

## Unit Overview

### Concepts of Comprehension

### Character Elements

### Third Grade

#### Learning Outcomes

Students will be able to:

- 1.) Use descriptive language to describe a character.
- 2.) Use evidence from the text to describe a character.
- 3.) Use evidence from the text to describe how a character changes throughout a story.

*National Reading Panel Teaching Strategies: Graphic Organizers, Question Generation, Prior Knowledge, Summarization, Listening Actively, Comprehension Monitoring, Question Answering*

#### Books:

Lesson 1: *Mr. George Baker* by Amy Hest

Lesson 2: *Burnt Toast on Davenport Street* by Tim Egan

Lesson 3: *Hi New Baby!* by Robie H. Harris

#### Lesson 1: Descriptive Words

Learning Outcome: Students will be able to use descriptive language to describe a character.

- (I)** will begin reading *Mr. George Baker* by Amy Hest and chart examples (example chart provided) of descriptive phrases used to describe Mr. George Baker for the first 4 – 6 pages.
- (We)** will continue reading *Mr. George Baker* and chart more examples of descriptive words used to describe Mr. George Baker. We will discuss why the author used these words. We will identify other words the author could have used for the remainder of the book.
- (You)** will write a description of the little boy in the story using your own descriptive phrases.

#### Lesson 2: Evidence from the Text

Learning Outcome: Students will be able to use evidence from the text to describe a character.

- (I)** will read *Burnt Toast on Davenport Street* by Tim Egan and model thinking aloud about what the text tells us about Arthur.
- (We)** will complete the “Character Graphic Organizer” (example provided) for Arthur, using information from the text. We will use the completed graphic organizer to write a paragraph describing Arthur, using 3-5 personality traits.
- (You)** will complete a character graphic organizer for Stella and write a paragraph describing Stella using specific examples from the text.

#### Lesson 3: Changes in Character

Learning Outcome: Students will be able to use evidence from the text to describe how a character changes throughout a story.

- (I)** will begin reading *Hi New Baby!* by Robie H. Harris. As I read, I will use clues in the text to determine how the little girl feels about her baby brother, stopping after page 6.
- (We)** will continue reading *Hi New Baby!* using clues in the text to determine how the little girl feels in the story stopping after page 18. We will discuss if this is similar or different than how she felt at the beginning of the story.

**(You)** will continue listening to *Hi New Baby!* and use clues from the text to determine how the little girl feels at the end of the story. You will explain if this is similar or different to how she felt during the first half of the story and how you know her feelings changed.

#### Additional Ideas and Activities:

#### Comprehension Instruction and Reading Groups:

- Students can discuss how a character(s)' actions, thoughts and feelings influence the outcome of the story.
- After reading a story, have students compare the actions, physical description and feelings of two characters from one story. Chart the comparisons using a graphic organizer. (See Additional Activities: Chart A.) Students should use descriptive words and provide text evidence.
- Have students compare the main character of different stories.
- Students will fill in a graphic organizer with words that describe the character in the beginning, middle and end of the book. Students should provide text evidence. (See Additional Activities: Chart B.)
- On sentence strips, write a character's name from a literature group. On separate strips, write descriptions and actions of each character. Pair students with a partner and have students match the descriptions to the correct character. Students should discuss evidence from the story as to why they feel the character matches with the descriptions.

#### Writing Extensions:

- Students can fill out a "Character Graphic Organizer" (see example) about their character before completing a genre piece. This should assist them in creating a more well-developed character.
- Ask students to fill out a "Character Graphic Organizer" (see example) with another student as a character. They should give specific examples, use descriptive words and include information about the character's actions. Have students trade graphic organizers with a partner and see if the partner can guess the student being described. Use the graphic organizer to write a paragraph about the student being described.
- Provide students with a list of boring words and have them use a children's thesaurus to find words that are more descriptive. They can keep a list of descriptive words to use in their writing.
- Have students write a story that explains what will happen next to the characters in *Mr. George Baker, Burnt Toast on Davenport Street* or *Hi New Baby!*
- Students can create character cards. On each card, have students draw a picture of a character, write the character's name, actions, description and evidence from the story as to why the character acts a certain way.

#### Other Connections:

- Host a "Character Day" where students come dressed as their favorite book characters and explain their reasoning for their choice. Students can also act as they think the character would.

Example Chart for Lesson 1:

<b>Mr. Baker</b>
Snappy
Happy
Baggy, baggy, baggy
Brown baggy
Pops one in his mouth
Crumpled hat
Long stretchy legs
Crumpled shoes
Long shoelaces
Hangy sweater with three buttons
Crookedy and slow
Crookedy fingers
Tappidy on his knees
Tappidy-boom, tappidy-boom
Tappidy-boom-boom-tap

Red is charted by the teacher.

Blue is charted with the student

Independent Practice for Lesson 2:

### Character Graphic Organizer

Student's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Character's Name  
\_\_\_\_\_

What do other characters think about this character?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What does the character look like?  
\_\_\_\_\_  
\_\_\_\_\_

Name *three* things that this character does well:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

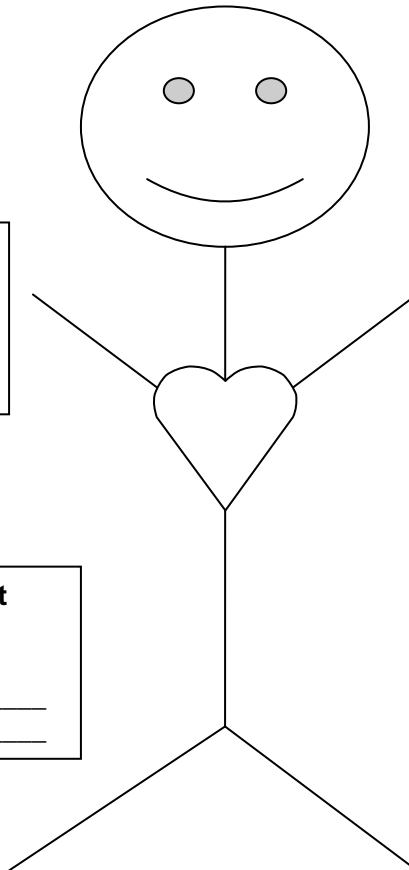
What word describes how the character feels most of the time?  
\_\_\_\_\_

Name *three* things that this character likes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe one character that this character has a relationship with:  
\_\_\_\_\_  
\_\_\_\_\_

Name something that the character dislikes doing:  
\_\_\_\_\_



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## Example of Personality Traits Chart for Lesson 2:

humble	responsible
brave	helpful
serious	ecstatic
funny	leader
stubborn	bossy
loyal	loving
caring	proud
selfish	messy
generous	neat
self-confident	joyful
respectful	quiet
imaginative	curious
studious	determined
intelligent	energetic
honest	cheerful
mischievous	thoughtful
friendly	calm
adventurous	mannerly
hard-working	rude
shy	excited
bold	daring
quick tempered	

Additional Activities: Chart A:

Title: \_\_\_\_\_

Character 1			Character 2		
Physical Description	Actions	Feelings	Physical Description	Actions	Feelings

