

home, telling what the story taught them about clean hands and sing the song.

Assessment or Evaluation:

Observe student responses during the discussion. Use a checklist

to record if students can identify the role of the author and if they can identify the importance of washing their hands.

Follow-Up:

Revisit Rosemary Wells in the

spring, displaying more of her books and reminding students where to find them. Ask how each story related to them—what is their favorite food at a special holiday or birthday meal? Discuss how special and unique everyone is.

Language Arts/English:

Expository, Narrative, and Persuasive

by Sabrina Carnesi

Library Media Skills Objectives: Information Literacy Standards for Student Learning, AASL/AECT:

Standard 3: The student who is information literate uses information accurately and creatively.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Curriculum Objectives for Language Arts:

Reading SOL 7.5: The student will read and demonstrate comprehension of a variety of fiction.

Reading SOL 7.6-g: The student will organize and synthesize information for use in written and oral presentations.

Writing SOL 7.8: The student will develop narrative, expository, and persuasive writing.

Writing SOL 7.9: The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Grade Levels: 7-9 (adaptable)

Resources:

Churchill, Frank, and Ann Ronell.

“Who’s Afraid of the Big Bad Wolf?” *Microsoft Internet Explorer’s Lyrics and Music*.

27 May 1933. Walt Disney’s Animated Shorts. 28 Feb. 2007. <http://www.niehs.nih.gov/kids/lyrics/badwolf.htm>

Palatini, Margie. *Piggie Pie!* Illus. by Howard Fine. Clarion Books, 1995.

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. Bantam Books, 1976.

Instructional Roles:

The classroom teacher presents the background information and identifies the final product or project.

The library media specialist presents books and lessons in

collaboration with the teacher.

The classroom teacher works with the library media specialist to guide students through recording the necessary information in specific paragraphs of the essay.

The library media specialist, with assistance from the classroom teacher, assists students in the use of software in order to prepare the final character display.

Activity and Procedures for Completion:

As the students enter the library media center, music to the song “Who’s Afraid of the Big Bad Wolf” is playing in the background. The music and lyrics are super-imposed on a Smartboard screen for the students to follow along with a bouncing ball (available online in sing-a-long version). Various types of stuffed animal “piggies” are placed around the work area, along with witch brooms and hats.

The first lesson is initiated in the library media center. The English teacher introduces the students to the skill of analyzing character traits in fictional characters. For their final project,

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students will produce a foldable character display for the character of their choice from *Roll of Thunder, Hear My Cry* and will write a five-paragraph POWER-writing description of their character to be included on their Adopt-a-Character display board.

The students determine the character they would like to write about. They must be able to identify three traits. If it is too hard to determine three traits from their character, then they must select a character with more depth.

The library media specialist explains to the class that they are going to have a chance to practice writing a character profile using the picture book *Piggie Pie!* by Margie Palatino (an alternative to the "Three Little Pigs" story). It is explained that they must use the actions and conversations from the character throughout the whole story to help them determine the personality trait of their character. For example, if the character is very quiet with few friends and eats alone in the school cafeteria, then it is easy to assume that the character is a loner and is shy. The library media specialist then reads *Piggie Pie!* to the students.

Next, the classroom teacher and library media specialist assign students to one of six designated tables set up with poster paper and markers. Students brainstorm character traits for the character assigned to their table. The three characters are Gritch the Witch, the Little Piggies, and the Big Bad Wolf. For assignments, the students have pulled a sealed colored ticket from a box upon entrance to the library media center. There are six groups: two colors for each

of the three characters to be analyzed. The classroom teacher and library media specialist facilitate the small group activity.

The second lesson is in the classroom. Students organize their thoughts to form the introduction paragraph of their practice essay. The teacher guides them through the "Adopt-a-Character Guide" that outlines the requirements (see below). The students then work with partners, using the results of their brainstorming, to put the information into paragraphs. If time allows, they work on summarizing the traits and closing out their essay with the lesson they have learned from the

fictional character's behavior.

The third lesson consists of the teacher reading some of the practice essays aloud. This provides models for their actual assignment from *Roll of Thunder, Hear My Cry*. Then the students start brainstorming characteristics of their choice from the novel. Proofreading and editing will be carried out at a separate time.

The fourth lesson consists of the class meeting with the library media specialist in the library media center. They will type a final copy of their assignment. A two-column version of the final copy is required for the "Adopt-a-Character" display. The library media

Adopt-a-Character Guide

Paragraph 1—Introduction

- Introduce the book title, author, 1976 Newbery Award.
- Give an overview of what problems are faced by the characters that they overcome.
- Include the setting.
- Make a statement about memorable characters.
- Include a transition sentence (should have however, even though, or although).
- Thesis Statement: State the name of the character.
Although there are many memorable characters, the one character that interests me the most is...
- State the 3 character traits that you are going to discuss.

Paragraph 2—Trait #1

- In this paragraph you open up by mentioning the first trait listed in first paragraph:
Character's name is trait #1. Mention reasons why this character carries the personality trait mentioned. Use 2 or 3 examples from the novel to support your choice of trait:

Paragraph 3—Trait #2

Paragraph 4—Trait #3

Paragraph 5—Conclusion

- Character's name and personality
- Indicate if the character changed or stayed the same in the story.
- Mention a lesson that it seems the character might have learned from his / her experiences.
- Mention a lesson in life that you have gained from your character's experience.

Final Display

Materials Needed:

- Two sheets of poster paper-they can be the same or different colors
- One to two sheets of plain white unlined paper
- Colored pencils and markers
- Glue
- Tape
- Pencils and erasers

Directions for Constructing the Display Project:

- Fold each piece of construction paper in half lengthwise (hot dog bun).
- Place the two sheets right next to each other so they touch. Tape the seam where the two sheets meet. This becomes the BACK side. Flip over the two sheets. You should have four columns.

1st column	2nd column	3rd column	4th column
T ----- J ----- A ----- V ----- E ----- R ----- Y -----	Illustration with a caption that explains the scene	Typed quote from character written on landscape set-up	5-paragraph Character Profile

Sample Display Board Layout



What Should Go on Each Column:

- Column 1: Acrostic Poem. Write your character's name in capital letters down the side of the column. Use these letters to create an acrostic containing words that accurately reflect your character's personality, likes/dislikes, goals, appearance, or other attributes. (20 points)
- Column 2: Picture w/Caption. Select a scene from the novel in which your character played an important part. Draw and color that scene on a section of white paper that will fit onto the column, leaving a narrow border of construction paper around the picture(approximately 4"x 11"). Write a caption describing the picture. (20 points)
- Column3: Quote. Choose and copy a quote from your character that expresses one of his/her beliefs or one of his/her significant character traits. Put quotation marks around the quote. (10 points)
- Column 4: Character Profile Essay. Attach the 5-paragraph POWER-writing description of your character sketch. It should contain an introduction, three paragraphs (each identifying and describing one of three different character traits), and a concluding paragraph. The character sketch must be typewritten (computers will be in the classroom for 3 days). The writing must be done in the two-column format so that the paper on which it is written can be cut in half, stapled together, and glued onto the column. (50 points)

Attach the rubric that was handed out in class to the back of your project. Make sure your name is on the back of the project or on the attached rubric. The character projects may be displayed in the library media center and classroom.

specialist monitors the word processing session and guides the students in procedures.

The fifth lesson consists of the class meeting with the library media specialist to finish production work on the final project with *Roll of Thunder, Hear My Cry*. See instructions for the display at left.

Special Needs:

The lesson plan covers a broad span of time. It will accommodate all or most abilities. There should be assistance instruction that will allow for support scaffolding with sample essays, opening sentences for each paragraph, graphic organizers, spell check, and slotted out sections for the introduction that helps lead to the thesis statement.

Assessment or Evaluation:

Students are evaluated based on completed projects and an assessment rubric (see page 15) that tells them exactly what they need to have for full points.

Follow-Up:

As extension activities, students may:

- Tape an on-the-spot news report of an incident that involves their chosen character.
- Produce a diary entry from the chosen character.
- Pair up to exchange letters and respond to each other as their characters.

Students will continue to use the skills they learned from developing the five-paragraph essay with a well defined thesis statement in all expository writing assignments. They will understand the structure for determining information contained in each paragraph.

Adopt-a-Character Rubric

Column 1

- Can be typed or written by hand
- Chosen words accurately describe the character's personality, likes/dislikes, goals, or appearance
- Words chosen are spelled correctly; writing is neat, colorful, evenly spaced, and readable

_____/20

Column 2

- Drawing contains details that accurately and adequately describe the scene in which the character was involved
- Drawing is colorful and neat
- Caption describes the scene
- Caption must be typed

_____/20

Column 3

- Quote can be typed or written by hand neatly
- Quote is significant in that it reflects the character's most important traits
- Words are spelled correctly
- Quote is neatly written and evenly spaced on the page
- Quote contains quotation marks and citation

_____/10

Column 4

- Must be typed
- Chosen characteristics are accurate
- Adequate elaboration adds information and helps explain the writer's points
- Sentence variety is evident
- Transition words used appropriately
- Fewer than two spelling
- Grammatical conventions are followed
- Punctuation conventions are followed
- Paragraphs are indented

_____/50

Total: _____/100

Reading/Social Studies:

Ship Shape Research

by Pam Cassel

The story of the *Titanic* is a riveting story that has captured the attention of many a reader and continues to do so today. This story can be just the place to jump "on board" a broader research project—a project that examines ships and their fascinating journeys throughout time.

Library Media Skills Objectives:

The student will help create a comparison chart of research information.

The student will practice note-taking skills.

The student will gather information from an online source and a print source.

Information Literacy Standards for Student Learning, AASL/AECT:

Standard 1.4: The student identifies a variety of potential sources of information.

Standard 2.4: The student selects information appropriate to the problem or question at hand.

Standard 3.1: The student organizes information for practical application.

Standard 7.1: The student seeks information from diverse sources, contexts, disciplines, and cultures.

Curriculum (subject area)

Objectives:

The student will make generalizations about ships and their voyages.

The student will identify the role of ships in transportation of people and goods around the world.

Grade Level: 4

Resources:

Access to online resources of information such as: <http://www.factmonster.com/spot/ships1.html>

A variety of books and/or multiple copies of books about ships such as:

O'Brien, Patrick. *The Great Ships*. Walker, 2001. 39p.

Wilkinson, Philip. *The World of Ships*. Kingfisher, 2005. 64p.

Thompson, Gare. *The Monitor, The Iron Warship that Changed the World*. Illus. by Larry Day. Grosset & Dunlap, 2003. 48p.

A large sheet of paper (1 yard wide

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