

Adventures in Wonderland: A Genre Study

Grade Level or Special Area: Third Grade

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Length of Unit: Nine lessons (12 days, one day= 60-75 minutes) not including Culminating Activity

I. ABSTRACT

Venture to Wonderland, meet memorable characters, and experience the fantastic. Explore the elements of fantasy using semantic mapping and encourage the sharing and discussion of literature via circle sessions. Build a genre matrix to compare and contrast various works of fantasy, make generalizations, and build an understanding of the genre as a whole. Finally, give students the opportunity to apply their knowledge and create fantasies of their own.

II. OVERVIEW

A. Concept Objectives

1. Students will understand a variety of materials. (*Colorado Model Content Standards for Reading and Writing*, Standard 1, Third Grade)
2. Students will recognize literature as a record of human experience. (*Colorado Model Content Standards for Reading and Writing*, Standard 6, Third Grade)
3. Students will gain an understanding of fantasy as a genre.

B. Content from the *Core Knowledge Sequence*

1. Fiction (p. 67)
 - a. Stories
 - i. *Alice in Wonderland* (Lewis Carroll)
2. Reading Comprehension and Response (p. 65)
 - a. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - b. Point to specific words or passages that are causing difficulties in comprehension.
 - c. Orally summarize main points from fiction readings.
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting fictional texts.
3. Writing (p. 65)
 - a. Produce a variety of types of writing-such as stories, reports, poems, letters, descriptions-and make reasonable judgments about what to include in his or her own written works based on purpose and type of composition.
 - b. Produce written work with a beginning, middle, and end.
 - c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

C. Skill Objectives

1. Students will generate a number of synonyms for a given word and then sort the words into categories.
2. Students will use context clues to determine word meaning.
3. Students will evaluate and respond to the text.
4. Students will justify their oral and written responses with information from the text.

5. Students will reread to find information in a text.
6. Students will identify the elements of setting, character, and plot.
7. Students will sequence story events.
8. Students will recall details.
9. Students will represent the elements and structure of a story in visual form.
10. Students will summarize text passages.
11. Students will determine climax in a story.
12. Students will identify various elements of characterization (physical appearance and traits as evident by a character's actions, words, and thoughts).
13. Students will infer character traits.
14. Students will compare and contrast various stories to draw conclusions and make generalizations about the genre.
15. Students will write an original fantasy.
16. Students will evaluate their product, performance, and participation.
17. Students will orally present material to the class.
18. Students will distinguish between major and minor characters.
19. Students will create a line graph to display data about a story.
20. Students will construct a map to visually represent the setting of a story.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Bjork, C. and Eriksson, K. *The Other Alice: The Story of Alice Liddell and Alice in Wonderland*. Stockholm, Sweden: Raben and Sjogren, 1993. 91-29-62242-5.
 2. Campbell, B., Johnson, N., and Shlick, K. *Literature Circles and Response*. Norwood, MA: Christopher-Gordon, 1995. 092684248X.
 3. Hitchner, E. *Alice's Adventures in Wonderland*. Troll Associates, 2001. 0-8167-1862-8.
- B. For Students
 1. Experience with traditional literature (Fairy tales and fables, Core Knowledge Grade 1; folk and tall tales, Core Knowledge Grade 2)
 2. Experience reading and interpreting line graphs
 3. Experience using map keys/legends to read maps

IV. RESOURCES

- A. Hitchner, E. *Alice's Adventures in Wonderland*. Troll Associates, 2001. 0-8167-1862-8. (Lessons One-Five)
- B. Catling, P. *The Chocolate Touch*. New York: Morrow Junior Books, 1952. 0688221874. (Lessons Six-Ten)
- C. Dahl, R. *The Magic Finger*. New York, Viking, 1995. 0141302291. (Lessons Six-Ten)
- C. Le Guin, U. *Catwings Returns*. New York: Scholastic, 1991. 0590428322. (Lessons Six-Ten)
- D. Osborne, M. *Mummies in the Morning*. New York: Scholastic, 1996. 0590629840. (Lessons Six-Ten)
- E. Peterson, J. and Clark, R. *The Littles*. New York: Scholastic Inc., 1967. 0590462253. (Lessons Six-Ten)
- F. Scieszka, J. *See You Later, Gladiator*. New York: Viking, 2000. 0670893404. (Lessons Six-Ten)

V. LESSONS

Lesson One: Introduction to Fantasy (90 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of the human experience.
 - c. Students will gain an understanding of fantasy as a genre.
2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - ii. Point out specific words or passages that are causing difficulties in comprehension.
 - iii. Ask and pose plausible answers to how, why, and what-if questions in interpreting fictional texts.
3. Skill Objective(s)
 - a. Students will generate a number of synonyms for a given word and then sort the words into categories.
 - b. Students will use context clues to determine word meaning.
 - c. Students will evaluate and respond to the text.
 - d. Students will justify their written and oral responses with information from the text.
 - e. Students will reread to find information in the text.

B. Materials

1. A copy of *Alice's Adventures in Wonderland* by E. Hitchner for every student
2. Chart paper or whiteboard and marker
3. Student response journals
4. Pad of Post-its for each student
5. Overhead
6. Transparency, Appendix A
7. Tape of the selection, if you have readers who need that support, along with a cassette player and headphones
8. Copy of Appendix B

C. Key Vocabulary

1. Genre- a category of literary composition characterized by a particular style, form, or content
2. Fantasy- an original, fictional work in which the author manipulates the setting and/or characters to create a larger-than-life experience
3. Original- a work composed firsthand
4. Dialogue- a conversation between two or more persons
5. Caucus- a group of people doing the same thing
6. Mutter- to utter sounds or words in a low voice
7. Bellow- to shout in a deep voice
8. Drawl- to speak slowly with the vowels greatly prolonged
9. Sputter- to utter hastily in confusion or excitement
10. Reply- to respond in words
11. Shriek- to cry out in a high pitched voice
12. Blurt- to utter abruptly and impulsively
13. Exclaim- to speak loudly using strong emotion

D. *Procedures/Activities*

1. Introduce the unit by reviewing the definition of fiction. Ask students to tell you whether stories (vs. selections) are fiction or nonfiction. Ask, “What makes them fiction?” They are make-believe or not based on fact.
2. Tell the students that they are going to be reading a story that is a fantasy. Ask them what they know about fantasy. Define fantasy as an original, fictional story. Ask students to identify how a fantasy is different from traditional literature (folk tales, tall tales, fairy tales). If students have difficulty, point out that traditional literature is based on oral tradition. Fantasies are original, meaning that the author writes the story firsthand. It is not orally passed down from generation to generation.
3. Help students activate their background knowledge and make text-to-text connections by mentioning a few popular fantasy titles. Ask the students if they have ever seen the movie or read the book *James and the Giant Peach*, *The Wizard of Oz*, or *Charlotte’s Web*.
4. Introduce the text by providing background information about the author. Say, “A man named Charles Dodgson wrote *Alice’s Adventures in Wonderland* in the mid 1800s.” Refer to the class timeline to help students picture this in history. Continue, “On July 4, 1862, while rowing on the river Thames, Charles Dodgson’s young friend and daughter of the Dean of Christ Church of Oxford University, Alice Liddell, asked him to tell her a story. Mr. Dodgson invented the story as he went along. Later, Alice asked Charles to write the story down for her. He gave the finished story to Alice as a present. A friend later encouraged him to publish it. Mr. Dodgson made many revisions and eventually published his work using the pen name Lewis Carroll. Despite the popularity of the work, Mr. Dodgson did not want to be known as the author, so he used another name.”
5. Point out that the text being used is a retelling. That doesn’t mean it has been orally passed down through generations, but rather that the author paraphrased Carroll’s work. Inform students that their version is not the original as the original is much more difficult to read and understand.
6. Tell the students that before they get ready to read, there are some words that they will need to know. Write the word *said*. Ask students to define the word. Tell them that they are going to be “wordstorming” synonyms for the word *said*. Review the definition of a synonym.
7. Record all the synonyms for *said* provided by the students, discussing why incorrect responses are not synonyms.
8. Inform students that Lewis Carroll uses a great deal of dialogue throughout *Alice’s Adventures in Wonderland* to help us better understand his characters and their relationships with each other. Ask students to explain what is meant by dialogue. Students will most likely respond with “talking” or “quotation marks.” If they do not mention quotation marks, ask them how we as readers know we are reading the words of a character.
9. Tell students that when authors use dialogue they have to choose their words carefully. A story could be very repetitive and might eventually be considered boring by the reader if every time a character spoke he just “said” something. Refer to the student-generated list of words. As you already know from our list, there are many ways for a character to speak.
10. Turn on the overhead and direct students to look at some examples (Appendix A) of how Lewis Carroll uses dialogue and word choice to tell us about his characters. Read each sentence and have students use context clues to determine the meaning of the underlined word (verb). Remind students that context clues

are the other words or phrases that surround an unfamiliar word and provide clues to its meaning. Discuss how the character speaks. Does the character use strong emotion? Is he or she asking a question or making a statement? How do the mechanics and verbs used help us determine this? How does the way the character speaks tell us about that character?

11. Say to the students, “Now let’s examine our word lists.” Refer to the student-generated list and the list of words underlined on the transparency. Ask, “How are all of these words (referring to both lists) alike?” Responses may include, “They are verbs, denote feeling, etc.”
12. Say, “How are they different?” Responses may include, “they indicate different degrees of feeling, some ask, some tell, and some exclaim.”
13. Say, “Can we sort them into categories to show the similarities and differences?” Students can then orally participate in a form of semantic feature analysis by means of coming up with categories and sorting the new words. Student generated categories might include a grammatical sort (statement, question, exclamation, command), or a feeling sort (angry, surprised, afraid, excited).
14. Once you have completed the sort, turn off the overhead and encourage students to pay careful attention to the many different ways Lewis Carroll chooses to have his characters speak during their reading. Tell them that as they read, they will be recording more examples of this on Post-its. Pass out a pad of Post-its to each student.
15. Begin reading *Alice’s Adventures in Wonderland* by reading aloud to the students. Encourage them to follow along in their text.
16. Read through the second paragraph on page 10, modeling how to read dialogue with expression. You also might want to stop briefly to question the meaning of a word (scampered, hedge, passage, crouched, peered, shimmy, startled, or scurried). Do this in the form of a “think aloud,” stopping and modeling how to use the context to determine word meaning. You might even model using picture clues if they are available. **Be careful not to do this more than twice or you will interrupt the flow of the text and interfere with students’ overall comprehension.**
17. Once you are finished reading aloud, direct students to begin reading the text themselves. Tell the students to begin reading on page 10 and read through page 18. Provide support for those students who may not be successful reading independently. Students can read in pairs, taking turns reading a page, or struggling students may listen to the prepared text on tape. A combination of the above will ensure all students are successful.
18. Remind students that they are looking for more examples of words Lewis Carroll uses to show a character is speaking. Remind them that these words are verbs that usually follow or precede a quotation. Challenge students to record at least two responses on their Post-it.
19. Students should also be encouraged to code the text. This involves utilizing their Post-its to mark confusing and interesting parts of the story. If a student is confused by a word, phrase, or passage, he can write a question mark on a Post-it and affix it to the text. If he or she finds something amusing or interesting that they would like to share with their classmates, they may write an exclamation mark on the Post-it and affix it to the text. By doing this students are forced to actively think about what they are reading. This also provides additional support for struggling readers since the class will come together after reading to discuss any questions students might have had about the text.

20. Since students will inevitably finish reading at different times, it is helpful to give students a task to complete after their reading. This task should involve reflection and should build or measure comprehension. Responding to literature can be teacher-directed or student-directed. In this case, ask students to write about what Alice must have felt like finding herself in a strange and unfamiliar place.
 21. Students can keep a response journal in the form of a pocket folder with brads filled with notebook paper and their writing can be assessed using a rubric in Appendix B. You may choose to assess their responses as often as you would like, or you may choose to collect their journals after a unit of study and assess at that time. **Discuss the response rubric with students before beginning response journals.** This will ensure that students are aware of your expectations.
 22. Move about the room listening to individuals or pairs read. This is a great time to offer individualized reading instruction.
 23. When all students have had a chance to read, come together once more as a group to share and provide clarification about the text as needed. Ask students to share the examples of verbs used to denote dialogue. Add them to the chart.
 24. Ask students to share what they found to be confusing. Say, “Did you know this word?” while writing *caucus* on a separate piece of chart paper. Call on a volunteer to say the word and if necessary segment, then integrate the word together as a class. Ask students to tell you what a caucus is based on what they read (p. 12). Have students turn to page 12 and reread if necessary. Define caucus as a group of people doing the same thing. Ask, “How did the characters demonstrate this?” Encourage students to provide evidence from the text.
 25. Provide clarification as needed regarding any other confusing words or phrases that a student might have noted. If a word has confused a student, instruct the class to turn to the appropriate page and use the context to help determine the meaning of the unfamiliar word. Discuss confusing phrases or passages.
 26. Allow students to share what they found interesting from coding the text. Encourage them to explain their reasoning.
 27. Most likely some students will not have had the opportunity to respond in their journals. Remind them to follow through with this and open the next day’s lesson with a time to share their responses.
 28. Finally, conclude the day’s lesson by giving students their home reading and response assignments. Tell students that they are to continue reading pages 19-29. Once they are done, they should respond in their journals to the following question. What was your favorite part and why? Encourage students to support their answers with evidence from the text.
 29. It might behoove you to prepare a note to parents explaining that the reading assignment might pose difficulty; therefore, they may choose to read it with their child. Explain that although fluency is important, this particular text is being used to teach elements of comprehension. Taped texts can also be sent home with struggling readers. This will ensure the success of all learners.
- E. *Assessment/Evaluation*
1. Teacher observation of students’ participation during class discussion
 2. Student journal responses as assessed by the rubric in Appendix B

Lesson Two: More Adventures in Wonderland (75 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of the human experience.
2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - ii. Point out specific words or passages that are causing difficulties in comprehension.
 - iii. Ask and pose plausible answers to how, why, and what-if questions in interpreting fictional texts.
3. Skill Objective(s)
 - a. Students will use context clues to determine word meaning.
 - b. Students will evaluate and respond to the text.
 - c. Students will justify their oral and written responses with information from the text.
 - d. Students will reread to find information in the text.

B. *Materials*

1. A copy of *Alice's Adventures in Wonderland* by E. Hatcher for every student
2. Overhead
3. Transparency, Appendix C
4. Post-it pad for each student
5. Tape of the selection, if you have readers who need that support, along with a cassette player and headphones
6. Student response journals
7. Whiteboard or chart paper and marker

C. *Key Vocabulary*

1. Knave- a Jack; a playing card with a figure of a soldier or servant ranking just below the Queen
2. Croquet- a game in which players using mallets drive balls through a series of wickets set out on a lawn
3. Mallet- long-handled wooden instrument for striking a ball
4. Wicket- an arch or a hoop in croquet
5. Quarreling-fighting or disagreeing
6. Chaos- a state of utter confusion
7. Furrow- trench
8. Executioner- a person whose job it is to kill another

D. *Procedures/Activities*

1. Begin the lesson by having students share the previous day's journal responses. Ask, "How do you think Alice felt finding herself in Wonderland?" Allow a few to share.
2. Share responses from the previous night's reading. Ask, "What was your favorite part from last night's reading and why did you like it?"
3. Tell students that they will be finishing *Alice's Adventures in Wonderland* today. Let them know that before they get started reading, there are a few new words they need to know.

4. Inform students that they are going to be using context clues, or the other words and/or phrases surrounding a given word to help determine its meaning.
5. Direct students to turn to page 37 in their texts and find the word *quarreling*. Ask students to define the word. Students who do not already know its meaning should read the second paragraph to determine the meaning. Ask, “What clues did Lewis Carroll give you as to the meaning of *quarreling*?” Students will most likely respond with “players fought” and “players used their flamingo mallets to whack each other.” Explain that by using the above phrases, the author helps us to understand what it means to quarrel by giving us examples. Say, “We can use examples to help us determine word meaning.”
6. Ask students to tell you what croquet is (a game played with a ball, mallets, and wickets). Students who do not already have knowledge of this word should read the first paragraph on page 37 to determine its meaning. Say, “How did you know?” Students will most likely say, “It talks about a ball, mallets, and wickets.” Ask, “How did you know what a wicket and mallet are?” Students will most likely present the author’s description of the croquet game and mention the picture clues. Remind students that we can always use picture clues to help us figure out unfamiliar words, and in some cases, we can also look for a description of the word provided by the author.
7. Ask students to define furrows using the context clues. Encourage students to notice that the author says, “furrows and ridges.” Say, “The word *and* in this sentence indicates that the two words are different.” If students don’t know what a ridge is, ask them to picture themselves standing on the top of a mountain. Explain that mountainsides contain raised sections of land called ridges. State that when you fall off a ridge, you fall into an area of lower elevation like a furrow. Define furrow for the students and say that authors sometimes provide synonyms and antonyms to help us figure out the meaning of unfamiliar words. Ask, “Is this an example of the author providing a synonym or an antonym?” (antonym)
8. Turn on the overhead and direct students to read the sentences provided and determine the meaning of the underlined word. Ask them to distinguish whether they used a synonym/antonym, example, or description to figure out the word.
9. Point out how in contrast to the antonym example of “furrows and ridges,” the first sentence is an example of how synonyms can be used to determine word meaning. Discuss the use of commas to separate a list of similar words.
10. Finally, ask students if they can tell you what a knave is. Tell them to turn to page 42 and read the last paragraph. Encourage them to use the picture and context clues to figure out the meaning. Students should be able to tell you that a knave is the same as a jack.
11. Now, begin reading aloud to the students beginning with the last paragraph on page 29. Read through the first full paragraph until you reach the word herself on page 33 and stop.
12. Take a few moments to discuss what was read. The tea party conversation may confuse students. They may very well comment that it doesn’t make sense. At that point you should ask students to reflect on what they have already learned about Wonderland. Hopefully they can conclude that things don’t make sense and you can interject that this was Lewis Carroll’s intention. Even Alice remarks, “That was the silliest tea party I’ve ever been at!” (pg. 33).
13. Students should then read the rest of page 33 through most of page 42, stopping before the last paragraph. Instruct them to respond in their journals to the

following question, “How would you describe the Queen of Hearts?” Support your answer.

14. Pass out Post-its so that students may once more code the text as needed.
15. Remember to provide support for all learners, allowing students to read in pairs or listen to a tape of the selection.
16. After each child has read and had time to respond in their journals, come together as a class to discuss the story and share responses.
17. Clarify anything that students found confusing.
18. Share interesting points.
19. Share student responses from their journals.
20. Last, but not least, assign the night’s reading and response task. Tell students that they will be reading about a trial in Wonderland. Build the vocabulary necessary by means of playing a word association game. Ask, “What do you think of when I say the word trial?” List the students’ responses (court, judge, verdict, sentence, jury, etc.). Define words as needed. This activity builds background by encouraging students to make text-to-world connections.
21. Tell students to begin reading the last paragraph on page 42 and finish the book. Direct them to respond to the following question in their journals. What do you think about the trial and why?

E. *Assessment/Evaluation*

1. Teacher observation of students’ participation during class discussions
2. Student journal responses as assessed using the rubric in Appendix B

Lesson Three: Lost in Wonderland: Exploring Setting (75 minutes)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of the human experience.
 - c. Students will gain an understanding of fantasy as a genre.
2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
3. Skill Objective(s)
 - a. Students will justify their oral responses with information from the text.
 - b. Students will reread to find information in a text.
 - c. Students will identify the elements of setting.
 - d. Students will sequence story events.
 - e. Students will recall details.
 - f. Students will represent the elements and structure of a story in visual form.
 - g. Students will construct a map to visually represent the setting of a story.

B. *Materials*

1. A sheet of white 9” x 12” construction paper for each student
2. Crayons or map pencils
3. Student copies of *Alice’s Adventures in Wonderland* by E. Hitchner for reference
4. Chart paper or whiteboard and marker
5. A copy of the rubric for assessing student maps, Appendix D, for each student

- C. *Key Vocabulary*
1. Setting- the time and location where a story takes place
- D. *Procedures/Activities*
1. Begin the day's lesson by sharing the previous night's journal responses.
 2. Tell students that now that they have finished reading, they are going to be exploring the various elements of a fantasy, beginning with setting.
 3. Ask students to define setting. If students mention place, but not time, point out that setting involves both.
 4. Inform students that one of the elements of a story that an author of fantasy can manipulate is setting. Characters visit larger-than-life places as in *The Wizard of Oz* and *The Lion, the Witch, and the Wardrobe* or they are transported through time as in *Just a Dream* or stories from the Magic Tree House series.
 5. Ask, "What is the setting of our story, *Alice's Adventures in Wonderland*?" Students will most likely respond with "Wonderland." Encourage them to think about where the story takes place before Alice dreams about Wonderland.
 6. Once students have responded with "on a riverbank" provide students with some background information. Say, "Yes, you are right, on a riverbank. Do you have any idea what riverbank? It was most likely along the Isis River (the local name for the stretch of the Thames that flows through Oxford, England) on which Mr. Dodgson was boating when Alice Liddell requested he tell the story."
 7. Ask students to recall around when *Alice's Adventures in Wonderland* was published from Lesson One. If they cannot remember, say, "the mid 1800s." Tell them that this is the same time in which Lewis Carroll had Alice of *Alice's Adventures in Wonderland* growing up.
 8. Now, begin a discussion with the students about Wonderland. Say, "Once Alice was in Wonderland, the setting continued to change. Let's talk about the many changes. What was the first place Alice visited in Wonderland?" (A room with many doors)
 9. Have student refer back to the text and sequence the setting changes. List student responses.
 10. Correct responses:
 - a. A room with many doors
 - b. Shore in the woods
 - c. White Rabbit's house
 - d. Woods where she meets the Caterpillar and the Pigeon
 - e. The Duchess's house
 - f. Woods where she meets the Cheshire Cat
 - g. A tea party on the way to the March Hare's home
 - h. Woods where she passes through a door in a tree
 - i. The room with the many doors
 - j. The garden
 - k. The trial
 11. Once you have a concise list, ask students to describe each place. Have students reference Carroll's descriptions of each place.
 12. Tell the students that they are now going to have the opportunity to create a map of Wonderland.
 13. Review the essential elements of every map (symbols, key, and compass rose).
 14. Before beginning, present the Map Evaluation Rubric, Appendix D, to students and discuss what proficiency entails.
 15. Make the student-generated list of places in Wonderland available for all students to reference.

16. Provide students with paper, crayons, and/or colored pencils and allow students the choice of whether they work alone or with a partner.
 17. Encourage creativity and remind students to reference their text as specific descriptions are provided.
- E. *Assessment/Evaluation*
1. Teacher observation of students' participation during whole group sessions
 2. Map Evaluation Rubric, Appendix D

Lesson Four: Carroll's Characters (75 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of the human experience.
 - c. Students will gain an understanding of fantasy as a genre.
 2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - c. Writing
 - i. Produce a variety of types of writing-such as stories, reports, poems, letters, descriptions-and make reasonable judgments about what to include in his or her written works based on purpose and type of composition.
 3. Skill Objective(s)
 - a. Students will identify various elements of characterization (physical appearance and traits as evident by a character's actions, words, and thoughts).
 - b. Students will reread to find information.
 - c. Students will infer character traits.
 - d. Students will recall details.
 - e. Students will distinguish between major and minor characters.
- B. *Materials*
1. Student copies of *Alice's Adventures in Wonderland* by E. Hitchner
 2. Whiteboard or chart paper and marker
 3. A copy of the Character Riddle Checklist, Appendix E, for each student
 4. Paper and pencils
- C. *Key Vocabulary*
1. Characterization- the act of describing the attributes or features that make-up or distinguish an individual
 2. Minor characters- characters who do not play a vital part in the development of the story
 3. Major characters- characters who are crucial to the development of the story
 4. Character traits- qualities of a character that tell about the kind of person they are
- D. *Procedures/Activities*
1. Begin the lesson by saying, "Yesterday we learned that authors of fantasy can manipulate the setting of the story to create a large-than-life experience. Today we are going to learn how authors manipulate their characters to do the same."
 2. Authors use characterization to develop their characters. Ask the students what is meant by characterization. Define characterization.

3. Say, "Authors do this in many ways. One way they do this is by means of describing a character's physical appearance. This allows readers to visualize the character. We can also learn a lot about a person based on their appearance. Let's take the White Rabbit for instance. We know from our reading that he dresses splendidly (pg. 9)." Make sure that students know the meaning of splendidly. Ask the students to infer what this might tell us about the rabbit. Responses may include he's important, he has money, he values neatness, he's distinguished, etc.
4. Say, "As we discussed on Monday, an author might tell us about a character and his relationship with other characters by means of dialogue. Provide the following example. *She (the Queen) stamped about shouting "Off with his head!" or "Off with her head!" once a minute.* Ask, "What do the Queen's words tell us about the kind of person she is? What does it tell us about how she relates to others?" Allow students to respond.
5. Say, "Occasionally, authors will also provide us information about the thoughts of their characters. Take this for example. *What a day this has been! thought Alice.* What can we conclude about how Alice is feeling by her thoughts?" Allow students to respond. Responses might include, "She's tired, frustrated, exasperated, etc."
6. Tell the students that authors also tell us about their characters by means of the actions their characters take. Provide the following example. *Alice took one (jar of jam), but found that it was empty. Alice replaced it on a shelf lower down. She didn't want to hurt anyone who might be standing below* (p. 5). Ask, "What do Alice's actions tell you about the kind of person she is? Student responses might include cautious or careful, caring, considerate, etc. Point out that the answers given are considered character traits. They are qualities that tell about the kind of person Alice is.
7. Inform students that good authors use all of these techniques to inform us about their characters and build our understanding of their stories.
8. Say, "Sometimes authors tell us more about or involve some characters in their stories more than others." Ask students to determine how the roles of Alice and Bill, the lizard, are different. Responses should point to the fact that Alice has a bigger part than Bill. Tell students that as a result, Alice is the main character.
9. Inform students that there are main characters and then there are minor characters. Since Bill has a small part, he is considered a minor character. Define major and minor characters.
10. Draw a T-chart and label one column Major Characters and the other Minor Characters. Direct students to correctly categorize characters from the story. Encourage them to refer back to the text.
11. Say, "Now we are going to play a game. I will go first. I am going to read a riddle. It is your job to guess the character that I am describing. Here goes!"
12. Read the following aloud.
13. I like tea.
14. I am not mad.
15. I am curious and determined.
16. The goings on in Wonderland amuse, yet confuse me.
17. I remember my manners like a proper young lady should.
18. Who am I?
19. Ask the students to guess which character you are describing. Hopefully someone will guess Alice. Have that student justify his or her answer.

20. Say, "Now you will each have a chance to write a riddle about a particular character."
 21. Provide students with the Riddle Checklist, Appendix E, and discuss the expectations.
 22. Make sure you point out that riddles move from the least obvious clue to the most obvious clue, but never give away the answer directly. Refer to your example when explaining this.
 23. Have students choose a character and begin writing. Although each riddle will most likely be different, you can poll the class and encourage them to choose different characters.
 24. Allow students time to share their riddles. Challenge students by telling them that they may offer a guess to another's riddle only if they can justify their answer.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation during whole class discussion
 2. Student-created riddles assessed using the checklist in Appendix E

Lesson Five: Exploring Plot (75 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will gain an understanding of fantasy as a genre.
 2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - ii. Orally summarize main points from fiction readings.
 3. Skill Objective(s)
 - a. Students will reread to find information in a text.
 - b. Students will identify the elements of plot.
 - c. Students will sequence story events.
 - d. Students will recall details.
 - e. Students will represent the elements and structure of a story in visual form.
 - f. Students will summarize text passages.
 - g. Students will determine climax in a story.
 - h. Students will create a line graph to display data from a story.
- B. *Materials*
1. A 5 foot section of butcher paper for each group
 2. Five blank, white 3" x 5" index cards for each group
 3. Markers, crayons, and /or colored pencils
 4. Whiteboard or chart paper and marker
 5. Student copies of *Alice's Adventures in Wonderland* by E. Hitchner
 6. Sample Excitement Graph, Appendix F (for teacher reference)
 7. A copy of the rubric for assessing excitement graphs, Appendix G, for each student
- C. *Key Vocabulary*
1. Plot- the plan or main story of a literary work distinguished by events

2. Problem (conflict)- a question raised for solution
 3. Solution (resolution)- the answer to the problem; outcome
 4. Climax- the point of highest dramatic tension or major turning point in a story
- D. *Procedures/Activities*
1. Begin by asking students to list the elements or story grammar common to every story. Responses should include setting, characters, problem and solution. List student responses.
 2. Say, “We have analyzed setting and character already this week. Now, we are going to focus on the plot of *Alice’s Adventures in Wonderland*.”
 3. Ask students to explain what you mean by plot. Define plot as the series of events, which make up a story and state that this does include the problem and solution.
 4. Tell students that just like characters, some events are more important than others. Say, “When we retell or summarize a story, we include only the important events. Why do you think we do this?”
 5. Say, “Let’s talk about what the five most important events in our story are. Why do you think we are choosing only five?” Solicit student responses. Students will most likely say, “for the sake of being short, and concise.” Help them to understand that we also choose five because every story must have a beginning, middle, and end. When we summarize, we can simplify the task by choosing an event from the beginning, middle, and end, and some in between.”
 6. Say, “To write a summary or retelling of our story, we must first decide what important event happened at the beginning.” Solicit student responses. Agree as a class on what will be included and record the class response. Consider doing this along the bottom of a piece of butcher paper so that you won’t have to use class time to recopy the events when showing students the format for their graphs. See Appendix F.
 7. Do the same with an event from the middle and the end. This should result in a great deal of discussion about what is most important.
 8. Once you have three events recorded, ask students to decide on what happened between the beginning and the middle. Record the class retelling of the event.
 9. Now, ask about an event that occurred between the middle and the end. Agree on a class response and record it.
 10. Tell students that now that they have summarized the plot of *Alice’s Adventures in Wonderland*, they are going to have the opportunity to rate each event’s level of excitement. Tell students that they will be creating excitement graphs.
 11. Refer to the sample graph in Appendix F.
 12. Review with students the important features of a graph. Responses should include, “labels and title.” Review the elements of a line graph. Discuss how the data is plotted and then the lines are connected.
 13. Tell students that they will be working in pairs to create their own graphs, but they will need to pay careful attention as you model how you want them to set up their graphs.
 14. Draw your x and y-axis and explain to the students that the horizontal axis will be labeled with the five most important events of the story. Label “Events” underneath the retelling.
 15. Explain to students that the vertical axis will note how exciting they think each event is. Say, “We will label this axis with numbers.” Write the numbers (0-10) at equal intervals and label the axis Level of Excitement.
 16. Discuss the range 0-10, 0 being not at all exciting and 10 being the most exciting.

17. Tell students each group will be given five blank 3" x 5" index cards on which they will illustrate the five events listed on the bottom of the graph.
 18. Note that everyone will use the class's version of the five most important events. Once they have illustrated their five events, each group will discuss and come to an agreement of how exciting they feel each event was. They will then glue the illustration above the appropriate event, while at the same time making sure they are recording the agreed upon level of excitement for that event.
 19. Tell students that they will be presenting their graphs to the class and will have to explain their reasoning when reporting.
 20. Pass out a copy of the rubric, Appendix G, to each student and discuss expectations.
 21. When all illustrations are glued down, students can connect their illustrations to reveal a line graph.
 22. Come together as a group for students to share their graphs.
 23. Last, but not least, ask students to compare and contrast the graphs. Hopefully students will note that everyone's line graph peaks, preferably around the event that denotes the trial.
 24. Explain to students that this peak is called the climax. Define climax as the highest point of dramatic tension or major turning point in the story.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation during class discussion
 2. Student excitement graphs assessed using the rubric in Appendix G

Lessons Six-Nine: Literature Circles (60 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will gain an understanding of fantasy as a genre.
 2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - ii. Point to specific words or passages that are causing difficulties in comprehension.
 - iii. Orally summarize main points from fiction readings.
 - iv. Ask and pose plausible answers to how, why, and what-if questions in interpreting fictional texts.
 3. Skill Objective(s)
 - a. Students will evaluate and respond to the text.
 - b. Students will justify their oral and written responses with information from the text.
 - c. Students will reread to find information in a text.
 - d. Students will identify the elements of setting, character, and plot.
 - e. Students will sequence story events.
 - f. Students will recall details.
 - g. Students will represent the elements and structure of a story in visual form.
- B. *Materials*
1. Multiple copies of *Catwings Returns*
 2. Multiple copies of *Mummies in the Morning*, (a *Magic Tree House* book)

3. Multiple copies of *The Littles*
 4. Multiple copies of *See You Later, Gladiator* (Time Warp Trio)
 5. Multiple copies of *The Magic Finger*
 6. Multiple copies of *The Chocolate Touch*
 7. Post-it pad for each student
 8. Literature circle job descriptions posted for student reference
 9. A copy of Literature Circle Discussion Log, Appendix H, for each student
 10. A copy of the Literature Circle Ground Rules, Appendix I, posted for student reference
 11. A copy of the Literature Circle Self-Evaluation, Appendix J, for each student
 12. A list of steps for running a literature circle posted for student reference (See procedures for details.)
 13. A list of job descriptions (See Key Vocabulary.) posted for student reference
- C. *Key Vocabulary*
1. Literature circle- a group of individuals who gather together to read and discuss a chosen piece of literature
 2. Group leader- the individual chosen to open and close each circle session
 3. Materials manager- the individual who will organize all of the materials the group will be using
 4. Recorder- the individual who is responsible for recording group responses
 5. Reporter- the individual who has the responsibility of presenting any information to the class.
- D. *Procedures/Activities*
1. Students will begin a small group study of a chosen fantasy. Display the titles to be read and give a brief book talk about each. **The titles above are just suggestions.** Choose your own titles; however, remember to include works that will have commonalities and allow students to generalize about the genre.
 2. Students should then put their name on a piece of paper and number 1-3. They should list their first, second, and third choice and turn the paper in.
 3. Group the students according to preference. These groups should be heterogeneous.
 4. Before meeting in literature circles, discuss with students what a proficient literature circle should look and sound like. Ask students to think about what kind of ground rules would be needed if a group of people were getting together to have a discussion. Solicit and record student responses.
 5. Discuss the Literature Circle Ground Rules, Appendix I. Discuss each rule and tell students that at the end of the week they will be evaluating themselves on whether or not they followed these rules.
 6. Explain that as mentioned in the ground rules, each student will have an assigned job. Define each job. Point out that the group will agree on who does what when they meet for the first time. Talk about ways to creatively solve the problem, if it were to arise, of more than one individual wanting the same job. Post job descriptions in the room for students to refer to.
 7. Next, pass out copies of the Literature Circle Discussion Log, Appendix H.
 8. Discuss how this will be used. Explain to students that each night, this page will serve as their reading homework. State that completion of the log is essential for group participation and success.
 9. Pass out and discuss the Literature Circle Self-Evaluation, Appendix J.
 10. Also discuss ask students to tell you what other rule must be in place if several groups of people are meeting together in the same space. They should mention volume control. Discuss what is considered acceptable.

11. Explain how each literature circle will be run and state that it is up to the leader to make sure that it happens. Prepare a list of the steps in the process for students to reference.
12. First, state that each session, will open with the leader reviewing the ground rules.
13. Second, the leader will lead the group in a time of sharing. At this time, each member will be given a chance to share from his or her log.
14. Explain that the leader will then lead the group in determining that night's reading assignment.
15. Next, the leader will lead the group in discussing the topic for the day and then state the topic to be discussed next circle session.
16. Finally, the leader will summarize learning (Today we learned...), thank the members, and close the circle. Model what this should look like.
17. Students should then shift to literature circles.
18. Remind students that they must have all of their reading completed by Friday (Lesson Ten). Say, "Plan your reading assignments accordingly."
19. Move about the room monitoring, and providing feedback.
20. Below are the daily topics for discussion:
Lesson Seven discussion topic: setting
Students will need to identify time and place and describe how the setting changes throughout the book.
Lesson Eight discussion topic: characters
Students will need to distinguish between major and minor characters and discuss the importance of each.
Lesson Nine discussion topic: problem/and possible solutions
Students will need to identify the problem and solution and discuss possible resolutions.
21. Lessons Seven, Eight, and Nine will be devoted entirely to literature circles.
22. If a group finishes before the reading block is over, they can begin reading their daily reading assignment.

E. *Assessment/Evaluation*

1. Teacher observation of student participation in literature circles
2. Student completion of Literature Discussion Logs, Appendix H
3. Literature Circle Self-Evaluation, Appendix J, to be completed by the student

Lesson Ten: Genre Matrix (75 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety if materials.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will gain an understanding of fantasy as a genre.
2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - ii. Orally summarize main points from fiction readings.
 - iii. Ask and pose plausible answers to how, why, and what-if questions in interpreting fictional texts.

3. Skill Objective(s)
 - a. Students will reread to find information.
 - b. Students will identify the elements of setting, character, and plot.
 - c. Students will represent the elements and structure of a story in visual form.
 - d. Students will sequence story events.
 - e. Students will recall details.
 - f. Students will summarize text passages.
- B. *Materials*
1. Six white, 9" x 12" sheets of construction paper for each group
 2. Sample Genre Matrix, Appendix L (for teacher reference)
 3. A copy of the Genre Matrix Evaluation Rubric, Appendix L, for each group
 4. Literature Circle Self-Evaluation, Appendix J, from Lesson Nine
 5. Markers, crayons, and/or colored pencils
 6. Masking tape or stapler for hanging matrix elements
 7. Student copies of chosen texts
- C. *Key Vocabulary*
1. Matrix- format for organizing the elements of each story
- D. *Procedures/Activities*
1. Begin the lesson by telling students that now that they have finished reading, they will be working with their group to complete elements of a class genre matrix. Explain that a matrix is simply the format that will be used to organize the elements of each story.
 2. At this point it would be helpful to refer to a constructed matrix. Refer to Appendix L for a sample matrix, using *Alice's Adventures in Wonderland* as your example. Note that each element of *Alice's Adventures in Wonderland* should also be illustrated to model proficiency for students.
 3. Pass out the Genre Matrix Evaluation Rubric, Appendix K. Discuss each element of the matrix and how it will be assessed using the rubric. **The element of the extraordinary can be added after students make generalizations if you prefer.**
 4. Point out that in addition to you evaluating them, students will be evaluating their group's performance, participation, and product. Discuss how this should be done using the rubric.
 5. Answer any student questions and remind students that they will also be evaluating their own participation and performance using the Literature Circle Self Evaluation, Appendix J.
 6. Allow students the rest of the period to work on matrix elements.
 7. Remind students to complete and turn in their Self-Evaluation Checklists.
- E. *Assessment/Evaluation*
1. Teacher observation of individual participation and cooperation
 2. Students will evaluate their performance and participation in literature circle activities using the Literature Circle Self-Evaluation, Appendix J
 3. Each group will be assessing their performance, product, and cooperation using the Genre Matrix Rubric, Appendix K
 4. Elements of the genre matrix, time on task, and cooperation will be assessed by the teacher using the Genre Matrix Rubric, Appendix K

Lesson Eleven: Comparing and Contrasting Fantasy (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will gain an understanding of fantasy as a genre.
2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 - ii. Orally summarize main points from fiction readings.
 - iii. Ask and pose plausible answers to how, why, and what-if questions in interpreting fictional texts.
3. Skill Objective(s)
 - a. Students will justify their oral and written responses with information from the text.
 - b. Students will reread to find information.
 - c. Students will identify the elements of setting, character, and plot.
 - d. Students will represent the elements and structure of a story in visual form.
 - e. Students will sequence story events.
 - f. Students will recall details.
 - g. Students will summarize text passages.
 - h. Students will compare and contrast various stories to draw conclusions and make generalizations about the genre.
 - i. Students will evaluate their product, performance, and participation.
 - j. Students will orally present material to the class.

B. *Materials*

1. Student-constructed genre matrix
2. Literature Circle Self-Evaluation Checklist, Appendix K, from Lesson Ten
3. Genre Matrix Rubric, Appendix K, from Lesson Ten
4. Whiteboard or chart paper and marker
5. Various fantasy texts for independent reading

C. *Key Vocabulary*

1. Generalization- a statement that is not particular to a part, but pertains to the whole

D. *Procedures/Activities*

1. Each group should present their story to the class, explaining each element included in the matrix. Use the Genre Matrix provided in Appendix K to assess student products and presentations.
2. Once each group has presented, lead the class in a comparison and contrast of the stories included in the matrix. Record similarities and differences. Encourage students to explain their reasoning.
3. Finally, refer to the student-generated similarities and differences and encourage students to make generalizations about the genre. Define generalization and give the following example. One might observe that Germaine doesn't like wearing his school uniform, but it would not be correct to generalize that all students do not like to wear uniforms based on this observation.

4. Guide students to make the following generalizations. In some fantasies, animals have human characteristics. In some fantasies, people travel through time. All fantasies have an element of “the extraordinary.” Some fantasies contain an element of magic. Other generalizations, depending on the texts students read might include: some fantasies are based on a dream, some authors of fantasy give life to imaginary creatures, some characters have superhuman powers, and some fantasies involve an imaginary place.
 5. Tell the students that they are going to be doing an independent fantasy project.
 6. During self-selected reading, provide students the opportunity to choose a fantasy to read. Make sure you provide a variety of picture books and chapter books, along with an array of reading levels to meet the needs of all learners. Guide students to select appropriate materials.
 7. Engage the students by choosing a few titles and giving a book talk on each.
 8. Inform students of the due date for their project and let them know that specific details will be provided in the next lesson. This will help them to develop a timeline for reading.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion
 2. Matrix product, performance, and participation to be evaluated by both group members and teacher using the Genre Matrix Rubric, Appendix K

Lesson Twelve: Independent Projects (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand a variety of materials.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will gain an understanding of fantasy as a genre.
 2. Lesson Content
 - a. Fiction
 - i. *Alice in Wonderland* (Lewis Carroll)
 - b. Reading Comprehension and Response
 - i. Independently read and comprehend longer works of fiction appropriately written for third grade or beyond.
 3. Skill Objective(s)
 - a. Students will reread to find information in a text.
 - b. Students will identify the elements of setting, character, and plot.
 - c. Students will sequence story events.
 - d. Students will recall details.
 - e. Students will represent the elements and structure of a story in visual form.
 - f. Students will summarize text passages.
- B. *Materials*
1. Overhead projector
 2. Transparency, Appendix N
 3. A piece of 8 ½” x 11” white paper for each student
 4. Copies of Appendix O, Mind Map Evaluation Rubric, for students
- C. *Key Vocabulary*
1. Mind map- a mind map is a memory device to aid in remembering the sequence of a story and the key literary elements involved

D. *Procedures/Activities*

1. Ask students if they are enjoying reading their self-selected fantasy. Allow students the opportunity to choose another book if they are not satisfied with their choice. Provide guidance as needed in selecting appropriate titles.
2. Tell students that they are going to be making a mind map for the fantasy they have chosen. Define mind map.
3. Turn on the overhead and show students the sample for *Alice's Adventures in Wonderland*, Appendix N.
4. Say, "Here is an example of what a mind map for *Alice's Adventure's in Wonderland* might look like. Notice that the story is sequenced in a clockwise fashion around a central symbol. The central symbol contains the title and represents something important in the story. Here, a tree with a door in it has been chosen as the central symbol. Why do you think the author of this mind map chose to use a tree with a door in it?" Solicit student responses. Students should respond by saying that it is because Alice went through a door in a tree on her way to the garden.
5. Point out that each major branch of the central symbol, or the tree in this case, is given a label for the key part of the story sequence it represents. Discuss each branch and ask students to explain the reasoning for the author's decisions.
6. Mention that ideally a separate color should be used for each branch and all the details for that branch should be written in the same color. Ask students to infer why one might want to do this when creating a mind map. Students should respond by stating that it helps with organization and memory.
7. Next, discuss the important details (smaller branches) connected to each branch. Say, "Each branch also has smaller branches connected to it. What do you think they represent?" Hopefully students will respond with "important details for that part of the sequence."
8. Discuss each smaller branch, noting the illustrations. Say, "A mind map is not just made up of words and labels, but also many illustrations. Why do you think you include illustrations? "Students should respond with," the illustrations help you remember important parts of the story."
9. Tell students that their mind maps will all look very different because they are not only reading different stories, but each individual has the opportunity to use his or her own creativity. Tell students that they can cut things out and glue them to their map if they choose. They may also create slits and flaps. The important thing is that they should be able to explain the actions they take.
10. Remind students that their maps must also aid them in recalling the events and key elements in the story.
11. Discuss what another map for the same story might look like. Ask, "What other things could one use as a central symbol? (a hole in the ground, a room with five doors, a bottle labeled "Drink Me," etc.) What other illustrations could one choose to represent key elements in the story? (a table, the other animals that ran the caucus race, the Mock Turtle, etc.)
12. Pass out the Mind Map Evaluation Rubric, Appendix O, to students and discuss each element to be assessed.
13. Answer any questions that students might still have.
14. Pass out paper for students to take home and use to complete the assignment.
15. Review the due date as stated in Lesson Eleven.

E. *Assessment/Evaluation*

1. Teacher observation of student participation during class discussion
2. Student created mind maps evaluated using rubric in Appendix O

VI. CULMINATING ACTIVITY

- A. Having explored the elements of fantasy, students will proceed with guidance through the writing process and create an original fantasy. Time should be given for students to plan (quick sketch or map) their stories. More time should be given to revise and edit drafts using peer and teacher-student conferencing. Stories should be published for display. A rubric is provided in Appendix P for evaluation.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Reading Dialogue
- B. Appendix B: Response Journal Rubric
- C. Appendix C: Using Context Clues
- D. Appendix D: Map Evaluation Rubric
- E. Appendix E: Character Riddle Checklist
- F. Appendix F: Sample Excitement Graph
- G. Appendix G: Excitement Graph Evaluation Rubric
- H. Appendix H: Literature Circle Discussion Log
- I. Appendix I: Literature Circle Ground Rules
- J. Appendix J: Literature Circle Self- Evaluation
- K. Appendix K: Genre Matrix Evaluation Rubric
- L. Appendix L: Sample Genre Matrix
- M. Appendix M: Fantasies for Independent Reading
- N. Appendix N: Sample Mind Map
- O. Appendix O: Mind Map Evaluation Rubric
- P. Appendix P: Original Fantasy Evaluation Rubric

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Appendix A¹

Reading Dialogue

1. Alice pieced enough bits of conversation together to realize she must have booted poor Bill out of the chimney. This was confirmed when Bill himself sputtered, “Wha-What happened?”
2. A big blue Caterpillar was sitting on top of the mushroom. His arms were folded, and he was smoking an odd-looking pipe. “Whoooo are yooooou?” drawled the Caterpillar.
3. “One side of *what?* The other side of *what?*” asked Alice. “The mushroom!” replied the Caterpillar, disappearing into the grass.
4. They bowed to each other. But their hair snagged together. “Ouch!” shrieked the Frog Servant. “Ow!” said the Fish Servant.
5. “And who are these?” asked the Queen, pointing to the three cards sprawled on the ground. Face down, they looked like all the other cards. “How should I know?” blurted Alice, surprised at her own courage. “It’s no business of mine.”
6. “Aha!” exclaimed the Queen, seeing the red paint dripping from the white rosebush. “Off with their heads!” In front of her was another long passage. The White Rabbit was still in site, racing down it. Quickly brushing herself off, Alice chased after the Rabbit again. She could hear him muttering, “Oh, my ears and whiskers! How late it’s getting!” Then the Rabbit turned a corner and disappeared from view.
7. Suddenly, she felt something touch her foot in the chimney. Thinking it might be a rat, Alice gave a sharp kick upward. “Aiyeeeeee!” someone bellowed.

¹ Taken from *Alice's Adventures in Wonderland* by Earle Hitchner

Appendix B

Student Response Journal Evaluation Rubric

Student Name _____

CATEGORY	Advanced	Proficient	Developing	Beginning
Content	<input type="checkbox"/> Thorough writing <input type="checkbox"/> On topic <input type="checkbox"/> Includes clear, complete examples to support opinions <input type="checkbox"/> Demonstrates clear understanding of the text	<input type="checkbox"/> Adequate writing <input type="checkbox"/> On topic <input type="checkbox"/> Includes sufficient examples to support opinions <input type="checkbox"/> Demonstrates an understanding of the text	<input type="checkbox"/> Some writing <input type="checkbox"/> Mostly on topic <input type="checkbox"/> Includes occasional incomplete or unclear examples to support opinions <input type="checkbox"/> Demonstrates some understanding of the text	<input type="checkbox"/> Little writing <input type="checkbox"/> Not on topic <input type="checkbox"/> No examples to support opinions <input type="checkbox"/> Demonstrates little understanding of the text
Organization		<input type="checkbox"/> Paragraph development <input type="checkbox"/> Consistently uses transitions	<input type="checkbox"/> Some paragraph development <input type="checkbox"/> Uses some transitions	<input type="checkbox"/> No paragraph development <input type="checkbox"/> Uses no transitions
Conventions	<input type="checkbox"/> No errors in capitalization, punctuation, and spelling	<input type="checkbox"/> Few errors in capitalization, punctuation, and spelling	<input type="checkbox"/> Several errors in capitalization, punctuation, and spelling	<input type="checkbox"/> Errors in capitalization, punctuation, and spelling interfere with meaning
Style		<input type="checkbox"/> Sentences are well constructed <input type="checkbox"/> Varies beginning words of each sentence	<input type="checkbox"/> Most sentences are well constructed <input type="checkbox"/> Some variation in sentence beginnings	<input type="checkbox"/> Incomplete or run-on sentences interfere with comprehension <input type="checkbox"/> Sentences have similar beginnings

Appendix C²

Using Context Clues

1. “Yet, I wish you could meet Dinah. She’s my cat back home. She’s such a dear thing. Dinah purrs and licks her paws and fur clean and is very good at catching mice-oh, I beg your pardon! We won’t talk about her anymore if you’d rather not.” “We indeed!” said the Mouse testily. “As if I would talk about such nasty, low, vulgar things as cats!” (synonyms)
2. “I’ll get the executioner myself dear,” said the King, hurrying away... The executioner told the King and Queen that he couldn’t cut off a head unless there was a body to cut it off from. (example)
3. “And who are these?” asked the Queen, pointing to the cards sprawled on the ground. Face down, they looked like all the other cards. (description)
4. Everyone scrambled about...The way the game was played was even odder than the field it was played on or the equipment it was played with. No one followed rules-if there were any. Everyone played out of turn and all at once. Quarreling was constant. Some players fought over the same hedgehogs. And a couple of players used their flamingo mallets to whack each other instead of the hedgehogs. The Queen was in a towering fury the whole time. She stamped about, shouting “Off with his head!” or “Off with her head!” once a minute. It was chaos. (examples)

² Taken from *Alice’s Adventures in Wonderland* by Earle Hitchner

Appendix D

Map Evaluation Rubric

Student Name _____

CATEGORY	4	3	2	1
Neatness	The map is readable, clean, neat and attractive. It looks like the author took pride in it.	The map is readable, neat and attractive. It looks like the author took pride in it.	The map is readable and somewhat attractive. It looks like parts of it might have been done in a hurry.	The map is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Creativity	The map contains many creative details that contribute to the reader's enjoyment. The author has really used his imagination.	The map contains a few creative details that contribute to the reader's enjoyment. The author has used his imagination.	The map contains a few creative details. The author has tried to use his imagination.	There is little evidence of creativity. The author does not seem to have used much imagination.
Organization	The map is well organized and presents a clear picture of Wonderland as seen through Alice's eyes.	The map is pretty well organized and presents a fairly clear picture of Wonderland as seen through Alice's eyes.	The map is hard to follow.	The map seems to be randomly arranged.
Illustrations	Illustrations are detailed, attractive, creative and represent the text.	Illustrations are somewhat detailed, attractive, and represent the text.	A few illustrations represent the text.	Illustrations do not represent the text.
Map Legend/Key	Legend is easy to find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.

Beginning 0-4 points Developing 5-8 points Proficient 9-12 points Advanced 13-16 points

Appendix E

Character Riddle Checklist

Student Name: _____

CATEGORY

EXPECTATIONS

Conventions

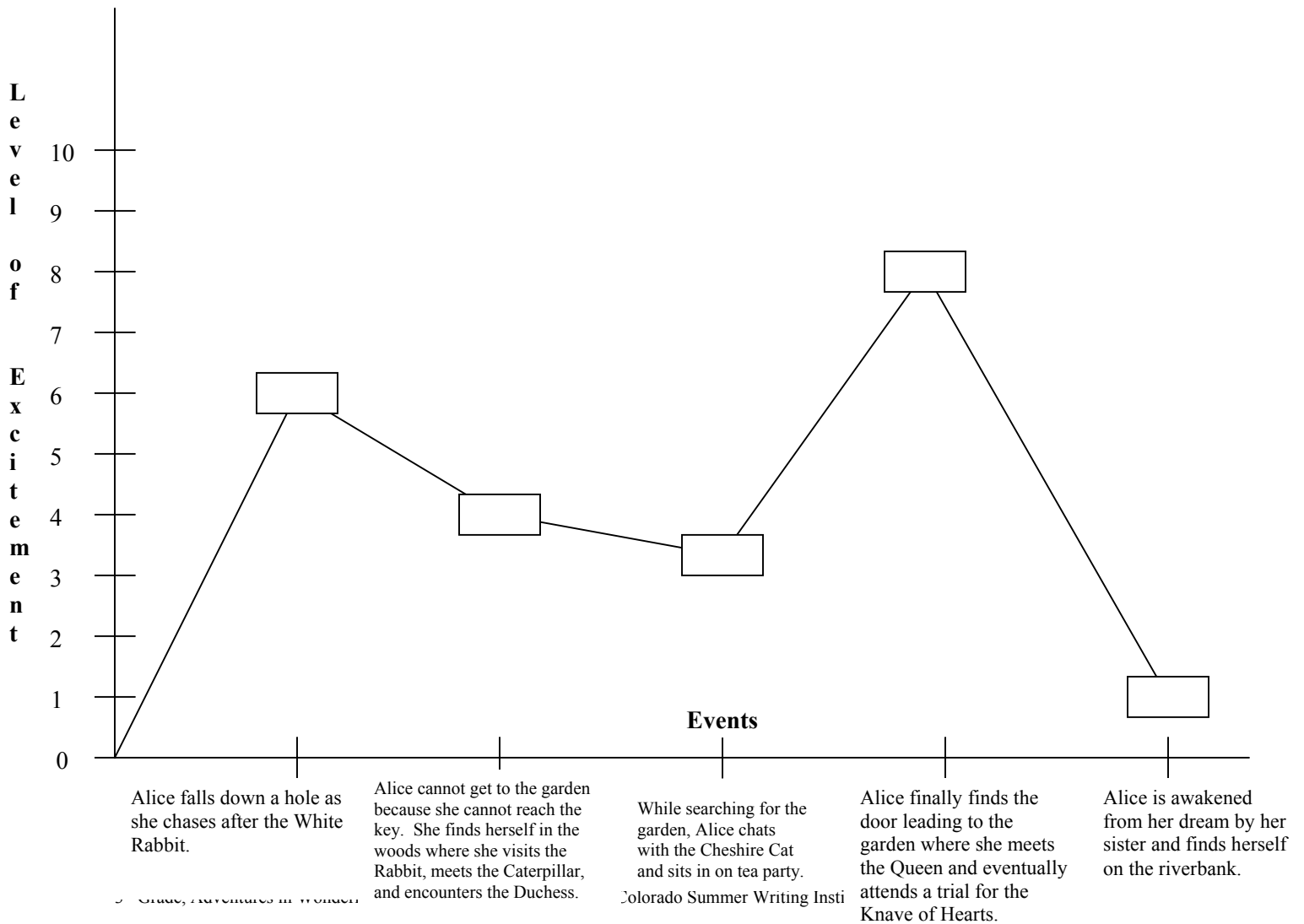
- Handwriting is legible.
- Uses standard grammar correctly.
- Uses standard spelling.
- Capitalizes the first word of a sentence.
- Uses a period at the end of each sentence.

Ideas

- Describes what the characters look like.
 - Describes what the characters feel.
 - Includes character traits.
-

Appendix F

Sample Excitement Graph



Appendix G

Excitement Graph Evaluation Rubric

Student Name _____

<p>Proficient</p>	<ul style="list-style-type: none">• Title is present• Graph is correctly labeled• Events are listed in chronological order• Illustrations correspond to the appropriate events• Levels of excitement are clearly plotted• A line graph is visible• Students explain their reasoning when sharing their graph with the class• Students work cooperatively• Students speak using the appropriate volume and maintain eye contact when speaking
<p>Developing</p>	<ul style="list-style-type: none">• Title is present• Some labels are present• Most events are listed in chronological order• Most illustrations correspond to the appropriate events• Levels of excitement are plotted; however, they appear a bit unclear• A line graph is visible• Students attempt to explain their reasoning when sharing their graph with the class.• Some group cooperation is observed• Some attention to volume and eye contact is observed when students present
<p>Beginning</p>	<ul style="list-style-type: none">• No title• Graph not labeled correctly• Events not sequenced in chronological order• Illustrations do not correspond to the appropriate events• A line graph is not visible• Students do not explain their reasoning• Little or no group cooperation is observed• Students do not speak using the appropriate volume and no attempt is made to maintain eye contact

Appendix H³

Literature Circle Discussion Log

Name:

Book title and author:

Reading assignment:

Due date:

I found _____
to be interesting and would like to share it with my group. (Note the page number.)

One question that I have about the reading is: _____

Two words that I had difficulty reading or understanding are: _____

and _____.

Tomorrow's topic of discussion:

Notes from my reading:

³ Adapted from *Getting Started with Literature Circles*, Christopher-Gordon Publishers

Appendix I

Literature Circle Ground Rules

1. Every member of the group will participate in the discussion of the text.
2. Members will be respectful of other group members, listening and thinking about what is being said. No interruptions!
3. Every member will come to class with all materials and assignments needed to discuss the text.
4. Each member will use his or her time wisely, staying on task and working cooperatively, to complete all assignments.
5. Each member will perform his assigned job to the best of his abilities.

Appendix J⁴

Literature Circle Self-Evaluation

Name _____

Use the following rating scale to give yourself a score in each area. Be honest!

1=Excellent

2=Good

3=Fair

4=Poor

- _____ I used my time wisely.
- _____ I stayed on task.
- _____ I came to literature circle each day with the necessary materials.
- _____ I did my reading assignments.
- _____ I came to class prepared to discuss the text.
- _____ I shared good ideas.
- _____ I actively participated in group discussions.
- _____ I listened carefully to others when they were speaking.
- _____ I worked cooperatively with others in my group.
- _____ I did my best work.
- _____ I did my part to contribute to the group's work.
- _____ I learned something.
- _____ I liked the book.

⁴ Adapted from *Appendix C, Self-Evaluation Checklist*, Challenger Center for Space Education, 1992

Appendix K⁵

Genre Matrix Evaluation Rubric

Group Members: _____

GROUP EVALUATION	TEACHER EVALUATION
<p>____ ILLUSTRATIONS (10)</p> <ul style="list-style-type: none"> • Each element (setting, characters, problem, solution, and extraordinary) is illustrated and representative of the text (2 points each) 	<p>____ ILLUSTRATIONS (10)</p> <ul style="list-style-type: none"> • Each element (setting, characters, problem, solution, and extraordinary) is illustrated and representative of the text (2 points each)
<p>____ MATRIX ELEMENTS (20)</p> <ul style="list-style-type: none"> • Title and author (2 points) • Setting (time and place) 2 points • Characters (major and minor) 5 points • Problem (2 points) • Solution (2 points) • Plot (summary of important events) 5 points • Extraordinary (2 points) 	<p>____ MATRIX ELEMENTS (20)</p> <ul style="list-style-type: none"> • Title and author (2 points) • Setting (time and place) 2 points • Characters (major and minor) 5 points • Problem (2 points) • Solution (2 points) • Plot (summary of important events) 5 points • Extraordinary (2 points)
<p>____ TIME AND EFFORT (5)</p> <ul style="list-style-type: none"> • Neatness (2 points) • On task behavior (3 points) 	<p>____ TIME AND EFFORT (5)</p> <ul style="list-style-type: none"> • Neatness (2 points) • On task behavior (3 points)
<p>____ GROUP COOPERATION (5)</p> <ul style="list-style-type: none"> • Individuals worked cooperatively to solve problems (2 points) • Each member of the group contributed to the overall task (3 points) 	<p>____ GROUP COOPERATION (5)</p> <ul style="list-style-type: none"> • Individuals worked cooperatively to solve problems (2 points) • Each member of the group contributed to the overall task (3 points)
<p>____ PRESENTATION (5)</p> <ul style="list-style-type: none"> • Speaks clearly (1 point) • Uses appropriate volume (1 point) • Maintains eye contact (1 point) • Posture (1 point) • Explains reasoning (1 point) 	<p>____ PRESENTATION (5)</p> <ul style="list-style-type: none"> • Speaks clearly (1 point) • Uses appropriate volume (1 point) • Maintains eye contact (1 point) • Posture (1 point) • Explains reasoning (1 point)
<p>____ TOTAL POINTS (50)</p>	<p>____ TOTAL POINTS (50)</p>

⁵ Adapted from *Literature Circles Resource Guide*, Christopher-Gordon Publishers

Appendix L

Sample Genre Matrix

Title and Author	Setting	Characters	Plot	Problem	Solution	Extraordinary
Alice's Adventures in Wonderland Lewis Carroll	mid 1800s Wonderland	Alice Duchess Rabbit Cat Hatter etc. Queen	Refer to summary of events in Appendix F.	Alice follows the White Rabbit down a hole and finds herself in Wonderland.	Alice wakes up and finds herself on the riverbank.	Wonderland: animals and cards have human characteristics; magic
<i>Catwings Return</i> Ursula LeGuin						
<i>The Littles</i> Peterson and Clark						
<i>See You Later, Gladiator</i> Jon Scieszka						
<i>Mummies in the Morning</i> Mary Osbourne						
<i>The Magic Finger</i> Roald Dahl						
<i>The Chocolate Touch</i> Patrick Catling						

Appendix M

Fantasies for Independent Reading

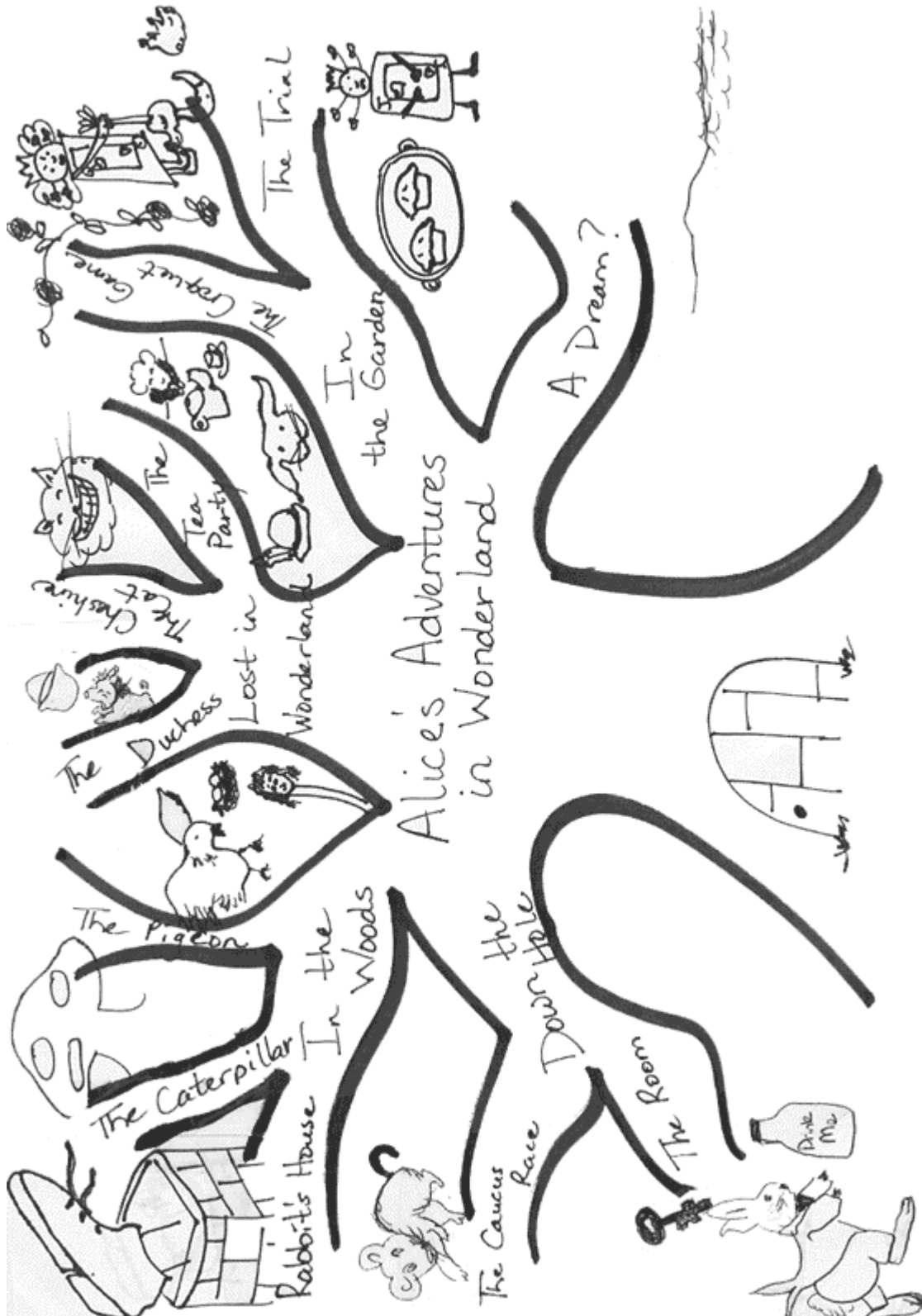
- Anderson, H. *The Little Match Girl*. Houghton Mifflin, 1968.
Anderson, H. *Thumbelina*. Dial, 1979.
Anderson, H. *The Ugly Duckling*. Macmillan, 1967.
Atwater, R. *Mr. Popper's Penguins*. Little, Brown, 1938.
Babbit, N. *Bub or the Very Best Thing*. 1994.
Bianco, M. *The Velveteen Rabbit or How Toys Become Real*. Doubleday, 1922.
Bond, N. *A Bear Called Paddington*. Houghton Mifflin, 1960.
Boston, L. *The Sea Egg*. Harcourt, 1967.
Brooks, W. *Freddy Goes to Florida*. Knopf, 1949.
Browne, F. *Granny's Wonderful Chair*. Dutton, 1963.
Butterworth, O. *The Enormous Egg*. Little, Brown, 1950.
Carlson, N. *Alphonse*. Harcourt, 1954.
Cleary, B. *The Mouse and the Motorcycle*. Morrow, 1965.
Cleary, B. *Ralph S. Mouse*. Morrow, 1982.
Cleary, B. *Runaway Ralph*. Morrow, 1970.
Dickens, C. *The Magic Fishbone*. Warne, n. d.
Ehrlich, A. *The Wild Swans*. Dial, 1981.
Ernst, L. *When Bluebell Sang*. 1989.
Gannet, R. *My Father's Dragon*. Random House, 1948.
Godden, R. *Impunity Jane: The Story of a Pocket Doll*. Viking, 1954.
Godden, R. *The Mousewife*. Viking, 1951.
Henkes, K. *Owen*. 1993.
Howe, J. *Bunnacula*.
Kohler, J. *The Dragonling*.
Laurence, M. *The Olden Days Coat*. McClelland and Stewart, 1979.
Lindgren, A. *Pippi Longstocking*. Viking, 1950.
Linklater, E. *The Wind on the Moon*. Macmillan, 1964.
Lofting, H. *The Story of Doctor Dolittle*. Lippincott, 1920.
MacGegor, E. *Miss Pickerell Goes to Mars*. McGraw-Hill, 1951.
McGraw, E. *Joel and the Great Merlini*.
Mendez, P. *The Black Snowman*.
Milne, A. A. *The House at Pooh Corner*. Dutton, 1961.
Nesbit, E. *The Enchanted Castle*. Benn, 1956.
Nesbit, E. *The Story of the Amulet*. Benn, 1957.
Paterson, K. *The King's Equal*. 1992.
Pilkey, D. *The Adventures of Captain Underpants*.
Ringgold, F. *Tar Beach*. 1991
Saint-Exupery, A. *The Little Prince*. Harcourt. 1943.
Seldon, G. *The Cricket in Times Square*. Farrar, Straus and Giroux, 1960.
Sendak, M. *Higglety Pigglety Pop!*. Harper, 1967.
Spinelli, J. *Maniac Magee*. 1990.
Thurber, J. *Many Moons*. Harcourt, 1943.

Other Fantasy Authors

Dahl, Roald
Hindman, Paul
King-Smith, Dick
Van Allsburg, Chris

Appendix N

Sample Mind Map



Appendix O

Mind Map Evaluation Rubric

Student Name _____

CATEGORY	4 Points	3 Points	2 Points	1 Point
Creativity	The map contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The map contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The map contains a few creative details and/or descriptions. The author has tried to use his imagination.	There is little evidence of creativity in the map. The author does not seem to have used much imagination.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text.	Original illustrations are somewhat detailed, attractive, and relate to the text.	Original illustrations relate to the text.	Illustrations are not present OR they are not original.
Characters	Main characters along with some minor characters are included.	All of the main characters are included.	Not all main characters are included.	Characters are not included.
Problem/Solution		It is very easy for the reader to understand the problem and the solution.	It is fairly easy for the reader to understand the problem and the solution.	It is not clear what problem and solution are.
Organization	The map is very well organized. Each element is correctly sequenced.	The map is pretty well organized. One element may seem out of place.	The story is a little hard to follow.	Elements seem to be randomly arranged.
Setting		Pictures and text tell when and where the story took place.	Pictures or text tell when and where the story took place.	The reader has trouble figuring out when and where the story took place.

Beginning 0-6

Developing 7-12

Proficient 13-18

Advanced 19-22

Appendix P

Original Fantasy Evaluation Rubric

Student Name _____

CATEGORY	4	3	2	1
Writing Process	Student devotes a lot of time and effort to the writing. Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process. Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
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.
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are named and clearly described. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea about the characters.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Problem/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.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Spelling, Capitalization, and Punctuation	There are no spelling, capitalization, and punctuation errors in the final draft.	There are a few spelling, capitalization, and punctuation errors in the final draft.	There are several spelling, capitalization, and punctuation errors in the final draft.	There are many spelling, capitalization, and punctuation errors in the final draft.
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 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.

Beginning 0-9 points Developing 10-18 points Proficient 19-27 points Advanced 28-36 points