

# Template for Multi Day Lesson Plans or Mini Unit

## Illinois Reads Books 2016 – 2017

### Introductory Information

<b>Submitted by</b> <b>(Loyola University Chicago)</b>	Loyola University Chicago – School of Education Grace Pfankuch		
<b>Title of Book</b>	<i>The Show Must Go On!</i>		
<b>(Optional) Additional Texts</b>	What Is a Circus?" Article ( <a href="http://kidskonnnect.com/fun/circus">kidskonnnect.com/fun/circus</a> )		
<b>Title of Unit</b>	<i>Under the Big Top</i>		
<b>Grade level (interest)</b>	3 <sup>rd</sup> Grade	<b>Reading Grade level</b>	3 <sup>rd</sup> -5th
<b>Lexile Level</b>	540	<b>Guided Reading level</b>	L
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>The purpose of this unit is to show students how characters can affect a story and how readers can gather information about the characters from both illustrations and text. This unit allows students to practice a variety of skills using researched based strategies. Engaging activities and performance tasks allow students to be creative while showing what they have learned!</p> <p><u>Essential Questions</u></p> <p>How do decisions and actions of characters reveal their personalities?</p> <p>Why would understanding characters be helpful in becoming a better reader?</p> <p>How do illustrations contribute to a story?</p>		

## B. Alignment to the depth of the Common Core – Standards addressed and assessed

<b>CCSS ELA Standards</b>	<p><a href="#">CCSS.ELA-LITERACY.RI.3.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p><a href="#">CCSS.ELA-Literacy.RL.3.3</a> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p><a href="#">CCSS.ELA-Literacy.RL.3.5</a> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p> <p><a href="#">CCSS.ELA-Literacy.RL.3.7</a> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p><a href="#">CCSS.ELA-Literacy.RL.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><a href="#">CCSS.ELA-Literacy.RF.3.4.a</a> Read grade-level text with purpose and understanding</p> <p><a href="#">CCSS.ELA-LITERACY.RL.3.6</a> Distinguish their own point of view from that of the narrator or those of the character</p>
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## C. Student Learning Outcomes – Targeted standards in Student Friendly Language

- 1) Students will activate background knowledge by reading an article that describes the history of circuses (lesson 1)
- 2) Students will complete a timeline of historical events (lesson 1)
- 3) Students will use imagery to create a drawing of the first chapter (lesson 2)
- 4) Students will analyze why people can create different visualizations after hearing the same story (lesson 2)
- 5) Students will define “character traits” (lesson 3)

- 6) Students will identify and record character traits in an observation notebook (lesson 3)
- 7) Students will define “point of view” and identify the point of view that the story is being told in (lesson 4)
- 8) Students will construct a postcard written from one character’s point of view (lesson 4)

**D. Text Sections to be read closely with plans to support reading and discussion**

- For lesson 2, read pages 1-5 closely and focus on visualizing using descriptor words.
- For lesson 3, read page 2 and emphasize the character traits that describe Sir Sidney.
- For lesson 4, students should close-read the pages that include their character:
  - Barnabas: 45,47,48,51
  - Bert and Gert: 49-50, 55,58,63
  - Old Coal: 56
  - Leo:56-59,67

**Text Dependent**

<b>Questions</b>	<p>CCSS.ELA-LITERACY.RL.3.1</p> <ul style="list-style-type: none"> <li>• Think about Barnabas Brambles’ role in the story. Was hiring him a mistake? Why or why not?</li> <li>• Why do you think most of the job applicants showed more respect for Sir Sidney than his performers?</li> <li>• How did Barnabas Brambles plan to make more money? Did he succeed?</li> <li>• Was it a good idea to assign the Banana Brothers the role of the navigator?</li> <li>• What state did the Banana Brothers accidentally steer the train to? How did this mix-up happen?</li> <li>• Who was Barnabas Brambles trying to catch when he set out the moldy pizza?</li> <li>• Why do you think Barnabas Brambles is so angry with the animals?</li> <li>• What was actually inside the “tiger box” that was brought to the top of the arch?</li> <li>• Find 3 instances where Barnabas Brambles ended up losing more money when he tried to cut costs.</li> <li>• What are vermin? Why does Barnabas Brambles dislike vermin?</li> <li>• What two structures does the train get stuck on top of? Are these situations realistic?</li> <li>• Who saves Barnabas Brambles at the San Francisco circus? Why would they save him after the way they’ve been treated?</li> <li>• Did Barnabas Brambles end up making any money?</li> <li>• How does Sir Sidney react to the San Francisco circus? Did his reaction surprise you?</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Profit</li> </ul>
<b>Tier 2 Words</b>	<ul style="list-style-type: none"> <li>• Delighted</li> <li>• Organic</li> <li>• Navigator</li> <li>• Conduct</li> <li>• Contagious</li> <li>• Tame</li> <li>• Remarkable</li> <li>• Paced</li> </ul>
<b>Tier 3 Words</b>	<ul style="list-style-type: none"> <li>• Contagious</li> <li>• Custody</li> <li>• Acrobatic</li> <li>• Goulash</li> <li>• Vermin</li> <li>• Scoundrel</li> <li>• Tailor</li> </ul>

- Toxic

**Bloom's Levels Addressed: (Check all that apply)**

- ✓ Remembering
- ✓ Analyzing
- ✓ Understanding
- ✓ Evaluating
- ✓ Applying
- ✓ Creating

**E. Instructional Supports**

<b>Research Based Strategies</b>	<p><b>Lesson one</b> – students will be activating their background knowledge by reading an article that describes what a circus is. They will create their own timeline of historical circus related events. (strategy: activating background knowledge)</p> <p><b>Lesson two</b> – Students will listen to the first few pages of the book on an audiobook to utilize visualization. They will draw a “mental image” and will analyze how they created that image and why each student’s drawing can look different. (strategy: visualization)</p> <p><b>Lesson three</b> – Students will use evidence from the text along with illustrations to infer character traits. They will create an observation journal where they will record the traits of one specific character. (strategy: inferring)</p> <p><b>Lesson four</b> – Students will determine which parts of the text are most important using a post it strategy. Students will then use the important information about their character and create a postcard writing form this character’s point of view. (strategy: determining importance)</p>
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<b>Smartboard Strategies</b>	Smartboard document is attached.
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**F. Assessment (Align to Section B)**

<b>Formative</b>	<p><u>Informal Formative Assessments</u></p> <ul style="list-style-type: none"> <li>• “What Is a Circus?” timeline (lesson 1)</li> <li>• “Creating Predictions” partner activity (lesson 1)</li> <li>• “Mental Image” worksheet (lesson 2)</li> </ul>
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	<ul style="list-style-type: none"><li>• "Character Trait Observation Journal" (lesson 3)</li><li>• "Point of View Postcard" (lesson 4)</li></ul>
<b>Summative</b>	Students will be playing the role of a newscaster that is reporting at the scene of the San Francisco show where Barnabas Brambles is arrested. Create a script that includes a description of Barnabas Brambles using character traits, the events that led up to the final circus event, and a brief summary of the circus' wild road trip from your own point of view. After writing the script, students will read the script aloud and record the newscast using an iPad or Chromebook. Students can complete the summative assessment with a co-anchor (partner) or individually.

**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials**

<b>Procedure</b>	<b>Lesson One</b>
<b>Lesson One</b>	CCSS.ELA-LITERACY.RI.3.3
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>Smartboard page 1</b>	CCSS.ELA.LITERACY.RL.3.7
	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
	<p><b>Materials:</b> The Show Must Go On, Chromebooks/iPads, “What Is a Circus?” article</p> <ul style="list-style-type: none"> <li>• Ask students if they have background knowledge about circuses. <i>Has anyone ever attended a circus? What was it like? What did you see?</i></li> <li>• Pass out “What Is a Circus” worksheet. Allow students to read the article in groups of 3-4.</li> <li>• <i>Did this article help you to understand what goes on during a circus?</i></li> <li>• <i>What are some performers that might travel in a circus?</i></li> <li>• <i>Did you notice anything about how the author wrote the information in the article?</i> The author of this article wrote these facts in order according to date. Writing something in order, oldest to newest, is called chronological order.</li> <li>• Have students pair up and open the timeline activity on an iPad or Chromebook. <a href="http://www.readwritethink.org/files/resources/interactives/timeline_2">http://www.readwritethink.org/files/resources/interactives/timeline_2</a></li> <li>• Summarize 4 events from the article and place them in chronological order on the timeline.</li> <li>• Once students finish, they can email their timeline to the teacher.</li> <li>• Now that we know some background knowledge about circuses, we are going to begin talking about our new book called <i>The Show Must Go On</i>.</li> <li>• Ask students if they can define prediction. Allow students to share a time that they used prediction. <i>Was your prediction correct?</i></li> <li>• Pull up page one on the Smartboard. Have students brainstorm predictions about the book based on the cover with the person sitting next to them.</li> <li>• Discuss the predictions students made and record them on the Smartboard. Ask students how/why they made their predictions.</li> <li>• <i>What can the characters’ expressions tell us? Do any of the characters stand out to you? How do you think these characters will get along throughout the story?</i> Allow students to come up to the Smartboard and circle the expressions that they believe are meaningful. What does this expression tell you about the character?</li> <li>• Record students’ ideas in the blank space on slide one.</li> </ul>



**Procedure**

**Lesson two**

**Lesson Two**

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**Smartboard page 2**

**Materials:** The Show Must Go On (Audiobook), Mental Image worksheet

- *Has anyone ever heard the word visualization?* Lead a short discussion on what visualization is and how we use it when we read.
  - Visualization is the act of interpreting in visual terms.
  - Visualization helps students build meaning as they go.
  - It personalizes reading and keeps us interested in our book.
- Pass out "Mental Image" worksheet. Give directions to students: draw the mental image that appears in your mind while you listen to the audiobook. Include facial expressions and details that show how the characters are feeling. Listen to descriptive words to help you create an accurate image.
- Play pages 1-5 of The Show Must Go On using an audiobook.
- As the students are drawing their mental images, the teacher can use the smart board to model his/her own visualization. Demonstrate the usage of drawing important details and facial expressions after hearing descriptive words.
- After students are done, have a gallery walk where students can see their peers' mental images.
- Compare your image to another image by a student in the class. *Are they the same or different? How are they similar or different?*
- *Why do you think different students in your class created different images even though they all read the same text?*

**Procedure**

**Lesson Three**

**Smartboard pages:  
3-5**

**Lesson Three**

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

**Materials:** The Show Must Go On, notebook

**This lesson should occur after students have read chapter three.**

- Today we're going to be using character traits to describe characters in detail.
- *Who are some characters in our story?*
  - Sir Sidney, Leo the lion, Elsa the elephant, Banana Brothers, Bert, Gert, Old Coal, Barnabas Brambles
  - What are some words you could use to describe Sir Sidney? Kind, thoughtful, caring, compassionate.
  - We know that he is kind and thoughtful because in chapter one, the author says "No one treats animals better than Sir Sidney does". The author then shows how Sir Sidney is thoughtful. He grooms the lion daily, buys fresh peanuts for the elephant, and built bunk beds for the Banana Brothers. *What other examples from the text show us that Sir Sidney is kind and compassionate?*
  - We used evidence from the text to describe Sir Sidney using character traits.
- Pull up the list of character traits on slide 3. ([www.fancyfreein4th.com](http://www.fancyfreein4th.com))
- A character trait describes who someone is on the inside. It shows what a character says or does. It describes their personality. Here is a list of character traits that we can use to describe characters.
- *Does the author always tell us the character traits?* No! Sometimes we need to infer them. Inferring is when we use our background knowledge and information from the text to come up with a new idea.
- Don't forget to give evidence! Tell us what chapter you're talking about. For example, in chapter one, Sir Sidney is described as loving and generous.
- *What character traits would you use to describe Barnabas Brambles?* Take two minutes to talk with your partner.
- Pull up the Barnabas Brambles Smart board page. Allow each pair to share a trait. Make sure that each pair shares the chapter they gathered evidence from. Record the traits on the Smart board.
- Call students up to the board to sort the character traits on the spinning wheel smart board page.
- Have each student designate a notebook/section of their reading notebook to be a "research notebook". Students will write

down character traits, motivations, and feelings of one specific character as they read the remainder of the book.

**Procedure Lesson  
Four**

**Smartboard pages:  
6-8**

**Lesson Four**

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

**Materials:** The Show Must Go On, postcard worksheet

This lesson should occur after students have read chapter four.

- Open slide 6 on the Smart board.
- Who can tell me what “point of view” means?
  - Point of view is the way the author presents the characters and events in a story.
  - 1st person is told from a firsthand account (I).
  - 2nd person is as if you were telling the story.
  - 3rd person is told from a narrator/outside view.
- Lead a short discussion about how point of view is used and how we can tell which point of view the author is using.
- Does anyone know what point of view our story is being told from? The Show Must Go On is told from 3rd person.
- Open slide 7. Call students to come up to the board to practice writing sentences through different perspectives.
- We’re going to be doing an activity that uses 1st person perspective. What is 1st person perspective?
- Before handing out the assignment, demonstrate an example postcard on the smart board using slide 8. Reread pages 45-48 aloud to refresh students’ memories. ·
  - In order to decide how Barnabas is feeling, we need to determine which parts of this text are most important
  - While reading pages 45-48 aloud, demonstrate how to use two different colored post its to determine importance. One color will be for things that are “Important to me”, and the other color is designated for things that are “important to the author”. Record notes on the post its as you read and demonstrate placing the post its in the book.
  - Determining importance helps us to infer the bigger ideas and themes.
- Students choose a character from chapter three or chapter four. Students will reread the portion of the text that describes their character’s experience on top of the arch and use the post it note strategy, then write a postcard to a friend from this

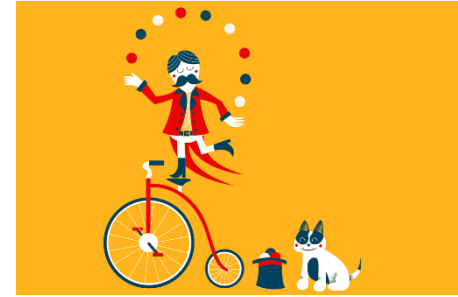
animal's point of view.

- Students should write 4-5 sentences on the lines describing the experience their character had on top of the St. Louis Arch
- Students will write from 1st person point of view and use words like I, we, me, and our. On the other side of the postcard, students will draw a picture of the situation occurring.
- Assign each student a partner. The class will "mail" their postcard to their partner.

<p><b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b></p>	<p><b>Formative</b></p> <p>Lesson one</p> <ul style="list-style-type: none"> <li>• Students will create a timeline of historical circus events using an online timeline tool. (linked to CCSS.ELA-LITERACY.RI.3.3)</li> <li>• Students will generate predictions about the story based on the illustration on the book cover. (linked to CCSS.ELA-Literacy.RL.3.7)</li> </ul> <p>Lesson two</p> <ul style="list-style-type: none"> <li>• Students will use the strategy of visualization to complete a “mental image” worksheet. (linked to CCSS.ELA-Literacy.RL.3.7)</li> </ul> <p>Lesson three</p> <ul style="list-style-type: none"> <li>• Students will identify several character traits of various characters with a partner during the lesson using evidence from the text. They will create their own observation journals where they will record character traits of one specific character throughout the rest of the book. (linked to CCSS.ELA-Literacy.RL.3.3 and CCSS.ELA-Literacy.RL.3.5)</li> <li>• Lesson four</li> <li>• Students will close read a passage about their chosen character, then determine the most important information. They will then use this information to write a post card from one character’s point of view (linked to CCSS.ELA-Literacy.RL.3.3)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.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 CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters Students will be playing the role of a newscaster that is reporting at the scene of the San Francisco show where Barnabas Brambles is arrested. Create a script that includes a description of Barnabas Brambles using character traits, the events that led up to the final circus event, and a brief summary of the circus’ wild road trip from your own point of view. After writing the script, students will read the script aloud and record the newscast using an iPad or Chromebook. Students may work individually or with a co-anchor.</li> </ul>
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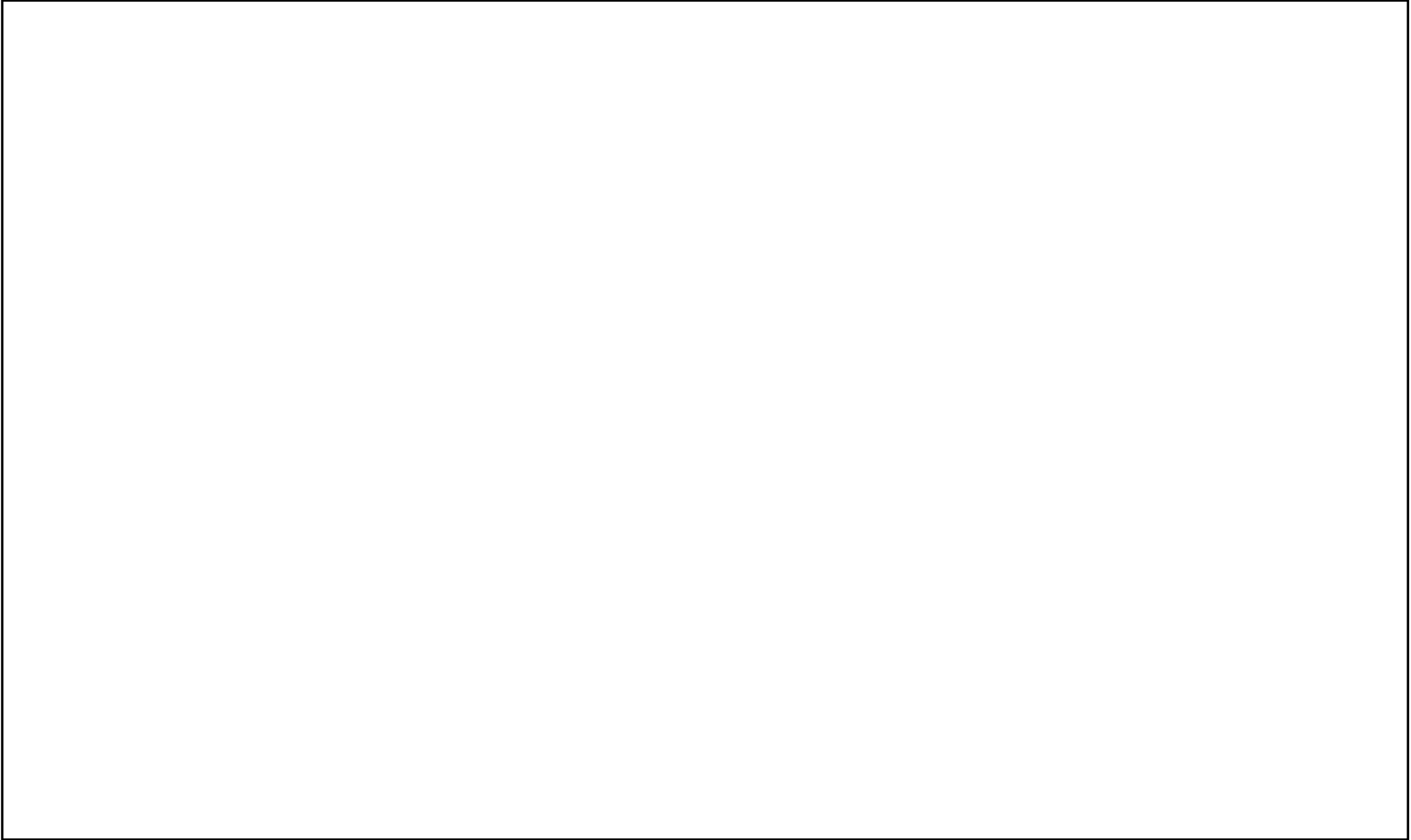
## What Is a Circus?



- Philip Astley is the first person to bring together all the elements of the circus in 1768.
- J. Purdy Brown is the first to order a canvas tent for his circus. He realized he would have the ability to move his show every day by using a tent and could therefore reach more people and make more money. This occurred in 1825.
- By 1829, the circus began using animals they had trained.
- By 1835 circus wagons begin to appear in circus parades. The very first was a band wagon carrying the circus band.
- In 1872, P.T. Barmum, together with William C. Coup and Dan Castello, moved their entire show in railroad cars, however, small circuses are still traveling by wagon.
- 1882 Jumbo, the elephant, is brought to the United States by the Barnum and London Show. The word “jumbo” comes to be used as a synonym for large.

Information sourced from  
[kidskonnnect.com/fun/circus](http://kidskonnnect.com/fun/circus)

## Visualization



Draw the image that comes into your mind as we listen to the audiobook. Don't forget to draw expressions!



Dear \_\_\_\_\_,

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Sincerely,

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123 Three Ring Road  
Chicago, IL  
60660