



ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 2 Exploring

Unit 1: Lesson 6 **Read Additional Chapter(s) in Toys Go Out**

Unit 1: Lesson 6 Read Additional Chapters In *Toys Go Out*, Investigate Story Elements

LITERACY OBJECTIVES

By the end of this lesson students will be able to independently identify characters, problem, setting, events, and resolution in a story. They will be able to determine the sequence of events in the story.

LITERACY "I CAN" STATEMENTS

"I can identify the characters, setting, problem, events, and resolution in a story. I can put the events in the correct sequence."

LESSON OVERVIEW

Steps	Pacing: 45 Minutes
Step 1: Introduce Lesson 6	5 Minutes
Step 2: Read Aloud Chapter 3, "The Terrifying Bigness of the Washing Machine," with Sitting Statues	15 Minutes
Step 3: Record Story Elements for Chapter 3	15 Minutes

STANDARDS ALIGNMENT**TARGETED CCSS****Reading: Literature**

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

RL 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading: Foundational

RF 3.4: Read with sufficient accuracy and fluency to support comprehension.

RF 3.4a: Read grade-level text with purpose and understanding.

RF 4.4: Read with sufficient accuracy and fluency to support comprehension.

RF 4.4a: Read grade-level text with purpose and understanding.

RF 5.4: Read with sufficient accuracy and fluency to support comprehension.

RF 5.4a: Read grade-level text with purpose and understanding.

Writing & Language

W 4.9a: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Speaking & Listening

SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations

where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations)

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

SECONDARY CCSS

Reading: Literature

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Writing & Language

W 5.9a: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

Speaking & Listening

SL 3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 5.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

TEACHING RESOURCES

CLASSROOM CHARTS

Story Map for *Toys Go Out*, Chapter 3

TEXTS

Toys Go Out, Chapter 3

A4L STUDENT NOTEBOOK

This Student Notebook will be used throughout Unit 1.

LIFE & LEARNING SKILLS

Unit 1 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication

**DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.

**LEVERAGING MOMENTS**

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: Introduce Lesson 6

Process: Give an overview of the lesson objectives. Read a new chapter from *Toys Go Out* (see Note) with sitting statues, discuss story, and record story elements. In the next lesson, students will work more independently in groups to do a close reading of the chapter and create talking tableaux.

Note: Any chapter in *Toys Go Out* can be used for the close reading and performance. This unit is written for Chapter 3, “The Terrifying Bigness of the Washing Machine,” because it works particularly well with talking tableaux. It is recommended that the other chapters be read to students during read-aloud time.

By the end of today’s lesson, students will be able to say, “I can identify the characters, setting, problem, events, and resolution in a story. I can put the events in the correct sequence.”

ELL SUPPORT: COMPREHENSIBLE INPUT

Recommended vocabulary from *Toys Go Out*, Chapter 3, to pre-teach with Vocabulary Snapshots:

Patchwork -- Basements
Gallops -- Shaggy

Sample Visual Icons



Click for Vocabulary Snapshot activities using these visual icons and more (A4L Student Notebooks, pages 30-31 for students and Resources, pages 18-19 for teachers).

Suggested vocabulary to pre-teach using sounds, facial expression, and/or body movements:

Mutters -- Rummaging -- Sloshes
Wiggles -- Nuzzling -- Rooting
Agitation



Differentiation Options: Reading Toys Go Out

Toys Go Out follows three characters—StingRay, Lumphy, and Plastic—on various adventures and mishaps. Each chapter can stand alone as an independent story, but read together, the book gives readers an increasingly rich understanding of the characters' personalities.

Chapter 1: Read aloud to class to kick-off Part 2 and *Toys Go Out*.



Chapters 2-6*:

Read aloud & guide close reading. Read 1 or more additional chapters aloud to the class as students follow along. Allow ELL to use native language and/or picture dictionaries as vocabulary and concept clarifiers. Have class then choose 1 chapter to read closely for character traits & perspective and create tableaux for performance. This unit is written for a close reading of Chapter 3. Select other options as appropriate for your students.

STEP 2: Read Aloud Chapter 3, “The Terrifying Bigness Of The Washing Machine,” With Sitting Statues

Process: Read aloud Chapter 3, “The Terrifying Bigness of the Washing Machine,” prompting students to make sitting statues at points that reveal character traits. Feel free to mark the text before the read-aloud for sitting statue stopping points. Have students follow along in their Unit 1 Text. If students can successfully read the text independently, have them do so and forgo sitting statues, then move on to Step 3 to engage the class in a discussion on story elements.

STEP 3: Record Story Elements For Chapter 3

Process: Put students into reading & performance groups. These can be the same groups they worked with earlier in the unit or new groups. See sidebar Performance Group Dynamics for tips on grouping.

Students record the story elements—characters, setting, problem, events, and resolution in their story map page. Students can complete story maps independently, with a partner, or working collaboratively with their whole group. Have groups discuss story elements and then engage the whole class in a discussion. If students require additional scaffolding, guide class to complete the story map during whole class discussion. Since students will work in groups to do a close reading of this chapter for character traits and perspective in

the next lesson, focus this discussion on making sure students understand the central problem and the sequence of events.

TEACHING TIP: PERFORMANCE GROUP DYNAMICS

When developing the reading groups for the close reading of a second chapter, also consider the following dynamics that will support the group when rehearsing and performing:

- Balance leaders
- Balance students who like to hang back
- Balance boys and girls
- Break up friend groups
- Be sure to include both native English language speakers and ELL, at different stages of language acquisition, in the groups. This will facilitate modeling correct use of language and increase participation.

STEP 4: Close Lesson 6

Process: Close the lesson with a look forward describing the next lesson and an optional closing ritual.

Suggested Dialogue

LOOKING FORWARD

"In our next lesson, you'll work in groups to do a close reading of the chapter we read today and create tableaux."

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"Let's appreciate our work and each other with a unified clap. 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 6! YOU ARE NOW READY TO MOVE ONTO LESSON 7 OF UNIT 1.

Is this Lesson Public or Members only?:
Members Only