



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2B: Unit 3: Lesson 3

## Planning Ideas: Developing a Character Profile



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write narrative text about real or imagined experiences or events. (W.4.3) I can introduce the narrator and/or characters of my narrative. (W.4.3a)

**Supporting Learning Targets**

- I can listen as my peers share their writing and give specific praise for their work.
- I can synthesize information to develop an accurate character profile supported by research.

**Ongoing Assessment**

- Informative page (from homework)
- Character Profile graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Writer: Sharing (15 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Developing a Character Profile for the Millipede (10 minutes)</li> <li>B. Partner Practice: Developing a Character Profile for the Millipede (5 minutes)</li> <li>C. Independent Practice: Developing a Character Profile for the Expert Group Animal (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Sharing (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read “Powerful Polly” for the gist.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In the opening of the lesson, students celebrate their hard work writing informative texts by sharing and reflecting in small groups on their informative page for the performance task (completed in Unit 2 and revised for homework).</li> <li>• The Author’s Chair Celebration anchor chart (see supporting materials) provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing of the lesson is based on groups of three with a mix of expert group animals represented in each group. Adjust as needed given your preferences and the needs of your students.</li> <li>• Be sure students have prepared their informative pages (assigned for homework in Lesson 2) so they can share them during the Author’s Chair Celebration. If students have not finished revising their work, find time in class for them to do so prior to the lesson.</li> <li>• The rubric provided in the supporting materials of this lesson is based on the PARCC Draft of Expanded Scoring Rubric for Analytic and Narrative Writing (also included in supporting materials). The learning targets on the Choose-Your-Own-Adventure Narrative Rubric are aligned with the PARCC rubric but have been modified to fit this module’s specific content focus and to be in more student-friendly language. (This unit does not include a New York State writing rubric since there is not currently a narrative writing version of the NYS rubric).</li> <li>• To succeed in this lesson, and in the writing of their narratives, students have to manage their materials well. Consider asking students to organize their Animal Defenses research folders before this lesson.</li> <li>• In advance:             <ul style="list-style-type: none"> <li>– Review, prepare, and display Author’s Chair Celebration anchor chart.</li> <li>– Create groups of three to four students for sharing in the Author’s Chair Celebration. Be sure that these groups represent different expert group animals.</li> <li>– Display Choose-Your-Own-Adventure anchor chart.</li> <li>– Collect Unit 1 and Unit 2 research materials for modeling.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
facts, details, character profile, physical description, personality traits, daily life, behavior, family, habitat description	<ul style="list-style-type: none"><li>• Author’s Chair Celebration anchor chart (new; teacher-created)</li><li>• Document camera</li><li>• Sticky notes (three or four per student)</li><li>• Choose-Your-Own-Adventure Narrative Rubric (one per student and one to display)</li><li>• Choose-Your-Own-Adventure anchor chart (from Lesson 1)</li><li>• Research texts (from Units 1 and 2; one per student and one to display)<ul style="list-style-type: none"><li>– <i>Venom</i> (book; from Unit 1, Lesson 1; one for the class, for students to refer to as needed)</li><li>– “Award-Winning Survival Skills” (from Unit 1, Lesson 2; one per student)</li><li>– <i>Animal Behaviors: Animal Defenses</i> (book; distributed in Unit 1, Lesson 5; one per student)</li></ul></li><li>• Animal Defenses Research Journal (from Unit 1; one per student and one to display)</li><li>• Expert Group Animal Research Journal (from Unit 2; one per student and one to display)</li><li>• Character Profile graphic organizer (one per student and one to display)</li><li>• Millipede Character Profile graphic organizer (completed, for teacher reference)</li><li>• “Powerful Polly” pufferfish narrative (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Sharing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1). Now they have also built expertise as writers of informative texts. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an “Author’s Chair Celebration.”</li> <li>• Post the <b>Author’s Chair Celebration anchor chart</b> or copy and display the steps below using a <b>document camera</b>. Explain that an Author’s Chair Celebration is an event similar to a book signing that authors sometimes hold at bookstores to celebrate publishing their work. Tell students that at these events, the author reads their work to an audience and signs copies.</li> <li>• Explain that at the end of the module students have an opportunity to celebrate with a small audience at their own Author’s Chair Celebration to read their finished choose-your-own-adventure animal defense narratives.</li> <li>• Go on to explain that today, they will practice this type of sharing by sharing the informative page they prepared for homework with a small group.</li> <li>• Review the steps on the Author’s Chair Celebration anchor chart and revisit the following learning target: “I can listen as my peers share their writing and give specific praise for their work.”</li> <li>• Explain that as they share their informative pages (from homework) about their expert group animals, they should focus on the strengths of their group members’ work. They will write this praise on a <b>sticky note</b> for their group member after each share. Clarify or model kind praise as needed.</li> <li>• Split students into their groups (three or four, with a mix of informative pages on different expert group animals). Tell students that they will have about 5 minutes for each person in their group to read, reflect, and receive praise.</li> <li>• Circulate as students share their work, reflect, and give each other praise. Make sure students are taking turns about every 5 minutes. Write the following prompt on the board, and if a group finishes early have members discuss it: <ul style="list-style-type: none"> <li>* “How have we grown as writers since the beginning of the year?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As an alternative to an Author’s Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELL students.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>Choose-Your-Own-Adventure Narrative Rubric</b> and invite students to read the first criteria box for Ideas to themselves:             <ul style="list-style-type: none"> <li>* “I can create a narrative based on facts and details from my research.”</li> </ul> </li> <li>• Review vocabulary from this criterion by asking:             <ul style="list-style-type: none"> <li>* “What do we mean by the term <i>based on</i> in this learning target?”</li> </ul> </li> <li>• Listen for responses such as:             <ul style="list-style-type: none"> <li>– “The narrative has to have facts and details from our research in it.”</li> </ul> </li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What do we mean by <i>facts</i> and <i>details</i>?”</li> </ul> </li> <li>• Listen for responses such as:             <ul style="list-style-type: none"> <li>– “Facts are information that is true and accurate—things that actually happen.”</li> <li>– “Details are information that describe or give more information about something.”</li> </ul> </li> <li>• Refer to the last bullet point on the <b>Choose-Your-Own-Adventure anchor chart</b>: “Is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, description, dialogue.”</li> <li>• Underline “characters, plot, setting, description, dialogue” and tell students these must be based on facts and details from their research to meet this target on the rubric.</li> <li>• Invite the class to read the Meets, Partially Meets, and Does Not Meet descriptions for this target:             <ul style="list-style-type: none"> <li>– Meets: Incorporates many facts and details from research on my animal and its defense mechanisms.</li> <li>– Partially Meets: Incorporates some facts and details from research on my animal and its defense mechanisms.</li> <li>– Does Not Meet: Incorporates few facts and details from research on my animal and its defense mechanisms.</li> </ul> </li> <li>• Clarify for students that although this narrative is based on research, it is still fiction, so students will also include many details from their imagination. Explain that students will be reading a model of a narrative based on research for their homework and that the class will talk more about the balance between facts and fiction in their stories after examining this model.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Post the learning target: "I can synthesize information to develop an accurate character profile supported by research." Explain to students that today they will take the first steps toward meeting these criteria by developing an animal character based on their research from Units 1 and 2.</li> </ul>	

Work Time	Meeting Students' Needs
<p><b>A. Developing a Character Profile for the Millipede (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have your <b>Animal Defenses Research Journal</b> and <b>Expert Group Animal Research Journal</b> with your modeled notes on the millipede close at hand.</li> <li>• Tell students that the main character is one of the most important elements of a fictional story, so today they will start planning their narratives by thinking about who their characters will be.</li> <li>• Ask them to watch as you begin to develop a research-based character of a millipede. Students then do the same with their own character for their expert group animal.</li> <li>• Explain that you know that using their research notes will be really important in helping them do this. Display the <b>Character Profile graphic organizer</b>. (Do not distribute it yet to students.)</li> <li>• Think aloud and model recording in the Physical Description box of the Character Profile graphic organizer using your research notes. Explain that this section will help you to better describe your character when writing. Explain that this section will also be based on your research, but because this is for a fictional story you will have to do some imagining as well. For example, you might say something like: "After reviewing my research notes (display notes), I am beginning to get a picture of my character in my mind. I see a millipede that is long and skinny. He has a hard exoskeleton and 60 segments. I also know that millipedes have two legs on each segment, so that means my character will have 120 legs." Model recording the information and citing the sources.</li> <li>• Next, tell students that you would like them to imagine your character's personality. Have them turn to a partner and share their thoughts about what traits this millipede may have. Have a few more pairs share out.</li> <li>• Encourage students, as they move into developing their own character, to think about who their character might have been had they been a real animal in this situation. Ask:</li> </ul>	<ul style="list-style-type: none"> <li>• To further support some students, you might consider using a sentence frame such as: "I think this character acted _____, because _____."</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* “How would she/he have reacted to different situations in his/her world?”</li> <li>* “How would he/she have reacted to noticing a predator is approaching?”</li> <li>* “Would he/she have been brave, scared, or nervous?”</li> <li>• Tell students that these thinking questions help them develop a more realistic and complex character.</li> <li>• Next, model recording in the Personality Traits box of the Character Profile. For example, you might say: “After reviewing my research notes, I imagine him to be curious but also cautious because he avoids predators. He’s also hard-working, always looking around for food to eat.” (Jot notes about his personality: curious, hard-working, cautious.) Be sure to cite sources for factual details.</li> <li>• Next, model recording in the Daily Life box of the Character Profile. For example, you might say: “After reviewing my research notes, I imagine him to be walking around the forest looking for food to eat, but being careful to stay away from predators while he does that.” (Jot notes about his daily life/behaviors: looks for food, walks around.) Be sure to cite sources for factual information.</li> </ul>	
<p><b>B. Partner Practice: Developing a Character Profile for the Millipede (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Point to the final three boxes of the graphic organizer: Family/Habitat Description, Fun Facts, and Other. Tell students that you would like them to give it a try. Give students a few minutes to brainstorm:             <ul style="list-style-type: none"> <li>* “What could we add to these final boxes?”</li> </ul> </li> <li>• Remind students to refer to the research that supports their thinking. Call on a few pairs to share. Add their comments to complete the final boxes of the graphic organizer. Notes might look like:             <ul style="list-style-type: none"> <li>– Lives outdoors on the damp forest floor</li> <li>– Lives by a stream</li> <li>– Favorite sound is birds chirping</li> <li>– Favorite color is brown</li> <li>– Scared of ants and toads</li> <li>– Often mistaken for a centipede</li> </ul> </li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Independent Practice: Developing a Character Profile for the Expert Group Animal (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take a moment to get their materials organized:<ul style="list-style-type: none"><li>– Animal Defenses research journal (from Unit 1)</li><li>– Expert Group Animal research journal (from Unit 2)</li><li>– <b>research texts.</b></li></ul></li><li>• Distribute the Character Profile graphic organizer to each student.</li><li>• Remind students to read through their research before they complete their profiles.</li><li>• Circulate to support students and helping them to cite their sources. If some students finish early, consider these options:<ul style="list-style-type: none"><li>– Encourage them to reread their texts or notes to add details.</li><li>– Ask them to pair up to share and give informal feedback.</li><li>– Ask them to draw a character sketch to help them visualize their character.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To further support students, you might have them work in their small expert groups or with a partner. You may also pull a small group for more direct instruction and support.</li><li>• Drawing can help support visual learners.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students meet with a partner from a different expert group and share their profiles. Ask students to give each other one specific piece of praise:<ul style="list-style-type: none"><li>* “What do you think is most interesting about your partner’s character? Why?”</li></ul></li><li>• Have students share their thought on the following questions with a partner:<ul style="list-style-type: none"><li>* “What helped you create your character?”</li><li>* “What was difficult about creating your character?”</li></ul></li><li>• Cold call a few students to share.</li><li>• Distribute “<b>Powerful Polly</b>” and preview the homework as needed.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read “Powerful Polly” for the gist.</li></ul>	



EXPEDITIONARY  
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# Grade 4: Module 2B: Unit 3: Lesson 3 Supporting Materials



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Author's Chair Celebration Anchor Chart  
(For Teacher Reference)

**Teacher Directions:** Write the following on chart paper to create this anchor chart.

**Author's Chair Celebration**

In groups of three or four:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
  - \* "What are you most proud of in this piece?"
  - \* "What was your biggest challenge and how did you handle it?"
4. Group members should listen as the author reads and reflects and then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until everyone has read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate each other on the publication of your work.



Choose-Your-Own-Adventure Narrative Rubric

**Learning Target:**

I can write a choose-your-own-adventure narrative about animal defense mechanisms. (W.4.3)

Criteria	Meets	Partially Meets	Does Not Meet
<b>Ideas</b>			
I can create a narrative based on facts and details from my research about how my animal defends itself.	Incorporates many facts and details from research on my animal and its defense mechanisms.	Incorporates some facts and details from research on my animal and its defense mechanisms.	Incorporates few facts and details from research on my animal and its defense mechanisms.
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.	I strategically use dialogue and descriptions to show what a character is feeling, thinking, and how they interact with others.	I use dialogue and descriptions to show what a character is feeling, thinking, or how they interact with others.	I use little or no dialogue in my narrative.



Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Word Choice</b>			
I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative.	I use at least four words from my research in my descriptions.  I use at least three sensory details in my descriptions.	I use at least three words from my research in my descriptions.  I use one or two sensory details in my descriptions.	I use two or fewer words from my research in my descriptions.  I did not use sensory details in my descriptions.
I can use temporal words and phrases to show the sequence of events in my narrative.	I include at least three temporal words or phrases to show the sequence of events in my narrative.	I include two temporal words or phrases to show the sequence of events in my narrative.	I include one or no temporal words or phrases to show the sequence of events in my narrative.



Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Organization</b>			
I can organize events in an order that makes sense in my narrative.	<p>My narrative includes an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative unfold in a logical order that makes sense to the reader.</p>	<p>My narrative may be missing one or two of the following: an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative are in an order that somewhat makes sense to the reader.</p>	<p>My narrative is missing three or more of the following: an introduction, rising action, problem, solution, and conclusion.</p> <p>The events of my narrative are not in a logical order and do not make sense to the reader.</p>
I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.	My introduction establishes a situation by introducing the characters, setting, and plot of my narrative.	My introduction somewhat establishes a situation by introducing one or two of the following: characters, setting, or plot of my narrative.	My introduction does not establish a situation or introduce the characters, setting, or plot of my narrative.
I can write a conclusion that resolves the problem and brings the story to a close.	My conclusion resolves the problem and brings the story to a close.	My conclusion somewhat resolves the problem and brings the story to a close.	My conclusion does not resolve the problem or bring the story to a close.



Choose-Your-Own-Adventure Narrative Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Conventions</b>			
I can use correct spelling in my writing.	I have no misspelled words in my writing. This includes homophones and common affixes.	I have misspelled some words.	I have many misspelled words.
I can use correct conventions in my writing.	I correctly use capitalization in my writing.  I correctly use commas and quotation marks to identify speech and quotations from a text.  I can choose correct punctuation for ending my sentences.	I have some mistakes with my capitalization and punctuation.	I have many mistakes in capitalization and punctuation.



Character Profile Graphic Organizer

Name:

Date:

Physical Description

(Basic features—ex., size, color, number of legs, tail, etc. and special features—ex., sticky tongue, double-jointed legs, etc.)

Personality Traits

(Character traits—ex., serious, humorous, rebellious, follower, leader, etc. How does your animal deal with problems?)

Daily Life / Behaviors

(What does your animal do every day? What is its “role” in its group? Ex., gathers food, builds shelter, cares for young, protects others, etc.)

Family / Habitat Description

(Who does your animal live with? Where does it live?)

Fun Facts

(Favorites, etc.)

Other



Millipede Character Profile Graphic Organizer  
(Completed, for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p style="text-align: center;"><u>Physical Description</u></p> <p>(Basic features—ex., size, color, number of legs, tail, etc. and special features—ex., sticky tongue, double-jointed legs, etc.)</p> <ul style="list-style-type: none"> <li>– 60 body segments</li> <li>– 120 legs</li> <li>– hard exoskeleton</li> <li>– long and skinny</li> </ul>	<p style="text-align: center;"><u>Personality Traits</u></p> <p>(Character traits—ex., serious, humorous, rebellious, follower, leader, etc. How does your animal deal with problems?)</p> <ul style="list-style-type: none"> <li>– curious</li> <li>– hard-working</li> <li>– cautious</li> </ul>
<p style="text-align: center;"><u>Daily Life/Behaviors</u></p> <p>(What does your animal do every day? What is its “role” in its group? Ex., gathers food, builds shelter, cares for young, protects others, etc.)</p> <ul style="list-style-type: none"> <li>– looks for food—leaves</li> <li>– walks around</li> </ul>	<p style="text-align: center;"><u>Family/Habitat Description</u></p> <p>(Who does your animal live with? Where does it live?)</p> <ul style="list-style-type: none"> <li>– lives outdoors on the damp forest floor</li> <li>– lives by a stream</li> </ul>
<p style="text-align: center;"><u>Fun Facts</u></p> <p>(Favorites, etc.)</p> <ul style="list-style-type: none"> <li>– favorite sound is birds chirping</li> <li>– favorite color is brown</li> </ul>	<p style="text-align: center;"><u>Other</u></p> <ul style="list-style-type: none"> <li>– scared of ants and toads</li> <li>– often mistaken for a centipede</li> </ul>
<p style="text-align: center;"><u>Sources</u></p> <p><i>Venom</i> <i>Animal Behavior: Animal Defenses</i></p>	



## Powerful Polly

It was a warm tropical morning. Polly the pufferfish swam slowly along in her underwater home near a colorful coral reef. She watched as a sea anemone gently waved in the current, then glanced around looking for a spot to rest. The salty ocean water warmed her round body and small fins. She began to relax.

On the other side of the reef, a tiger shark also watched the sea anemone and the floating pufferfish. “That fish looks like tasty prey,” the predator thought to himself. “It’s just floating along, and I don’t think it even notices I’m here. I’m going to sneak up and eat it.” The shark swam a little closer.

A moment later, Polly floated by the waving sea anemone. Suddenly, she noticed something striped on the other side, moving her way. “A tiger shark!” she thought. Her spines trembled with fear. That was her worst enemy! She had to do something to protect herself from being eaten, and fast!

At first, she considered trying to swim away, but she knew the shark was much too fast. In a panic she thought, “What should I do? How can I defend myself?”

What should Polly do?

Choice #1

If Polly inflates her body,  
turn to page 4

Choice #2

If Polly uses her spines,  
turn to page 5

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This text was written for instructional purpose by Expeditionary Learning using the following sources:

*Animal Behavior: Animal Defenses* by Christina Wilsdon. 2009. Chelsea House. New York, NY.

“Award-Winning Survival Skills: How Animals Elude Predators” by Lea Winerman. Science World. November 8, 2002. Scholastic, Inc.

*Venom* by Marilyn Singer. 2007. Darby Creek Publishing. Plain City, OH.



Powerful Polly

Choice #1

Then the tiger shark swam closer. Thinking quickly, Polly swallowed the ocean water into her stomach until it was completely full. Her stretchy skin and stomach inflated until she was huge—three times her normal size!

“What IS that?” the tiger shark thought. “What happened to that fish? How did it get so big?”

Polly knew she looked frightening to the tiger shark now that she was so much bigger. She also knew she was way too big for the shark to swallow her, and the shark knew it too.

“There’s no way I can eat a fish that big. It won’t fit down my throat!” the shark thought. He turned back around, swimming away from Polly and looking for something else to eat.

Polly was safe!

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Powerful Polly  
Choice #2

The tiger shark swam closer. Polly inflated her body quickly, and her prickly spines shined in the water.

“What IS that?” the tiger shark thought. “What is all over its body?”

Polly knew she looked intimidating to the tiger shark with her prickly spines.

Still the shark came closer. One of Polly’s spines pricked the shark’s nose.

“Ouch! That hurt! I don’t want to eat that thing,” the shark thought to himself. The shark turned around, looking back at the coral reef for something else to eat.

Polly was safe!

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