot and conflict (Beers & Probst, 2012).
    - i. Clip: [A Series of Unfortunate Events](#)
  - f. *Tough questions*: When a character asks herself a very difficult question, stop and ask yourself, "What does this question make me wonder about?" (Beers & Probst, 2012).
    - i. [Cooler Self](#)
    - ii. [The Lorax](#)
3. After discussing each Signpost, students write a paragraph explaining how a Signpost can help them understand what they read.
  4. For further practice, complete one of the following activities with students:
    - a. Guide and help identify Signposts in independent reading texts.
    - b. Practice using Signposts while reading picture books in guided reading and conference sessions.
    - c. Analyze and discuss Signposts while reading *Wonder*.

## Tone and Mood

### Standards Addressed: 6

1. Watch a [video clip](#) of words related to different levels of tone and mood. Give each student a list of words and a paint tone strip. Students show the level of intensity of words by putting the words on the paint strip from least to most intense (see example below).

<b>Ecstatic</b>
<b>Giddy</b>
<b>Gleeful</b>
<b>Happy</b>

- a. Sample list: amused, angry, cheerful, horror, clear, formal, gloomy, humorous, informal, ironic, light, matter-of-fact, resigned, optimistic, pessimistic, playful, pompous, sad, serious, suspicious, witty, fanciful, frightening, frustrating, happy, joyful, melancholy, mysterious, romantic, sentimental, sorrowful, suspenseful
2. Lead discussion and [presentation](#) on mood and tone. Students take Cornell Notes during the presentation. When their notes are complete, students use a Double-Bubble map to compare tone and mood.
  3. Next, analyze the following clips as a large group, and identify the tone and mood. Students fill in a table recording the tone, mood, and support for each.
    - a. [The Band Perry, You Lie](#)
    - b. [Rihanna, Take a Bow](#)
    - c. [Brad Paisley, Celebrity](#) (stop at 2:45)
    - d. [Ray Lewis, Stanford Basketball Speech](#) (stop at 1:50)
    - e. [President's speech on Independence Day](#)
    - f. [The Addams Family](#) (stop at 2:00)

## Show Don't Tell

### Standards Addressed: 16

1. Write the sentence "The teacher was mad" on the board. Ask students to discuss what that means. Most students will answer with detail; use these answers to show that this type of sentence makes it hard to create an image in your mind of what is happening in the sentence.
2. Then, excuse yourself from the classroom for one minute. Come back into the classroom angry, and walk throughout the classroom yelling, pointing, slamming doors, etc.

3. When you finish, ask students what they saw and how it let them know you were angry. Write sentences of students' answers on the board, and read them aloud to show that these sentences make it much easier to visualize how the teacher was mad.
4. Next, show the following paragraph as an example of *telling*:
  - a. Guests came to observe our classroom. My teacher was trying to teach. The girls were noisy. The boys were rude. The guests were annoyed. My teacher was embarrassed. When the guests left, my teacher was mad. After she had fussed at us I realized....
5. Divide the class into small groups, and give each group a sentence from the paragraph. Each group writes details in the sentence that *show* actions. Each group then reads aloud their new sentence.
6. Then, each student practices changing the following sentences from *telling* to *showing* sentences:
  - a. It was my birthday. I had fun.
  - b. We had a nice time on the beach.
  - c. I was excited when I got a new bike.
  - d. The witch was ugly.
  - e. My dog was hyper when I got home.
  - f. The scrape was gross.

**SCARS** (adapted from a presentation by the Alisa Daniel National Writing Project)

**Standards Addressed:** 16

1. Several days leading up to the lesson, students read various genres of literature in which the character(s) develops some sort of scar as the result of an experience. A list of possible texts is in the **Unit Resource List**.
2. Once students read the material, come together as a large group, and discuss what scars each character developed in each story.
3. Use a life-size human cutout to record the scars each student shares. Write the responses on the area of the cutout students think the scar would be.
  - a. Further, discuss and define scars. Are scars temporary? Permanent? Are scars physical? Emotional? Mental?
  - b. Additional strategies may be used to support understanding and development.



4. Once the large group discussion is finished, students complete their own scar maps on individual human cutout sheets. In small groups, each student shares their scar maps.
5. After groups share, each student chooses one of their scars. Tell students to think about the event that caused the scar. On a piece of paper, each student makes five columns and lists a sense at the top of each column (taste, touch, smell, sight and sound). In each column, make a list of the details that come to mind when recalling the event that caused the scar related to that sense.
6. Then, using the chart, students free write the event that gave them their scar. Remind students to tell the story of what happened just as they would tell it to a friend and with as many details as they can remember.
7. As students are writing, allow for revisions and conferencing with the teacher. Once students are done writing, they may type and publish their story.
8. When all students are complete, come together as a large group and students who wish to share read their story aloud.

### **Planning: Writing**

#### **Standards Addressed: 15**

1. Give students a copy of the following paragraphs. Students compare the two paragraphs and identify which is most effective:
  - a. Bullying is bad. Bullying hurts peoples' feelings. People should not bully. You wouldn't want to be bullied. You should treat people the way you want to be treated. If you bully you could get in trouble. Don't be a bully.
  - b. Bullying is bad. Because of bullying over 150,000 students skip school every day. These students live in fear that they will be abused physically and verbally. In the book *Wonder*, the reader is able to see the effects of bullying first hand as Auggie struggles to survive a year of fifth grade. In one particular scene, Auggie describes how students would avoid touching him at all costs including almost burning down the science lab. Auggie reaches a low point when he overhears Jack Will succumbing to the peer pressure and bad mouthing Auggie behind his back In the scene, Jack Will says, "...if I looked like him, seriously, I think that I'd kill myself." This causes Auggie to wish he could disappear into a little black hole. Although this all happened in a book, these kinds of things happen to students every day.
2. Once they compare the paragraphs, lead a discussion about why the second paragraph is more effective. Make sure to discuss the evidence used in the second paragraph.

3. Next, begin a discussion about the ideas discussed throughout the unit about *fitting in* and *standing out*. Lead this discussion into talking about bullying.
4. During the discussion, students make a list of themes about bullying, fitting in, and standing out that could be supported by the text. Some themes are:
  - a. Words do hurt.
  - b. What goes around comes around.
  - c. Be kind.
  - d. It's hard to fit in.
  - e. Be careful what you say.
  - f. Don't judge a book by its cover.
  - g. Stand up for those who are weaker.
5. Each student then selects one of the themes shared and looks back through the text to find supporting evidence for the theme and records their findings.
6. Then, students begin prewriting their essays using a tree map. While they write, conference with each student to guide them through the writing process.

### **Planning: Documentaries**

#### **Standards Addressed: 15**

1. Show students a sample documentary.
2. Lead a discussion on the important elements of a documentary.
3. Give each student the **Documentary Reference Sheet** and discuss further details as needed.