

A Model Character Education Program:
A Month of Hidden Curriculum

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The idea for my senior thesis project came to me while completing many practicums and an internship, which involved observing and teaching at an elementary school in Neosho, Missouri. At this point, I was spending more time in a classroom as a teacher than a student. That included looking specifically at what the students needed to learn and how I was going to make that happen, especially with all the disruptions a classroom has in a typical week. Over the course of just two months I went to four assemblies at one school and was unable to teach several lessons because my class was at an assembly. The four assemblies I attended were all about character education. Students were being introduced to a new character word for the month and reviewing last month's character word: respect, honesty, patriotism, citizenship, responsibility, courage, integrity, perseverance, and commitment etc. The assemblies lasted over an hour, an hour that could have been spent in the classroom where students would be learning. When the assemblies were over, the students went back to their classroom where the teacher spent approximately an extra ten to twenty minutes calming them down and trying to get them back on task for what they were supposed to be doing that morning. One thing I noticed was that after the assembly, nothing was mentioned again about the character word of the month until the next month's assembly.

I realized that character education should be taught in the classroom, not just in an assembly, because character education is a very important aspect of a child's growth socially, emotionally, and cognitively. I began conferencing with elementary teachers and education professors at Missouri Southern, trying to get a grasp on the importance of character education. Every conversation I had pointed to the same conclusion: character

education is something that should be modeled and taught to all students. With that conclusion in mind I was able to begin research on what the professional opinion was about character education. My research brought me to that same conclusion and questions surfaced that I felt needed to be addressed: Why isn't character education being taught as vigorously as everyone thinks it should? How can I make character education more efficient? By teaching character in a classroom, students not only continually embrace the traits, they also internalize courageousness, persistence, resilience, cooperation, and many other character traits that can be introduced.

Character is something that has been around since the time of the Greeks. The word "character" itself is actually derived from the Greek word meaning "to mark" as in making a mark onto something else (Sojourner 2012). While the word character itself can have many different meanings, the phrase "good character" brings about a whole new attitude of thoughts. Good character is generally associated with positive habits, or qualities, which is exactly how it is being applied to education. Thus the definition of character education would be the teaching of positive habits and virtues. The Character Education Partnership (CEP) says that character education recognizes core ethical values that "enable us to treat each other with fairness, respect, and care, and ensure that we pursue our performance goals in ethical rather than unethical ways" (2014). Another character education program called WiseSkills defines its character education program as guiding "children and youth in the development of good character, ethical decision-making, strong social emotional learning skills, resilience, and grit" (Cunningham 2014). Though these are just two examples of how nationally recognized character programs are defining character

education, almost every other character education program has a similar definition.

Though the definitions are similar, each definition is also very broad, which leads to the construction of hundreds of character education programs in the United States and other countries.

Character education has an intricate history in the United States. According to the McGraw-Hill Research Foundation's *The Rebirth and Retooling of Character Education in America*, character education has a distinguished but also problematic history. Character education has been around since the 1800s when the founding fathers of America built the education system, recognizing that "educating for character" would be critical to the success of the beginning nation. The American educational system was in fact founded just as much upon the "development of student morality, virtue and citizenship" as it was on improving student's knowledge on the traditional subjects such as reading, math, and science (Sojourner 2012). However, since the mid twentieth century schools have chosen to back away from the role of character educators to focus more on the traditional academic studies. Dating back to the 1800s schools were teaching students the elements of good character ("patriotism, hard work, honesty, thriftiness, altruism, and courage") and citizenship by relying on teacher's discipline and personal good example. The evolution of character education in America can be correlated to the actual history of the United States. In the 1960s and 70s there was a push for social change due to the Vietnam War. This social change brought elements of civil rights and the feminist movement into schools' character programs. It was not until the late 1980s that character education took the modern turn of a comprehensive approach, realizing that schools "always did and always

will affect student character.” By the 1990s several advocates pushed for the nation’s consciousness in the value of comprehensive, proactive and pervasive character education in the schools (Sojourner 2012).

In this time period, 1960s and 1970s, America was going through a time of social unrest and “character crisis” with the community focus shifting to a focus on individual wants and needs and personal fulfillment. Because of this social shift in America, schools were also seeing a change in moral values. Drug use, cheating, school vandalism, theft, and violence skyrocketed, bringing the need for character education in schools to an all-time high. Having stated that there are many different reasons that character education should be woven into school curricula, one of the greatest reasons to push character education is the fact that there have been many acts of terrorism within school walls. A 2011 article, in the respected educational journal, *Childhood Education* states the reason for having a character education program in place is that, “A growing body of research points to the need for character education in schools, as evidenced by rising rates of juvenile crime and increased reports of bullying in schools” (Lewis, 2011). Bullying and violence have been increasing in schools; however, by implementing a character education program a great change can be applied to these problems.

This paper suggests that character education is something that can be helped with simple implementation of a character education program. Building character education into the curriculum will help students to grasp the concepts of cooperation, respect, patriotism, tenacity, etc. Since children are at school, rather than with their parents, for a significant amount of time throughout their lives, it is important that character be taught in

the classroom. Teaching character to students will show them that bullying and violence are not the best ways to handle a situation. This virtuous character concept is something that will stay with the child for the remainder of his life.

A change can be seen since the 1800s in that more emphasis has been put on straight academics rather than teaching while also building a student emotionally. The reason for this academic push comes from comparing the test scores of the United States to those of other countries around the world. While America is said to be one of the most influential and powerful countries, that is not reflected in the intellectual scores of the students. Scores of American students on international academic tests have been described as “lackluster” (Zinshteyn 2014). America is continuing to fall behind in academic testing. While character education was essentially the beginning of the education system in the United States it is not mandated by law to be taught in every school, and funding can rarely be found to support such programs. Character education is becoming a popular item in schools around the country. Currently in the United States, “According to the Character Education Partnership [in] 2009, eighteen states currently mandate character education, an additional 18 states encourage character education, and seven states support character education without formal legislation” (Lewis, 2011).

Character education programs are becoming more and more popular in schools all over the United States. Most of the schools in the southwestern Missouri area utilize a version of a character education program. For example, Joplin, Missouri and Neosho, Missouri both have a character education program. However, these two programs are completely different in that the Neosho program includes monthly character assemblies

that introduce the new character word, while the Joplin program has a character motto but the character education is not emphasized until the middle school level.

The Neosho character education program is what I assume is the most common practice of character education. I assume this because an assembly is a quick way to meet with all of the students at once and also to get other information to all students while they are gathered together. This type of character education is what I have observed in schools in the southwestern Missouri area. In this program, there is a different character education term that is introduced to the students every month. To introduce the term to the students, the elementary schools hold an assembly at the beginning of every month. The assembly starts with the definition of the previous month's word being read aloud. During the rest of the assembly one student from each class is called up to the front of the gym to be awarded the "character kid" award of the month. Toward the end of the assembly, the definition of the new character word is read to the students. After that, the students are encouraged to practice this character word in order to be named the "character kid" of the month at the next assembly. After this assembly, the character word is not mentioned again, except in a casual reminder when a student is not acting with the character word of the month in mind (Neosho, 2014). This character word of the month is repeated and defined for the students during the assembly; however, other than being told to keep the trait in the back of their minds when making choices, the trait is never mentioned again and thus not internalized by the students.

After being told that the Joplin school district does have a particular character education program, I searched their website to find more information about what the

district does for character education. The character education link took me to a page created by and for Cecil Floyd Elementary School. There I was able to find a character education program; however, what I found was more of a discipline program that the school follows rather than an actual character education program. On the site there was a brief description of what Joplin schools do for character education: “each morning at 7:45 AM, several 5th grade students lead our whole school in saying the word and quote of the month, The Pledge of Allegiance, and our SOAR Motto” (Cecil, 2014). The words of the month could not be found, but the SOAR motto is as follows, “Show respect, Observe safety, Accept responsibility, and Resolve conflict” (Cecil, 2014). Though this is a form of character education, it is even less than what is found in the Neosho school district. However, exposing students to it everyday versus once a month could be seen as more beneficial. On the other hand, if that is the only time a student is exposed to the so-called character education, then what is actually being taught and retained?

One area that these schools have in common in regards to the Common Core State Standards is the fact that character education is being pushed aside because of the lack of time available to teach it; because of this push for enhanced standards there is less time in the classroom for teachers to teach their students how to have good character. The common core standards are a national set of educational standards that are being implemented in all states so each school is teaching the same things at the same time across the country. A definition of having good character would be for the students to understand, apply, and practice the concepts of various character words. By helping a student to develop morals and character, a better future citizen can be molded as well. So, rather than

focusing on character education, schools like Neosho are instead introducing a character word at an assembly once a month and that is the last time the students are exposed to the character words.

After conducting my research, it became clearer to me that there is room for improvement in the way character education is taught in the United States. This concept has come into better focus for me because of how many education programs there are, but schools, specifically in the southwestern Missouri area, have a hard time finding a program that fits best with the school's schedule and budget. An ASCD Infobrief article has found which states are mandated by statute to provide character education and which states actually receive funding to provide that education. According to that article only twenty-two states must provide character education and of those twenty-two only fifteen receive federal funding to provide it (Berreth & Ernst 2001). The only funding information I was able to find is dated from 2001, but what I did find during my research was that all federal funding for character education came in the form of grants. Each grant must be applied for and each has a strict and tedious way the application must be created. The application process for grants is strenuous as most school districts have a specific person hired just to write and apply for the grants.

An article from *Childhood Education* discusses several different problems with the current standard that character education is being held to. Lewis states that the standards for character education are too vague and not tailored to the particular school or region into which the program may be inserted. Since this is a problem with many of the

character education programs that have been created, I plan to solve the problem by creating a program that will be tailored to the specific school and class I will be working in.

Having studied the use of character education in the classroom, and current character education programs, I have decided to develop my own way of teaching character education in the classroom. This project will put character education in the classroom in conjunction with a month-long language arts and literature unit. The lesson plan will serve as a model for many different lesson plans that can be made to fit the entire school year and include character education. I will be referring to my unit plan throughout this paper and it can be found in the appendix. The lesson plan includes activity sheets I will be using and other examples, which also appear in the appendix. The unit plan will serve as a model because it can easily be modified to fit a number of character traits. The character trait I focus on in this unit is teamwork and cooperation. I have chosen this trait because being able to cooperate with the people close by is a big part of the “real world”. Even in education, there is a shift toward a co-teaching model. In this co-teaching model two or more teachers will be working together to run the class and to teach the students.

My unit will address five common core standards being used in classrooms now:

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.4.2 “Determine a theme of story, drama, or poem from details in the text; summarize the text”

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

W.4.1 “Write opinion pieces on topics or texts, supporting a point of view with reasons and information”

L.4.5 “Demonstrate understanding of figurative language, word relationships, and nuances in word meanings” (Common Core 2014)

My lesson plan will include a variety of literature such as novels, fairy tales, picture books, fables, and poems. The works of literature I have chosen to use are: Novel: Charlotte’s Web by E.B. White; Fables: “The Lion and the Mouse” and “The Bundle of Sticks” both by Aesop’s Fables; Fairy Tales: “Hansel and Gretel” by the Grimm Brothers and “The Fountain of Fair Fortune” by J.K. Rowling; Picture Books: Pumpkin Soup by Helen Cooper and The Sneetches by Dr. Seuss; and Poems: “Teamwork Is...” by Meiji Stewart and “Introduction to Poetry” by Billy Collins.

In regard to choosing a word for each month of my character education program, I have looked toward many different schools’ programs for help. During my last semester in the Education Department’s language arts class, I was given a source that includes a character word for every week of the school year (Lawton, 2011). I have reviewed this list in accordance with Neosho’s character education program and many others to come up with a significant list of words that will serve in my character education program. After reviewing such resources the words I have chosen are teamwork and cooperation, honesty, patriotism, citizenship, respect, responsibility, courage, integrity, perseverance, and commitment. Though time will only permit me to set up a unit plan for one month out of the school year, having each month’s word ready will be important in my future classroom.

Since I only have time to create a unit for one character education trait, I have chosen teamwork and cooperation.

My point is to stretch the teaching of character education throughout the entire month rather than just a few days or a week like other character education programs. Students will be exposed to character education during the entire unit while also being taught and mastering the standards mandated by the curriculum. While stretching the unit over an entire month, the unit plan will be addressing the common core standards and also teaching character education. This is known as hidden curriculum. The point of this method is to focus the lesson on specific standards that must be met in order to satisfy the school's curriculum, while also teaching the students something that is applicable at every age and aspect of life, like character education.

I have been looking at many existing programs to help add elements to my unit plan. Most of the plans I have found require numerous teacher workshops, experts on site, and/or funds to add a program to a school that already has so many demands. A few that I have looked at include, I CAN, Values in Action, WiseSkills, Lessons in Character, and Character First! Education. Looking through each of these programs has and will continue to give me better ideas on the best way to add to my unit plan. Though many of these programs exist, none of them have incorporated character education in the way that my senior thesis project will. Most of these programs require extra time and money on the school district's behalf. Many of the character education programs include games and activities to convey the subject to the students; however, none of these programs mesh character education, literature, and common core standards together in one unit plan.

With my program, no time is being taken away from the content learning that needs to be addressed in the short school day. Instead, it is being taught right along side the important standards that teachers are required to teach.

The importance and need of character education programs are clear. With the responsibility of finding or building a character education program resting with the school, this senior thesis project will greatly benefit the field of character education. The significance and importance my thesis will bring to the educational community is built within the unit plan itself. My unit plan will bring a different view on how character education can be taught within a classroom, and will serve as a model plan for each of the character education traits. Rather than just teaching character education through a definition of one word, my unit plan will present a new way of introducing it to the students. This way I will ensure that my students are getting the education that is required, but by including the character education traits in the lesson the students will also become well-rounded citizens that will contribute to society by internalizing the trait. These character education programs also cost schools a substantial sum that could be better spent elsewhere. With my unit plan, the educational community will gain another way of teaching the traits while also teaching the regular lessons and the common core standards required by that state without spending any money.

This project is of important significance to me as well. Having developed this unit plan, I will be able to modify it and use it in my future classroom. By having already created a unit plan, I will also be saving time as a first year teacher. Because this plan is a model, it can easily be adapted and modified to take on different grade levels and character traits.

Another perk of having this project will be to show prospective employers that I have valuable skills as a teacher such as teaching the Common Core State Standards, while also presenting a hidden lesson. Since character education is becoming more and more popular with school districts around the Joplin and surrounding area, this senior thesis project will show employers that I have the knowledge and ability to create a research-based lesson plan that also includes hidden curriculum for the students by teaching them character alongside the standards that must be met.

The lesson plan I will teach spans across a four week time period. The unit plan utilizes many different cooperative assignments, activities, and texts that teach both the standards and the character trait of teamwork and cooperation. Throughout the entire four weeks of the unit, the class will be reading Charlotte's Web by E.B. White. While also reading this book I will teach and bring focus to a new type of literature each week. Each text, poem, fairy tale, and fable will require the students to do different activities and assignments while also reading and completing assignments for Charlotte's Web. The unit includes several assessments as well, both formative and summative.

As an introduction to the new literature unit, the students and I will be participating in a human knot activity. The human knot will introduce the new character trait to the students by allowing the students to practice being cooperative and working as a team. I will have the instructions for the activity written out and placed on a poster board, which I will cut up into puzzle pieces and hide around the room. The students are to work together to find the pieces and to put the puzzle together. Once the puzzle has been completed, the students will read the instructions in order to begin the activity, which will require the

students to join hands with someone they are not standing next to. The goal of the activity is to untangle the knot so the students end up standing next to the person they have joined hands with. By putting the puzzle together, reading the instructions, and completing the activity successfully the students will have experienced teamwork and cooperation, and the students will have been introduced to the standard RF.4.4: “Read with sufficient accuracy and fluency to support comprehension” (Common Core 2014). This activity requires the students to read the instructions accurately in order to perform the human knot activity correctly. Following the completion of this activity I will open a class discussion so that the students can reflect on the activity. Asking the students what they learned from the activity will spark the discussion. I will ask the students if they found the activity simple or difficult and I will also ask them what would have made the activity more doable. This discussion will lead directly into the introduction of the new character trait for the month, which is teamwork and cooperation.

After the human knot activity, the students will continue to utilize the character trait of teamwork and cooperation. I will ask the students to stand if they know what teamwork is and to call on someone to give me a definition. I will then write the definition on the board, tweaking it if necessary. The students will copy these as examples in their vocabulary journal. I will repeat these steps for the word “cooperation.” Next, I will ask the students to think of a time when they used teamwork or cooperation to achieve a goal and the students will discuss this with their table partner. After about a minute, I will ask the students to brainstorm why we did the human knot activity. While discussing with their peers, the students will come up with one common goal from the human knot activity. By

introducing the new character trait, having students discuss with their peers, and having them write about their thoughts, the students will have experienced teamwork again. The students will write about this in their character journals. The students will also have practiced the standard W.4.1 “Write opinion pieces on topics or texts, supporting a point of view with reasons and information” (Common Core 2014). These brief activities will get the students familiarized with the new character trait as well as get them energized to begin the literature unit featuring E.B. White’s novel Charlotte’s Web.

The character journal is a learning tool I will use in my classroom to keep character education alive. The journal will be used throughout the year by the students to write about the trait of the month. The journal will include narratives by the students about how they perceive the character trait. The character journal is also used as an assessment. As the month and unit progresses, the student’s understanding of the character word will change. I will be able to see how each student is understanding and applying the trait. The journal will also serve as a writing portfolio. Since it will be used year-round, the progress the student makes on his writing will be documented in one place. Each of the five standards I am focusing on will also be met by this journal. Depending on the prompt they are writing to, the students will show mastery in each of the five standards.

Throughout the unit the students will be creating a personal vocabulary journal. The vocabulary journal will be a personal ongoing assessment that the students will complete themselves. The students will continue working on this journal throughout the entire unit, adding words, definitions, examples, and their understanding level. The understanding level will be indicated by a stoplight. There will be a picture of a stoplight

on each vocabulary word page that the students will color in to indicate how well they understand the term being presented. The students will color in the green light, indicating they have full understanding of the term and can provide both the correct definition and example for the term. The red light will indicate that the student does not understand the word at all, being unable to provide neither the correct definition or example of the word. The yellow light will indicate that the students somewhat understands the term being able to provide either the correct definition or correct example of the word. The vocabulary journal will be turned in weekly so I can see the progress every student is making. The end goal of this activity is that every vocabulary word will have a green light colored in, the correct definition, and a correct example. To model this activity I will pull up an example vocabulary journal on the board and complete a page using the term teamwork. I will write in the word, then the definition, and finally an example. By being able to fill in every category on the journal, I can color in the green light.

White's Charlotte's Web will be the main focus of this unit plan. The students will be using this book for many activities every week during the entire four-week unit. At first glance, the book is just about a pig on a farm that is trying to be saved from his inevitable death. But, upon deeper analysis, the book can be seen as the perfect story to teach teamwork and cooperation to fourth grade students. The pig, Wilbur, has only one friend on the farm that is trying to save him, Fern. While fighting to save himself, Wilbur finds an unlikely savior in a spider named Charlotte. Throughout the novel, Wilbur, Charlotte, and many other animals on the farm work to make Wilbur a pig worth keeping alive. There are

several themes in this novel that can be dissected and backed up with numerous details.

The theme I am choosing to focus on for this unit plan is that of teamwork and cooperation.

Since the band of animals that work together are typical farm animals like pigs, cows, ducks, mice, and horses, people in this rural area would be familiar with them. The animals in the story can easily be seen as being unfriendly to one another. Because each animal is different and generally stays within its own kind, the animals can be compared to the dynamics of a classroom full of students coming from different backgrounds and ethnicities. People generally stay close to the people that are most like them, which is exactly what is happening at the beginning of Charlotte's Web. However, as the book goes on the animals are working together to save the life of one pig. Geese start working with cows, and a rat starts working with a spider. These different breeds of animals can quickly be compared to different types of people; girls working with boys, and English language learning students working with fluent English speakers. There are several examples in the book that can be tied to teamwork. One of the most obvious is when Charlotte is fighting to keep Wilbur alive. In this example, a conversation goes on between Mr. and Mrs. Zuckerman when they first notice that Charlotte's web has been spun with a message.

“‘Well,’ said Mrs. Zuckerman, ‘it seems to me you're a little off. It seems to me we have no ordinary *spider*.’

‘Oh, no,’ said Zuckerman. ‘It's the pig that's unusual. It says so, right there in the middle of the web’” (White 1952).

This is a prime example of how the unlikely duo worked together toward one common goal. The students will be able to pull out other examples, like when Templeton

the rat has to run off and find words for Charlotte to spin into her web. Wilbur then has to learn tricks to prove that he is in fact as “magnificent” as his friends are describing him. Without the cooperation of the different animals, Wilbur would not have been saved(White 1952). With some prompting, the students will be able to see these kinds of examples as they are reading on their own. Throughout the unit I will be presenting lessons on what the students will need to look for while reading.

The students will be reading this book themselves over the four-week period. Students will be responsible for staying on pace during the reading of the book. The reading assignments will be due each Friday. At the end of each reading assignment, students will have completed a literature role sheet and participated in a literature circle. The literature circle will act as a book club that the students will form with their group of four. Each week the students will discuss themes they are seeing, opinions they have, vocabulary they find, and predictions they are making. In addition, the students will meet with their group for the literature circle where they will go over the role sheet they have completed. There are four different role sheets the students will complete each week. The students will each complete one role sheet per week, with the roles rotating every time. While each role sheet entails a different job, each will also require one prediction and one example of teamwork based on details and examples from the text. An example prediction that the students might make would be when Fern finds out there is a runt in the litter of pigs that is about to be slaughtered. The students might make the prediction that Fern is going to save the runty piglet. The role sheets will address each of the five standards: RL.4.1, RL.4.2, RF.4.4, W.4.1, and L.4.5. Since each member of the group has a different job,

the group must work together to communicate and discuss the book. At the end of each literature circle meeting the group will turn in a one-paragraph summary of the chapters they have read that week. The group must work together to create the summary. At the end of the novel, students will write in their character journal arguing where teamwork and cooperation can best be found in the book.

Each week, I will be introducing a different kind of literature to the students that we will study during the unit. The first week I will introduce poetry. The poems I will introduce are "Teamwork Is..." by Meiji Stewart and "Introduction to Poetry" by Billy Collins. "Teamwork Is..." is an acrostic poem that utilizes the alphabet. I have chosen this poem because it is a type of poetry that the students will be able to write themselves. I will read the poem aloud to the students as well as project it on the board. After I read it once to the students, they will participate in a choral read. In this activity the students will be divided into two groups. Group one will read the first line of the poem, "Acting as one" then the second group will echo with the next line, "Believing in each other." The groups will face each other while reading one line at a time a loud to the other group. Since the students will be reading the poem together, they will be hearing the poem in a different tone than when I read it a loud. This activity will promote classroom cohesion as the students hear their voices joining together.

After we have read "Teamwork Is..." aloud, the students will be asked to write in their character journals about how the poem made them feel and how it related to teamwork. After writing in their journals, the students will write an acrostic poem of their own. Each person will start with a piece of paper and write a word down the side of the

paper. The word can be “teamwork” or “cooperation,” but it can also be something else relating to teamwork. After about one minute the students will pass their papers to the left. The next student will then write something on the line next to the first letter while also putting his initials next to his line. After another minute the students will pass the paper to their left again with that student writing something next to the new letter. The papers will continue to be passed around the room until the poems have been completed and then they will be returned to their original owner. The students will then get in their learning groups and share their poems. The students will come up with the best poem in their group and share it with the class. After this activity I will collect the poems and hang them in the classroom. This particular activity not only addresses the standards, but shows the students how they can work together and cooperate in many ways to create something great. The standards that are met with this activity are L.4.5, RL.4.1, RL.4.2, and RF.4.4.

The second poem I will introduce is “Introduction to Poetry” by Billy Collins. I have chosen to use this poem to introduce and to help teach figurative language to the class. The poem includes several different types of figurative language used to complete the poem. One example of a simile occurs just within the first stanza, “...and hold it up to the light/like a color slide...” The students will be able to identify several different types of figurative language. I have chosen this poem to directly meet the standard of L.4.5, “Demonstrate understanding of figurative language, word relationships, and nuances in word meanings” (Common Core 2014). However, I am still using the poem to meet my element of hidden curriculum. The students will be doing a teamwork and cooperation based activity that builds their knowledge of figurative language while also internalizing the character trait.

I will read "Introduction to Poetry" out loud to the class as well as give every student a copy of the poem to reference throughout the lesson. After reading it aloud the students will read the poem together with a partner. The students will then identify each type of figurative language that the poem uses. When the partners have completed the identification exercise, they will then create a poster about the type of figurative language found in a stanza that they will be assigned from the "Introduction to Poetry" poem. To assign stanzas to the groups, I will cut the poem up and place the pieces in a box. Each group will come to the box and draw which stanza it will be using. On the poster, the students must include the type of figurative language they have, the example the poem gives, their own examples, a drawing of either their examples or the one from the poem, and the literal meaning of each example. With this cooperative activity several of the standards have been met: L.4.5, RL.4.1, and RF.4.4, as well as hidden curriculum of teamwork.

The second week of the unit I will introduce fables. I have chosen two fables to share with the class; each fable has a teamwork and cooperation theme. The fables are "The Lion and the Mouse" and "The Bundle of Sticks." Both of these fables have similar messages and themes that relate to teamwork or cooperation. "The Lion and the Mouse" tells the tale of a victim and a predator who end up cooperating with each other to save their own lives. The lion catches the mouse and plans to kill him, but the mouse convinces the lion to let him go saying he will be repaid in the near future for his cooperation. Not long after, the lion gets stuck in a hunter's ropes and needs the mouse to cut him loose. If the two had not cooperated together, they both would have ended up dead.

The second fable I am using shows a different example of teamwork. In “The Bundle of Sticks” a father is trying to teach his sons a valuable lesson in alliance. His sons are independent and always competing with each other. The father brings a bundle of sticks and asks them to break the sticks. None of the sons can break the sticks while they are bound together, but the father takes the bundle apart and gives each boy a stick, which he easily breaks. The moral of the story is that if the sons stay and work together as a team, they will be hard to break, just like the sticks. Each fable sheds a different kind of light on the topic of teamwork and cooperation that will help the students to better understand and apply teamwork and cooperation to their daily lives. By reading the fables and doing various activities, it will help the students to master the objectives listed in the lesson plan.

All of the students will be given a copy of each fable to work with during this time. I will be reading the fables aloud to the students to demonstrate reading fluency. After reading the fables aloud, the class will engage in a group discussion about the text. During the discussion I will ask probing questions about the figurative language, vocabulary, and themes of each fable. Some example questions I might use would be: “Are there any figurative language examples in this fable? What is one example of figurative language in the story? What type of figurative language is that? What is the literal meaning?” To end the discussion I will ask the students to write in their character journal about how the fable speaks to teamwork and cooperation. The students must pull details from the fables in order to write to the prompt. The students may pull the example of when the father is explaining to his sons how working together will save their lives. Another example the students may choose to use would be when the sticks are all bundled together so that the

sons cannot break them. While the students are answering the question I am giving, such as “What is the theme of this fable?” they will be addressing the standard RL.4.2 “Determine a theme of story, drama, or poem from details in the text; summarize the text” (Common Core 2014). Not only will they be addressing the standard, but they will also be thinking about the character trait, teamwork and cooperation, to answer the question. After whole class discussion, the students will break into their reading groups and further discuss the trait of teamwork within each fable. There will be four groups and two groups will focus on “The Lion and the Mouse” while the other two will focus on “The Bundle of Sticks.” The students will be responsible for adding something to the small group from their character journals. Each group will be responsible for creating a poster about how the fable uses teamwork and cooperation. When the poster is complete, each group will share their poster with the class. By focusing on both objectives with one assignment, I will be implementing my goal of teaching a lesson plan with a hidden curriculum.

During the third week of the unit, I will introduce the picture books I have chosen to include. The students will be doing many activities and assignments to help meet the standards and the element of hidden curriculum. The picture books are Helen Cooper’s Pumpkin Soup and Dr. Seuss’s The Sneetches. The first book I will read is Pumpkin Soup. I have decided to use Pumpkin Soup during this lesson because it tells yet a different tale of teamwork. In this story a duck, a squirrel, and a cat live together and each has a specific job he is responsible for doing each day. One day, the duck decides he wants to do a different job and the dynamics of their world fall apart. The duck ends up leaving the house because he is tired of doing his normal job of putting salt into the soup. When the duck leaves, the

cat and squirrel begin to fight about how much salt they should put into the soup, and both end up failing. After searching the area nearby, the duck is found right at home where he decides to stay because he could not live without the cat and squirrel doing their jobs either. In the end of the story, each character lets the other do a different job, but they work together to make sure it gets done right. This is a great story to present to the students because each student has a job to do during class time and this story shows what happens if someone doesn't do his job correctly or on time. Students will be able to pull the lesson of teamwork from this book as well as to find figurative language, add vocabulary to their journal, make an entry into their character journal, and pull out details to find the theme. For example, the students may choose to include the word "muttered" in their vocabulary journal. As an entry to their character journal, the students could use the part of the story when everything works perfectly while the animals make the soup. The students could also indicate how the cooperation was disrupted when the duck decided to do a different job. This story will help the students to master the standards of L.4.5, RF.4.4, RL.4.2, and RF.4.1.

After reading the book Pumpkin Soup, the students will break into their small groups to create a recipe of their own. The story tells exactly how the three animals make their pumpkin soup, so I will ask the students to use the details from the story to create their own recipe for something unique. The students must get creative as they may not use something simple like a Peanut Butter and Jelly Sandwich. When the students write their recipe, they must include a job for each person in their group in the recipe, just as each animal from the story had its own job. Each group will share their recipe with the class

after they have created a visual representation of that recipe. The visual representation can be a final product of the recipe, a “sample” of the recipe, a video demonstration of the recipe, or a representation of the students’ choice. Though this activity is creative, it is still meeting several of the standards. The students will be referring to details in the story to create their own recipe to meet RL.4.1. To meet RL.4.2, the students will be determining the theme of teamwork from the story to create the visual representation. When the students must read accurately and fluently to understand what to do in the activity they will be meeting standard RF.4.4. The students will also meet standard L.4.5 by understanding the figurative language in order to include an example in their recipe.

The Sneetches by Dr. Seuss is the second picture book I will present to my students. This story is about teaching children to accept everyone, even if they are different. The story is about a group of creatures called Sneetches who live together, but are divided into two groups: the Star-Belly Sneetches and the Plain-Belly Sneetches. The groups do not get along and the Plain-Belly Sneetches always want to be like the Star-Belly Sneetches. During an argument between the groups, a man pulls up with two machines and tells the Plain-Belly Sneetches that he can put stars on their bellies so they will fit in. The other machine will take the stars off of the Star-Belly Sneetches. The groups continue going through the machines until finally neither group can distinguish one from the other. The groups end up realizing that they are all the same and they begin to get along (Seuss 1961). Though this book is not directly about teamwork and cooperation, the story teaches students that each person is equal and each can bring something valuable to the group. The book uses rhyming and figurative language to tell the story of the Sneetches. An example of the

figurative and rhyming that could be pointed out is that of made up words that Dr. Seuss uses in this story, "...children had none upon thars." Dr. Seuss uses "thars" instead of "theirs" to fulfill the element of rhyming with "stars" throughout the story (Seuss 1961).

Following the presentation of Dr. Seuss's The Sneetches, the students will engage in class discussion to examine the moral of the story. By probing the students with questions about the theme and details from the story they will be able to understand the meaning behind the text. The students will then make an entry in their character journals using the book to answer the question, "What makes The Sneetches a book of teamwork and cooperation?" Because the text is not directly about teamwork, the students will have to pull details and examples from the story in order to draw inferences from the text (RL.4.1).

The final week of the unit I will share two fairy tales with the class. The fairy tales I have chosen are "Hansel and Gretel" by the Grimm Brothers and "The Fountain of Fair Fortune" by J.K. Rowling. "Hansel and Gretel" is a common story that most of the students will have heard of; however, I am choosing to use the original tale published by the Grimm Brothers in 1812. The reason I am using this version is to broaden the world the students are living in. This tale will bring the students a different perspective to a familiar story. The students will see just how Hansel and Gretel work together to stay alive. The original tale of Hansel and Gretel is more gruesome than the tale that most children's books tell. The tale begins with Hansel and Gretel's parents deciding to abandon them in the woods to fend for themselves. Hansel and Gretel then find themselves in the woods where they search for their parents to no avail, but find a house made of candy. The candy house belongs to a witch who the children then escape by working together and eventually find

their way home. The children in the story had to work together and cooperate in order to survive. After discussion, students will be able to pull out details and examples in the text where Hansel and Gretel act as a team. An example that the students may find is when the children finally kill the witch and must work together to find their way home. Gretel and Hansel use what they know about the forest in order to find their way back to their father's house. Reading the text and looking for examples will help to address the standards RL.4.1 (finding details), RL.4.2 (determining a theme), and RF.4.4 (reading with accuracy and fluency).

I will begin by reading James Marshall's version of Hansel and Gretel and then reading the Grimm's version of "Hansel and Gretel" aloud for the students. After reading both stories I will open discussion for the class. The class will compare and contrast the two versions I just read using a Venn diagram. I will ask probing questions about the theme of the story and how it relates to teamwork. I will also ask the students for words they think should belong in their vocabulary journal. There are key words, such as "cauldron," "procure," and "fatigue," from this story that the students will add to their journal. The students may also add words of their choice they do not understand. After we have discussed the tale, the students will cooperate with their table partner to conduct an Internet search on other original tales by the Grimm Brothers. The partners will each draw a fairy tale from a hat to research. As they are researching, the pair will have to find the original tale, read it together, find the theme, summarize the story, and create a PowerPoint presentation to teach the class about the story. For this assignment, the students must also include an example of teamwork or cooperation from their fairy tale; if there is not an

example of either, then the students must tell how the fairy tale could be changed to incorporate the character trait. The presentation must include details and examples from the text to explain what the texts says (RL.4.1), a summary (RL.4.2), the theme with details to back it up (RL.4.2), if the story includes any figurative language and examples (L.4.5), and an opinion piece about the text (W.4.1). The students will have a week to complete this assignment.

J.K. Rowling, an author most students will be familiar with because of the Harry Potter series, writes “The Fountain of Fair Fortune,” which is the second fairy tale that I will present. Though most students will not know this story, it shows them how different people can work together to achieve a similar goal (RL.4.1). This fairy tale is about three witches and a knight that have been brought together in search of a fountain that is rumored to make miracles happen. The four all have very different backgrounds and wishes that they want the fountain to grant. When they are all selected to go to the fountain, the four must work together to get past several different obstacles in order to get to the fountain. Because each person is diverse, they are able to get past the obstacles and eventually get to the fountain. “The Fountain of Fair Fortune” is a unique tale that the students will have to work closely with in order to find the elements of teamwork. However, there are several details that can be pulled to show that teamwork and cooperation do exist in the tale. One example of this comes from the beginning of the tale. The three witches meet each other as they are gathered around to see who will be selected to go to the fountain. While talking with each other, they all decide they will work together to bring each other through the wall to go to the fountain. When one of them gets selected,

she pulls the second one through and the second then pulls the third through. The three witches all work together in order to get each other through to make it to the fountain. After reading the story aloud, there will be classroom discussion about how teamwork is presented in this tale. I will ask the students to write in their character journals about how the characters in the story used teamwork. The students will have to find details and examples from the text while explaining how teamwork and cooperation are used, which will meet the standards of RL.4.1, RL.4.2, and RF.4.4.

The end goal of this unit is for the students to be able to understand and demonstrate the meaning of the character trait of teamwork and cooperation by applying the terms in a final creative writing project. The students will have completed several assignments and activities during the literature unit that have utilized cooperation and teamwork. The students will also have met each of the five standards by creating various projects to be assessed. The final project the students will have completed at the end of this unit will be to write and publish their own story based on Charlotte's Web, both addressing the hidden curriculum and meeting the standards. The students will work together in groups of four to create this project. In the group of four, the students will be asked to write a story based on the novel. The story that the group writes can either be a sequel to the book, a spin-off story based on another character, or a different version of the story through another character's perspective. The story must include teamwork and cooperation between the characters of the story, as well as define how the characters use the character trait as an addition at the end of their story. The group of students must also include figurative language in their story, while also including a definition and literal

explanation as an addition at the end of their story. The project must include a final illustrated word-processed story and a group presentation. For the group presentation the students may choose to act out a scene from their story or to read the story to the class. Either of the presentation methods must also include a summary of their story, how teamwork was used, the figurative language that was included, the central theme of the story, as well as details and examples that help present these elements. This final project will act as a summative assessment to the unit in order to gauge the level of understanding that the students have of both the standards and the character trait element.

Creating this unit plan was a great experience and I demonstrated in a variety of lessons how to incorporate the hidden curriculum of character education into daily literature lessons. I was able to take away that the time and effort put behind a unit plan, though long, yet significant, will pay off in a traditional classroom by teaching more than one concept at a time. I really enjoyed the process that I went through to construct the unit plan from scratch. I was able to conduct research that will eventually benefit me in my future teaching career and, most importantly, help my students internalize positive character traits. Because of my senior thesis, my own personal teaching philosophy has been honed and sharpened into something more beneficial in my future classroom. The unit plan itself was challenging and cognitively stimulating, while also fun to design. I was able to take what I have learned throughout my undergraduate career at Missouri Southern and apply it to something I will be able to use in my future job. Being able to think about what types of activities I could use and what strategies would best meet the standards and objectives was a confounding, yet rewarding experience.

After creating this unit plan, I have a better understanding of how to make a lesson plan fit my classroom. The unit plan is unique because it not only addresses several standards mandated by law, but it also meets my own objectives created for teaching character education within a classroom. My unit plan allows for repeated exposure to the character trait of teamwork and cooperation inside of the classroom, which embeds the character trait in the students' long-term memory. My unit plan not only teaches this character trait, but also serves as a model for how a character education program can be created and intertwined with the traditional curriculum. This plan can also be modified to fit a number of character traits. By using a character education program similar to this one, school districts can eliminate the need for purchasing an expensive program to put into their schools that will ultimately take time away from the busy curriculum that the school is already required to teach. Children must experience positive character traits and I have developed a unit plan that accomplished this goal. I can hardly wait to implement it in my first class!

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Appendix A

Literature Unit

Teamwork/Cooperation

Purpose: Students will learn the definition and application of the character trait “Teamwork/Cooperation” through an expansive Literature Unit.

Standards:

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.4.2 “Determine a theme of story, drama, or poem from details in the text; summarize the text.”

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

W.4.1 “Write opinion pieces on topics or texts, supporting a point of view with reasons and information”

L.4.5 “Demonstrate understanding of figurative language, word relationships, and nuances in word meanings”

Objectives:

1. Following class instruction and reading various pieces of literature students will be able to define and apply the character trait “teamwork/cooperation” by creating a story using the terms with their learning group.
2. Following reading the book Charlotte’s Web students will be able to identify literature elements from the story by completing a role sheet over each reading assignment.
3. Following reading fairy tales, fables, poems, and picture books students will be able to argue where teamwork and cooperation are found within the stories by completing a character journal entry.
4. Following reading various pieces of literature students will be able to define and apply the meaning to several different vocabulary terms from the unit by completing a vocabulary journal.

Student Engagement:

Students will perform a human knot. I will make a poster with the instructions for the activity and cut it into puzzle pieces. The students will work together to find the pieces and put them together in order to read the instructions. All students will gather in the middle of the classroom and stand shoulder to shoulder with the person next to them. Then, students will place their left hand and join it with someone else's who is standing across the circle. Next, students will join their right hands with a different person across the circle. Students may not join hands with someone standing next to them. The students are to untangle the knot by communicating with each other and working together as a group. Students will self reflect after the activity by discussing if the activity was fun, easy, hard, and what would have made the activity more doable. After talking about the activity, I will introduce the new character trait of the month with the following questions.

Background and Prerequisite Knowledge Check

Stand if you know what teamwork is.

What is teamwork, _____?

Okay, you may sit down.

Stand if you know what cooperation is.

Give us a definition of cooperation, _____?

Okay, you may sit down.

Raise your hand if you have ever worked together with someone else to get something done.

What do you think the point of that Human Knot exercise was, _____?

Texts and Activities:

E.B. White's Charlotte's Web (All Weeks)

-Record words in vocabulary journal

(divide students into groups of 4 and number each student, this will be used for the literature circles and role sheets, The Thinker will be the leader of the group for that meeting)

-Week One: Chapters 1-6 (Friday)

-Student 1: Vocabulary Vulture

-2: Finding the Figuratives

-3: The Thinker

-4: Detail Detective

-Week Two: Ch. 7-12

-Student 2: Vocabulary Vulture

-3: Finding the Figuratives

-4: The Thinker

-1: Detail Detective

-Week Three: Ch. 13-18

-Student 3: Vocabulary Vulture

-4: Finding the Figuratives

-1: The Thinker

-2: Detail Detective

-Week Four: Ch. 19-22

-Student 4: Vocabulary Vulture

-1: Finding the Figuratives

-2: The Thinker

-3: Detail Detective

The groups of four will create a sequel or spin off story from the novel. The story must be illustrated, published, and include figurative language. The students must also include an element of teamwork/cooperation in their story. When the story is completed, the students must present it to the class by either acting out a scene from their story, or reading it to the class.

Fable: “The Lion and the Mouse” by Aesop (Week 2)

-Record words in vocabulary journal

Write in character journal: “How does this fable include teamwork and cooperation? and What is the theme of this fable?”

-The class will be divided into four groups with two of the groups focusing on this fable the other two groups focusing on the other.

The groups must create a poster about how the fable used teamwork and cooperation and then share it with the class. Each member of the group must share something from their character journal with the other group members. When the poster is complete, the group will share it with the class.

Fable: “The Bundle of Sticks” by Aesop (Week 2)

-Record words in vocabulary journal

Write in character journal: “How does this fable include teamwork and cooperation? and What is the theme of this fable?”

-The class will be divided into four groups with two of the groups focusing on this fable the other two groups focusing on the other.

The groups must create a poster about how the fable used teamwork and cooperation and then share it with the class. Each member of the group must share something from their character journal with the other group members. When the poster is complete, the group will share it with the class.

Poem: “Teamwork Is...” by Meiji Stewart (Week 1)

-Record words in vocabulary journal

Write in character journal about how the poem made the students feel and how it related to teamwork and cooperation.

-The students will use this poem to write poems of their own. The students will be using a “pass and write” activity to write these poems. Each student must start by writing the letters of a word relating to teamwork or cooperation down the side of their paper (as the poem will be an acrostic poem). After about a minute, the students will pass their paper to the left and that student will then write something on the line next to the first letter. The line must begin with that letter. Continue the activity until every paper is complete and can be passed back to their original owners.

-Students will break into literature groups and share their poems with the group. The group will then pick the best poem in their group and share it with the class.

Poem: “Introduction to Poetry” by Billy Collins (Week 1)

-Record words in vocabulary journal

The students will get with their table partner and read the poem to each other. Next, the students will identify each type of figurative language in the poem, when the pair is finished with that activity, they will come to the box and draw a slip of paper telling them which stanza they will be responsible for teaching to the class. On a poster, the students must identify the type of figurative language in that stanza, provide the example from the poem, an example of their own, a picture, and the real meaning behind each example. The students will then share this poster with the class.

Picture Book: Pumpkin Soup by Helen Cooper (Week 3)

-Record words in vocabulary journal

After reading this text, the students will break into groups and create a recipe. There are not many rules for the students to follow for this activity. The students must come up with an original recipe for a new food item. The food item may not be a simple food item, and each person in the group must have a job in order to create a recipe. The students must then come up with a way to visually represent their recipe, the students may choose to create a video demonstration or make a sample for the class to try; the possibilities are endless for this activity.

Picture Book: The Sneetches by Dr. Seuss (Week 3)

-Record words in vocabulary journal

Students will engage in discussion to dissect this picture book. The students will have to discuss what the moral and theme of this story is and what that has to do with teamwork. After discussing this as a group and as a class, the students will make an entry into their character journals recapping what was discussed. The student must include examples and details from the text. “What makes The Sneetches a book of teamwork and cooperation?”

Fairy Tale: “Hansel and Gretel” by the Grimm Brothers (Week 4)

-Will also be reading James Marshall’s Hansel and Gretel picture book for comparison

-Record words in vocabulary journal

Students will get in groups to create a Venn diagram comparing and contrasting the original tale and the familiar story that they know. The students must use details and examples from the story.

The students will each draw a fairy tale from a hat and then search for the person that has the same fairy tale. Those students will become partners. The partners will research their original Grimm’s fairy tale as well as other versions of that story. The students will then create a PowerPoint that helps them to teach the class about their fairy tale. The students must include the theme of their fairy tale, summary, details and examples from the text, any figurative language the fairy tale includes, and how it relates to teamwork, or if it doesn’t what could be changed to add the character trait. The students will use their PowerPoint to teach the class about their fairy tale.

Fairy Tale: “The Fountain of Fair Fortune” by J.K. Rowling (Week 4)

-Record words in vocabulary journal

Students will be asked to complete an entry in their character journal about this text. The students must include details and examples from the text that support how the text used teamwork and cooperation.

Activities Linked to Standards:

-Role Sheets: Students will be asked to fill out a different role sheet each week. Each role sheet requires students to make inferences about the story and back it up with details and examples from the text.	RL.4.1, RL.4.2, RF.4.4, W.4.1, L.4.5, Obj.2, Obj.3, Obj.4
-PowerPoint: Students will be asked to complete a PowerPoint presentation on an original fairy tale by the Grimm Brothers. The PowerPoint must include explicit details from the fairy tale. Students will complete an Internet search to do this project.	RL.4.1, RL.4.2, RF.4.4, W.4.1, L.4.5, Obj.3, Obj.4
-Figurative Language Hunt: Students will use the poem “Introduction to Poetry” that we have read in class to complete a figurative language hunt. Students must include the type of figurative language, example, both from the text and one of their own, a picture, and the real meaning behind it.	RL.4.1, RF.4.4, L.4.5, Obj.3, Obj.4
-Recipe Writing: Students will be divided into groups in which they will create a recipe for a new food item. The recipe must include a specific job for each person and a visual representation of that recipe. The group will have a choice of what kind of visual representation they would like to create, video of a demonstration, sample of the recipe, picture, etc.	RL.4.1, RL.4.2, RF.4.4, L.4.5,
-Poem Writing: Students will write an acrostic poem based on the poem we will read in class. (Pass and Write)	RL.4.2, RF.4.4, L.4.5, Obj.3,
-Summary: Students will write one summary over the chapters read for the week within their literature circle group.	RL.4.1, RL.4.2, RF.4.4, W.4.1, Obj.2, Obj.3
-Character Journal: Students will make an entry into their character journal after each piece of literature we read. The students will be asked to answer various questions in the entry, or just write about how the text relates to teamwork.	RL.4.1, RL.4.2, RF.4.4, W.4.1, L.4.5, Obj.2, Obj.3, Obj.4
-Vocabulary Journal: Students will keep a vocabulary journal throughout the unit. This will be used as a self-assessment piece to the unit, the students will indicate how well they know the word based on what they know.	RL.4.1, RF.4.4, L.4.5, Obj.2, Obj.4
-Story Writing: Students will write a story within their group of four. The story must be a spin off or a sequel to <u>Charlotte’s Web</u> . The group must illustrate, publish, and present their story to the class.	RL.4.1, RL.4.2, RF.4.4, W.4.1, L.4.5, Obj.1, Obj.2, Obj.4

Assessments:

Formative—

- Vocabulary Journal
- Character Journal
- Role Sheets
- Figurative Language Hunt

(I will be looking at these assignments each week, providing feedback, and gathering results to see which students need more practice, and what I need to reteach)

Summative—

- Story Writing and Presenting
- PowerPoint

(I will use these assessments as tools to see if the students have mastered the objectives and standards. Checking mastery of: finding details, finding themes, identifying figurative language, writing and reading skills, and application of teamwork both in the completed projects and while the project is being created)

Appendix B

Rubric:

Category	4	3	2	1
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.



	place names that the author invented are spelled consistently throughout.			
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Problem and Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Requirements	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met
Character Trait	The element of teamwork and cooperation is clearly present in the story and explained in detail.	The element of teamwork or cooperation is present in the story.	There is a mention of teamwork and/or cooperation, but no real element.	The story did not include teamwork or cooperation at all.


Appendix C



Finding the Figuratives


Name: _____ Date: _____


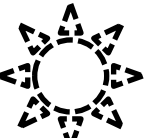
1. Find 4 figurative language examples from this week's reading.
2. Include the page number where it can be found, the type of figurative language it is, and the figurative language example itself.
3. Remember to include one prediction and one teamwork example on the back of this page.


Type:  Page #  of



Example: 


Type:  Page # 

Example: 

Type:  Page # 

Example: 

Type:  Page # 

Example: 

The Thinker

Name: _____ Date: _____

1. Come up with 4 thoughts from this week's reading. This should be something that you thought when reading, not just something random, this must be about the book.
2. Include the page number, sentence that sparked the thought, and the thought.
3. Remember to include one prediction and one teamwork example on the back of this page

The form consists of four identical thought bubbles arranged vertically. Each bubble is a large, irregular cloud shape with a jagged starburst on the left side and two small circles at the bottom, resembling a thought bubble. Inside each bubble, there is a horizontal rectangular box on the right side, intended for writing a reflection.

Vocabulary Vulture

Name: _____ Date: _____

1. Find 4 new or interesting words from this week's reading.
2. Include the word, the page number where the word can be found, and the sentence from the book that the word is in.
3. Remember to include one prediction and one teamwork example on the back of this page.

Word

Page #

Sentence

Word

Page #

Sentence

Word

Page #

Sentence

Word

Page #

Sentence

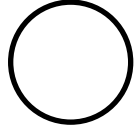

Detail Detective

Name: _____ Date: _____

1. Find 4 important or interesting details from this week's reading.
2. Include the page number where the detail can be found, a summary of the detail, and why this detail is important.
3. Remember to include one prediction and one teamwork example on the back of this page.

Page #  Summary: 

Importance: 


Page #  Summary: 

Importance: 

Page #  Summary: 

Importance: 

Page #  Summary: 

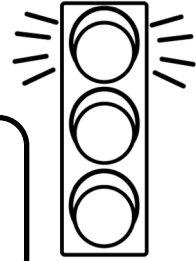
Importance: 

The word is:

Definition:

Sentence:

My Understanding:

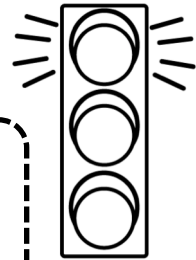


The word is:

Definition:

Sentence:

My Understanding:



The word is:

Definition:

Sentence:

My Understanding:

