

<p>Courageous Characters</p>	<p>Session I-IV</p>
<p>Objective</p>	<p>Students have been studying the concept ‘Courage’ this unit. Together, we have read 11 stories and 1 audio that portray courage.</p> <p>Students, while applying their learning targets, will answer this questions, “In what ways do authors use characters to portray courage?”</p> <p>Goal #1 - Students can create a thesis independently with the 3 thesis ideas given.</p> <p>Goal #2 - Students can organize their 3 paragraph body according to their thesis.</p> <p>Goal #3 - Students use the pre-writing to guide their evidence examples to support their thesis idea independently.</p> <p>Goal #4 - Students create a topic sentence for each body paragraph independently.</p>
<p>Learning Targets</p>	<ul style="list-style-type: none"> -I can create an introduction with a lead, anecdote, sentences on topic and thesis. -I can organize my essay into; introduction, 3 paragraph body, conclusion. My thesis statement determines the order of my 3 paragraph body. -I can analyze and site supporting evidence from text, video and discussion to support my 3 thesis ideas. -I can connect appropriate transitions to move from one sentence/topic to another. -I can revise and use appropriate vocabulary in my writing. -I can maintain a formal style of writing, audience being interested adults. -I can create a conclusion with LAST as guidance. -I can create a clear and coherent essay. -I can revise my writing by peer guidance and self monitoring. -I can connect and synthesize materials I have researched to support my thesis ideas.

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<p>Preparation</p>	<p>Writing Strands W2:a, W2:b, W2:c, W2:d, W2:e, W2:f, W2:g, W4, W5, W7</p> <p>Materials: Informational Lead Handout, Transition Handout, 5 Paragraph Essay Guidelines, Anecdote Organizer</p> <p>Materials Previously Read: 12 Previously Read Stories</p> <ul style="list-style-type: none"> • Courage, Dana • Number the Stars • 5 stories from Kid Heroes • Henry’s Freedom Box • Rosa • Thank you, Mr. Falker • Pink and Say • Courage <p>We have been focusing on Courage as a unit. Students have read 12 stories that have displayed courage and have kept an anecdote log in their journals with 3 examples of courage from each story.</p> <p>They question is, “In what ways do authors use characters to portray courage in stories?”</p> <p>Students are to list 3 ways (physical, emotional, mental) and support each way with 3 examples from the stories. They can not use a story more than once.</p>
<p>Pre-Lesson</p>	<p>Teacher preps students by asking:</p> <p>What is our topic focus? “Courage.”</p> <p>What question are we answering? “In what ways do authors use characters to portray courage?”</p> <p>Please get out the following items:</p> <ol style="list-style-type: none"> 1. Thesis Idea Pre-writing 2. Story/ Anecdote Organizer 3. Checklist 4. LAST introduction 5. Type 3 Writing Paper

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Teaching Point	<p>Informational Writing - Courage</p> <p>1. Informational Leads; narration (dialogue, anecdote/snapshot) description, action/ sound, question, general statement, quotation. I do - create a boring lead for sample essay "Courageous Characters" Students are already aware of all the stories so they know the background for the leads. Teacher chooses QUOTES for a lead and shows quotes about courage online.</p> <p>2. LAST; lead, anecdote, sentences on topic, thesis I do -Anecdote is the new concept in the introduction for informational writing. Model writing an anecdote to fit the topic.</p> <p>3. Pre-writing; Journal Type 2 I do - Model how to write the story title, courageous moment and how it is courageous. Use symbols and/or color coding to help diagram. Show one example, then guide through a few more.</p> <p>4.5 Paragraph Essay Criteria: Checklist I do - Guide students through the rubric to show criteria.</p> <p>5. Body Paragraphs; Thesis ideas 1, 2 and 3 with 3 supporting details for each idea. (3 on 3 Body) concept. I do - Show how to take idea one from the thesis and write a topic sentence to introduce paragraph #2. I do - Demonstrate how to first write your support example and then explain it. I do - Demonstrate how to close out a paragraph with a closing statement.</p>

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<p>Active Engagement</p>	<p>1. Informational Leads: We do - assist the teacher in constructing a second lead to fit the topic and the storyline from quotes provided.</p> <p>2. LAST; lead, anecdote, sentences on topic, thesis We do - students formulate their own stories and share before writing.</p> <p>3. Pre-writing; Journal Type 2 We do - Students outline physical acts of courage and do #2 with teacher.</p> <p>4.5 Paragraph Essay Criteria: Checklist We do - students highlight what they recognize from previous checklist.</p> <p>5. Body Paragraphs; We do - students assist the teacher in writing her next paragraph (do not use an example that the students could choose. (Anne Frank examples)</p>

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<p>Independent Practice</p>	<p>1. Informational Leads: You do - Students then reciprocate and create their own lead with a quote of their choice from the ones provided.</p> <p>2. LAST; lead, anecdote, sentences on topic, thesis You do - students write their anecdote down with teacher monitoring.</p> <p>3. Pre-writing; Journal Type 2 You do - students complete emotional acts of courage and mental acts of courage on their own with teacher monitoring.</p> <p>4.5 Paragraph Essay Criteria: Checklist We do - students continue checking off their list as they write.</p> <p>5. Body Paragraphs; You do - Students write their first paragraph and teacher will place a sticker on those who completed it successfully and those who didn't will get assistance from their partner. You do - Students write their Paragraphs 3 and 4 on their own for a grade. All three paragraphs will be graded.</p>
<p>Share</p>	<p>Peer to Peer conferencing - read with their 1 - 2 partners and look for revision, gaps or enhancements.</p>
<p>Extension</p>	<p>Self evaluate on their rubric how they feel they did in comparison to the 'I can...' statements given.</p>
<p>Assessment</p>	<p>Collins FCAs: 3 on 3 body, topic sentences, transitions.</p> <p>Writing Strand Rubric - Writing strands 3:a, b, c, d, e, f, g, Writing strand 4, 5 and 7</p>