

# Lesson 3

(Day 1)

## English Language Arts Standards and Benchmarks:

### Michigan Language Arts Standard(s) and Benchmark(s):

Content Standard 1: All students will read and comprehend general and technical material.

- Benchmark 1: Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

- Benchmark 1: Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.
- Benchmark 3: Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

Content Standard 3: All students will demonstrate, analyze and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

- Benchmark 3: Read and write fluently, speak confidently, listen and interact appropriately in situations, view knowledge and represent creatively.
- Benchmark 5: Employ multiple strategies to construct meaning while reading, listening to, viewing or creating text.

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.

- Benchmark 1: Identify and use mechanics that enhance and clarify understanding.
- Benchmark 2: Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.
- Benchmark 5: Describe and use the characteristics of various oral, visual, and written texts, and the textual aids they employ to convey meaning.

## Technology Standards and Benchmarks

### Michigan Technology Standards and Benchmarks:

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- Benchmark 3: Retrieve and communicate information using a technological system.

### National Education Technology standards:

- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning.
- Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

### Objectives:

- Students will list the most important events for their character from chapters 3 & 4, and then chose the three most important events from each chapter.
- Students will learn about character traits and select three or four character traits to describe their main character.
- Students will use the text to find examples that support the character traits they select for their character.
- Students will create a character web using Inspiration software.
- Students will find creative poses to interpret their idea of each character trait, and use a digital camera to capture their impressions.
- Students will edit and insert the character trait pictures into their character webs.

### Materials:

- Yang the Youngest and His Terrible Ear, by Lensey Namioka
- Character trait and vocabulary worksheets (attached)
- Pencil/Paper
- Post-It notes
- Laptop computers
- Inspiration software
- Photo editing software
- Digital camera
- Floppy disk (one per student)

### Procedures:

#### *Anticipatory Set:*

Introduce the vocabulary for chapters three and four prior to reading Yang the Youngest and His Terrible Ear. Ask students if anyone has ever used words to describe attributes of their friends or family. Give an example from your life of some traits a friend or family member possesses. Ask the class for examples of traits their friends or families possess. Explain what character traits are and how characteristics form the character of a person and show distinctive features for individuals. Ask for examples of traits and show students examples in their reading packet.

### *Guided Practice/Modeling:*

Discuss with students the character traits they feel their main characters have. Ask how they know the character has those traits. Write a sentence on the board that implies a character trait. Write another sentence on the board that explicitly tells about one character trait. Read each sentence aloud and ask students what character trait the person in each sentence possesses. Take all ideas and discuss implied and stated ideas within text and how we as readers use clues the author gives us to develop ideas about a character. Ask for a character trait that either Yingtao or Matthew has, and then have them look for evidence in the book that supports their opinion. Modeling may be necessary for this part.

### *Independent Practice:*

- Have students list three or four character traits for their main character and look for evidence in the story. Students should write down the page number and use quotation marks if they use the author's words to give support.
- Using the overhead monitor and computer, show students how to open Inspiration software. Systematically, show students how to open a new project and how to create a character web "bubble". Students will do each step after the teacher models the step.
- Next, show students how to create a textbox inside the bubble and how to type in the main characters name. Once they have the center bubble finished with the character's name, show students how to use the "rapid fire" button to create another web "bubble" to type in one of the characteristics they found for their character
- Students should create three more bubbles and label them with the other character traits they chose for their character.
- Have students save the project to their personal file and "save as" to their floppy A disk.

*\*Have students reflect on the character traits they chose for their character and have them think of ways they can demonstrate that character trait by posing.*

### (Day 2)

*\*Prior to finishing the character web, discuss the use of a digital camera and hand out each student's floppy disk.*

Tell the class that we are going to be taking pictures of them acting out the selected character traits. Let them know they can use props, discuss the ideas with classmates, and help each other develop ideas. Students may ask other classmates to pose with them.

### *Independent Practice continued:*

- During recess and free time, take pictures of students' poses, using their own disk to record photo images.

- In the computer lab, have students sit on the floor and watch the computer monitor. Model how to open the photo editing software, open the disk file, crop the picture, resize the image and then save it to their disk.
- Have students go to their computer, log in and open the photo editing software. Students should begin to crop and resize each photo, and save it to their disk.
- Take students back to the classroom and have them get their laptop computer.
- On the overhead monitor, show them how to open their character web, and how to insert the photos from the floppy disk. Next, model again, the procedure for creating a new "bubble" using rapid fire. Show the class how to type their evidence from the text into this bubble, then how to attach the bubbles using the draw line. Last, show students how to insert a textbox for the title of their character web.
- Let students work independently to finish their character webs. Students who finish early can assist other students or insert background color into their webs.

*Closure:*

Show examples of students work on the overhead monitor and discuss the many ways students found to express the character traits they felt their character possessed.