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Top Secret: Understanding Characters! [3rd grade]

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Top Secret- Discovering Characters and Inferences

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>-Sequence and summarize the plot's main events and explain their influence on future events</p> <p>-make inferences about characters and events while they read</p> <p>-describe the interaction of characters including their relationships and changes they undergo</p>	Transfer	
	<p><i>Students will independently use their learning to...</i> <i>Provide the foundation for becoming an active reader by sequencing and summarizing the plot's main events and explaining their influence on future event, describing characters in a story including the way that main plot events, conflict and relationships with other characters affect a character.</i></p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i> Active readers make inferences about characters and future plot events while they read</p> <p>Plot, conflict and relationships can change characters</p>	<p>Essential Questions</p> <p>How does the plot affect the characters in a story?</p> <p>What are the elements of a character and how does conflict change characters?</p> <p>How do relationships with others change a character?</p> <p>How does an effective reader make inferences and predictions while they read?</p>
	Acquisition	
	<p>Knowledge <i>Students will know...</i> -identify a plot's main events and their influence on future events</p> <p>-how to use clues from the text and prior knowledge to create inferences about characters and events in the story</p> <p>-the elements of a character and how conflicts, relationships and plot events change characters</p>	<p>Skills <i>Students will be able to...</i> -Sequence and summarize the plot's main events and explain their influence on future events</p> <p>-make inferences about characters and events while they read</p> <p>-describe the interaction of characters including their relationships and changes they undergo</p>
Stage 2 – Evidence		

CODE (M or T)	Evaluative Criteria (for rubric)	
T		<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Character Chlorophyll Recipe (Materials 19) Students will create a recipe for a character of their choice from <u>Top Secret</u></p> <p>A) Write the recipe of the traits that are a part of the chosen character</p> <p>B) Write an improved recipe of traits that you would add to your character to make them a leader/highly effective</p> <p>C) Students will then participate in a gallery walk of the recipes and students will then have to guess what recipe goes with which character</p> <p>----- ----- Other Evidence (e.g., formative)</p>
Stage 3 – Learning Plan		
CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Pre-assessment Thermometer: (Materials 1)</p> <ol style="list-style-type: none"> Sort these plot event terms: setting, characters, beginning, middle and end What is the main plot event from this paragraph? What inference can you make about the given character based on the text? Is it possible for characters in a story to change? Put these sentences in the correct sequence by numbering them 1-5. 1 is first and 5 is last. 	
M A M	<p>Learning Activities:</p> <p>Day One: Tuesday Sept 8th Students will complete a Pre-Assessment Thermometer (Materials 1)</p> <p>Students will then work with their group to complete the “Before Reading Top Secret” rating paper (Materials 2)</p> <p>Day Two: Wednesday Sept 9th Teacher will set the stage for the prologue and chapter 1 by explaining “via” and asking students to turn on their science brain to think about what photosynthesis means.</p> <p>As a class, read prologue. (Teacher led read aloud) Words to clarify: Via (road)</p> <p>Students will then use a sticky note to write a prediction about why the men in the brown car are sitting outside the narrator’s house and insert it into their Reader’s Notebook in the Reader’s Response section.</p> <p>Day Three: Thursday Sept 10th</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-Assessment</p> <p>Rating paper</p>

A	<p>Teacher will explain that today we are going to be Reading Investigators! We are going to learn how to use clues and our own brain to figure out what is there that we can't see. The teacher will explain the inference process. (What I know + clues from the book = inference) The students will take notes on <i>Inference Notes Page (Materials 3)</i>. The teacher will explain that pictures are a great way to practice using your Reading Investigator skills because we read pictures just like we do words.</p> <p>Teacher will model using the <i>Top Secret Picture Inference Envelopes (Materials 4)</i> and <i>Top Secret Picture Inference Envelope Worksheet (Materials 5)</i> to the class.</p>	
M	<p>Students will then work in groups to look at their top secret inference envelope and create an inference using the <i>Top Secret Picture Inference Envelopes (Materials 4)</i> on their <i>Top Secret Picture Inference Envelope Worksheet (Materials 5)</i>.</p>	Top Secret Picture Inference Envelope Worksheet
A	<p>The teacher will explain that authors use language to help give reader's clues. The teacher will tell students not to forget that they are Reading Investigators for all of chapter 1. "We need to use the clues from the text, and what we know about schools and teachers to figure out as much as we can about the characters."</p>	
M	<p>As a class, read chapter 1 "Miss Green." (Teacher led read aloud)</p> <p>Words to clarify: linoleum (type of plastic flooring), swaying (moving slowly back and forth rhythmically), photosynthesis (the process by which plants and some other organisms use sunlight to create food)</p>	
A	<p>Teacher stops at end of page 4 and models inference process using a sticky note.</p> <p>"The clue from the text says: 'There was an award for the best science teacher' and 'that's why your science project was more important than your homework and even your test scores' and I know I am a teacher and I love to win awards....so I am thinking about Miss Green. I think I can infer that Miss Green cares more about winning The Best Science Teacher award more than anything else!"</p>	
M	<p>As a class, finish reading chapter 1 "Miss Green" (Teacher led read aloud)</p>	
M	<p>Teacher will ask students to focus on page 9 and find a clue about Miss Green, use their brain and come up with an inference about Miss Green based on the text using a sticky note. The students will then put the sticky note in the Reader's Response section of Reader's Notebook.</p> <p><i>** Dragon Challenge- come up with an inference about</i></p>	Inference sticky note

<p>A</p> <p>M</p> <p>A</p> <p>A</p> <p>M</p> <p>M</p> <p>T</p> <p>A/M</p> <p>A/M</p>	<p>Allen Brewster</p> <p>Day Four: Friday Sept 11th Teacher will ask students to recall their Reading Investigator brains from the day before. “How do you make an inference? What is an inference built of?” Teacher will tell students that today they will be making inference about the narrator, Allen.</p> <p>As a class, read chapter 2, “Allen.” (Teacher led read aloud) Words to clarify: parasite (a type of bug that feeds on other living things to stay alive), Hogwash (nonsense)</p> <p>Teacher will give students a Character Traits Handout (Materials 6) that will list strong words used to describe characters to put inside of their reader’s notebook. The teacher will explain that the students are going to use the Reader’s Investigator inference skills to come up with one word that describes Allen.</p> <p>Teacher will model how to use the Character Trait Foldable: Allen (Materials 7) part one using one character trait from Character Traits Handout (Materials 6).</p> <p>The teacher will then ask the students to work with their groups to fill in another character trait for Allen using clues from the text to support their inference on their Character Trait Foldable: Allen (Materials 7) part one.</p> <p>**Dragon Challenge—come up with a character trait for Grandpop and provide evidence from the text to support your inference.</p> <p>Students will then respond to a “What If” prompt in their reader’s notebook in the reader’s response section: What if Allen’s Grandpop wasn’t in the story?</p> <p>Day Five: Monday Sept 14: The teacher will ask the students to come up with a dance move that represents inference. (Hint to success: think about the different pieces/parts of an inference and create movements that show those pieces)</p> <p>The teacher will have a Top Secret Story Map (Materials 8) -piece of butcher paper -on display at the front of the room with a skeleton of a plot map drawn on it. (Setting, characters, beginning, middle, end) The teacher will ask the students to talk to their group and come up with the setting, characters and two most important events that they think happened in the book so far.</p> <p>The teacher will then ask the students to share out to the whole class with they came up with from setting, characters, beginning, middle and end. The class will</p>	<p>Character Trait foldable: Allen</p> <p>What If prompt</p>
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M	<p>determine which events were the most important from the ones that were shared and the teacher will ask students to come point to where they think those events go on the map.</p> <p>The teacher will explain that each story is like a roller coaster, “it has a place where it starts, it goes up, it goes down, it turns around, it surprises you, and then it has a place where it ends. This is what is happening in <u>Top Secret</u>. And all the events are connected and lead into the next event. For example, what if Miss Green would have thought that Allen’s human photosynthesis idea was possible? So these important events can lead to future events in the book- just like the track the drives the direction of the roller coaster. Does anyone want to share a prediction they have based on the events that have happened so far in the book?</p>	Predictions
M	<p>Students will share their predictions. Teacher may need to model this</p>	
A	<p>“Today when we read chapter 3, let’s think about which events are the most important and change the route of the roller coaster. BUT we can’t forget our Reading Investigator skill of making inferences while we read! So if someone can make an inference while we are reading chapter 3, you can stand up silently and do the inference dance move- but be ready to share a Dragon worthy inference with the class! I’ll give you a hint—you may be able to make an inference about the librarian Mrs. Snodgrass.”</p>	
M	<p>As a class, read chapter 3, “Research” (Teacher led read aloud)</p> <p>Words to clarify: gold-plated (covered with a thin layer of gold), penknife (pocketknife), encyclopedia (a set of books giving information on many subjects), botany (the study of plants), biology (study of life), zoology (study of animals), chlorophyll (a green coloring that helps plants use sunlight to live), hemoglobin (red substance that has the job of carrying oxygen in our blood)</p>	Key event index card
T		
M	<p>The teacher will then ask the students to write the most important event from chapter three on an index card, in one sentence.</p> <p>Day 6: Tuesday Sept 15th</p> <p>The teacher will have a selected amount of notecards from the day before taped to the board and numbered. The teacher will tell the students that they get to vote today! They are going to vote for the best main event from yesterday. The teacher will remind the students what would be a good main plot event.</p>	
M	<p>Students will then walk up to the board and read the</p>	Plot events ballot

A/M	<p>notecards silently. As they walk around reading the main plot events, they will rank them on their Plot Events Ballot (Materials 9) Students will then return to their desks and discuss which main event that they thought was best with their group and why they thought that was the best one.</p> <p>The teacher will then ask students to share out.</p> <p>The teacher will then ask the students to recall their inference dance move. The teacher will then ask the students what a story is like (looking for the answer of roller coaster)</p> <p>The teacher will explain that movies are like the acted out form of books and movies have to follow a certain roller coaster track just like books do.</p> <p>The teacher will play two clips of Gru from “Despicable Me” to demonstrate Gru’s change of heart after adopting the three young ladies.</p> <p>The teacher will play the first clip stop to review how to fill out Character Trait Foldable: Allen (Materials 7) part one for Gru using the character traits list from the teacher’s reader’s notebook. The teacher will model by saying “Ok, so I have to remember my Reading Investigator skill of inference and my good muscular character describing words in my reader’s notebook are both going to help me fill this out.”</p>	
T	<p>The teacher will then play the second clip and stop. The teacher will ask the students to help her come up with character traits to fill out Character Trait Foldable: Allen (Materials 7) part two for Gru using the list in their reader’s notebooks by using the Reading Investigator inference skills.</p>	
A	<p>The teacher will ask students to think why Gru changed. What main plot events made Gru change? The teacher will then model filling Part 3 of the Character Traits Organizer (Materials 10).</p>	
M	<p>The teacher will then ask students to Think-Pair-Share.</p>	
M	<p><u>Think</u>: about a character that you know from a movie or book</p>	
	<p>that changes. How do they change? Why do they change?</p>	
	<p><u>Pair</u>: Find a table teammate</p>	
	<p><u>Share</u>: A character that I know that change is</p>	
	<p>From... They change because...</p>	
M	<p>The teacher will tell the class that in chapter 4, Allen is going to go through a change. The teacher will prompt students to pay extra close attention to the change that Allen goes through a why.</p> <p>The teacher will invite students to fill in another trait on the</p>	

M	<p>Character Trait Foldable: Allen (Materials 7) part one for Allen with their group. Focus: What is he like now?</p> <p>As a class, read chapter 4, "Discovery" (Teacher led read aloud) Words to clarify: phonograph (a record player), vat (a large tank of tub), concoction (a mixture of ingredients), declined (to say no in a polite way)</p>	Character Trait foldable: Allen
A	<p>The teacher will then invite students to fill out Character Trait Foldable: Allen (Materials 7) part two, after reading chapter 4, with their group and discuss the changes that Allen went through during this chapter and what main plot events made this change occur.</p> <p>The teacher will then invite students to fill out Character Trait Foldable: Allen (Materials 7) part three for Allen for between chapters 3 &4 independently.</p>	
M	<p>Day 7: Wednesday Sept 16th The teacher will ask students to review their inference dance move, and then the teacher will ask the students to share out what changes a character in a story.</p>	
M	<p>The teacher will then tell the students that the main plot events have to go in a certain order and that is called sequencing. The teacher will tell the students "while we read today, we are going to focus on the most important events that happen in the chapter, and remember, you are still using your Reading Investigator skill of making great inferences. So, if you can make an inference you can silently stand up and make do the inference dance move. BUT make sure you are ready to share with the class. Hint: you may be able to make an inference about the students on the bus."</p>	
M	<p>The teacher will ask the students to read the title of chapter 5, and Think-Pair-Share. <u>Think</u>: What can you predict? What will chapter 5 be about based on the title "Reaction"? <u>Pair</u>: turn to a table mate. <u>Share</u>: My prediction is.... I inferred this because...</p>	Key events on index cards- create and sort
M	<p>As a class, read chapter 5, "Reaction" (Teacher led read aloud) Words to clarify: green thumb (an expression used to describe someone who is good at gardening), contagious (something that can spread and affect others)</p>	
M	<p>The teacher will then prompt students to stand. The teacher will ask the students to find a person they haven't spoken to yet today. The teacher will ask the students to share what they thought the most important main plot event was from chapter 5, "Reation."</p>	

A	<p>After the students have shared, they will return to their seats and the teacher will ask the students to write out the three main plot events that happened on three different cards independently.</p> <p>The teacher will then ask the students to pass their cards to the person on their right.</p> <p>The students will mix the cards up, and then the teacher will ask them to put the cards in the correct sequence, or order they happened in the story and then tape the cards together in that order.</p>	
M	<p>Day 8: Thursday Sept 17th</p> <p>The teacher will ask the students what they think the most important thing they learned in reading <u>Top Secret</u> has been. (They can use their reader's notebook if they would like to)</p> <p>The students will participate in a Think-Stand-Share.</p> <p><u>Think</u>: what is the most important thing you have learned?</p> <p><u>Stand</u>: find someone that is the same height as you</p> <p><u>Share</u>: The most important thing I have learned is... Because...</p>	
A	<p>The teacher will then ask the students to share out what their height buddy shared. The teacher will make sure inference, sequence, plot.. etc. are covered.</p>	Prove your drawing worksheet
M	<p>The teacher: "We have learned all of these great things, just like Allen Brewster has, but we are about to find out that sometimes knowing things is not always enough, sometimes you are going to have to prove things with evidence. In this chapter, Allen is going to have to use evidence to prove that he did create an example of human photosynthesis (himself). Today, we are going to begin with the end in mind. By the end of class, you are going to have to choose your favorite character in <u>Top Secret</u>, draw a picture of them, and then provide evidence of how you know that is what they look like, using words from the book. So you are using your knowledge of inference, character traits and main plot events to prove your drawing is accurate! So be thinking about this while we read chapter 6."</p>	
T	<p>As a class, read chapter 6, "Proof."</p> <p>Words to clarify: appetite (a strong want usually for food)</p>	Problem/Solution card sort
M	<p>The teacher will then model how to use the <i>Prove Your Drawing Worksheet (Materials 10)</i> with Nemo from "Finding Nemo"</p>	
T	<p>Students will then work independently, using the <i>Prove Your Drawing Worksheet (Materials 10)</i> to choose a character from the story, draw that character and then</p>	

A	<p>provide two pieces of evidence that prove their drawing is accurate.</p> <p>**Dragon Challenge: Provide 3 pieces of evidence that proves that your drawing is accurate.</p> <p>Day 9: Friday Sept 18th The teacher will ask students if they are ready for a challenge. “If so, today we are going to use all of our reading skills together: inference, character traits, main plot events and sequencing to help us better understand the story.”</p>	
A	<p>The teacher will give students the Problem and Solution Sorting Cards (Materials 11) and let students work in partner or triads to match the cards in the correct way.</p> <p>Once students finish, the teacher will then ask the students to share which column they think represents the problems and which column they think represents that solution. When the correct columns have been identified, the teacher will celebrate the students for already knowing what problem-and solution are.</p>	Problem/solution worksheet
M		
A	<p>**Dragon Challenge: Sort the cards a different way. (Cards have problems and solutions that are similar)</p>	
M	<p>The teacher will explain that because main plot events have to go in a sequence, whenever there is a problem in a story there will be a solution. “So since you are all super Reading Investigators and masters of inferencing, and character traits – you will be able to predict what solution the character might have for a problem that the come up against in the plot! If you are reading rock star, you may even be able to predict a problem!”</p>	
T	<p>The teacher will tell the students that in this chapter, Allen is going to think win-win. He is going to use problems that he runs into, to help him get closer to proving human photosynthesis! Our job is going to be to figure out what his problems are, predict how he might solve them and then write down the solution that he comes up with to solve that problem in the correct sequence using your Problem-Solution Guessing Game Worksheet (Materials 12).</p>	
A/M	<p>As a class, read chapter 7, “Problems” (Teacher led read aloud) Words to clarify: portable (can be moved)</p> <p>The teacher will then model the first problem/solution from chapter 7 using the Problem-Solution Guessing Game Worksheet (Materials 12).</p> <p>Students will then work in their group to find the next problem/solution event from chapter 7, “Problems” in the correct sequence using the Problem-Solution Guessing</p>	

M	<p>Game Worksheet (Materials 12).</p> <p>Students will then work independently to find the last problem/solution event from chapter 7, “Problems” in the correct sequence using the Problem-Solution Guessing Game Worksheet (Materials 12).</p> <p>** Dragon challenge- predict another problem that Allen may face and create a potential solution for him</p> <p>The teacher will ask students to Think-Pair-Share. <u>Think</u>: How did these problems change/affect Allen? <u>Pair</u>: Find a table teammate. <u>Share</u>: The problems in chapter 7 that changed Allen are... They change him because...</p> <p>Day 10: Monday Sept 21st The teacher will have the Top Secret Story Map (Materials 8) on display at the front of the room with a skeleton of a plot map drawn on it. (Setting, beginning, middle, end) from Day Five. The teacher will have student volunteers to come up to the front to read the important plot events that have happened so far. The teacher will then ask the students what events should be added to the plot map, and the teacher will add the events to the plot map.</p> <p>The teacher will ask the students to go back and re-read the last paragraph in chapter 7, “Problems” (68) and then read the title of chapter 8, “The President.” (69) The teacher will ask the students to keep the end in mind and have the students focus on using the Reading Investigators skill of inference to make a prediction about what Grandpop and Allen are thinking about at the end of the chapter. Who might they use to help people understand that human photosynthesis is possible? What do you think they are going to do next?</p>	
A	<p>The teacher will then have students write down their prediction and put it in the Reader’s Response section of their notebook.</p>	Prove it to the President worksheet
M	<p>As a class, read chapter 8, “The President.” Words to clarify: psychiatrist (a doctor for mental illness), shrink (another name for psychiatrist), psychosomatic (a mental illness that is caused by stress), telegram (a printed or written message sent by telegraph)</p>	
T	<p>The teacher will ask students to raise their hand if they can explain in just a few words what happened in the last paragraph of chapter 8, “The President.”</p> <p>The teacher will then ask the students what a good reader uses to back up their inferences? (Evidence)</p>	

M	<p>The teacher will then ask students to work silently, using their <u>Top Secret</u> books to find evidence that would prove that Allen has accomplished human photosynthesis. Once the students find a piece of evidence, they will share their evidence (with page number) out to their group. Hint for success: The transformation starts on page 42 at the end of chapter 4, "Discovery."</p>	Think-Write-Pass-Read
T	<p>The teacher will then ask groups to share what pieces of evidence they found that would prove that Allen has in fact figured out human photosynthesis. Once the class has offered a lot of evidence, the teacher will then hand out <i>Prove it to the President Worksheet (Materials 13)</i>.</p>	
A	<p>The teacher will explain that now students are going to pretend that they are at Allen's house with him at the end of chapter 8, "The President" and Allen's mom hands the phone to them. Their job is going to be to tell the president that Allen has found out how to make human photosynthesis work to solve the problem of starvation!</p> <p>Students will work independently to complete the <i>Prove it to the President Worksheet (Materials 13)</i>. May require teacher modeling.</p> <p>** Dragon Challenge: Why might the President not believe Allen?</p>	
M	<p>Day 11: Tuesday Sept 22nd</p> <p>The teacher will ask the students to turn on their Reading Investigator skill of inference and knowledge of characters. The teacher will tell students that they are going to do a <i>Think-Write-Pass-Read Activity (Materials 15)</i> in their reader's notebook. The teacher will model this process with a random chosen prompt.</p> <p><u>Think</u>: Think of a character that uses one of these habits: Be proactive, begin with the end in mind, think win-win or seek first to understand, then to be understood. Who is this character and what do they do that showed this habit?</p> <p><u>Write</u>- In your reader's notebook write about this character and what they did to show that habit in the book.</p>	
T	<p>**Dragon Challenge: choose a character that DOESN'T use one of these habits when they should have. Write about this character, which habit they should have used, and when in the story they could have used that habit.</p>	Character Trait foldable: Allen
M	<p><u>Pass</u>: Pass your journal to a teammate to the right of you.</p> <p><u>Read</u>: Students will read their teammate's ideas.</p> <p>Teacher will ask the teacher to have students share their teammate's awesome ideas.</p>	What If Prompt

M	<p>The teacher will explain to the students that by the end of the class, they will need to have an idea about how the President of the United States and the plot event of working with the Government is going to change Allen's thinking. Like how Gru changed in "Despicable Me" or Elsa changed in "Frozen" or Marlin (Nemo's dad) in "Finding Nemo" because remember, characters can change because of main plot events and their relationships with other characters.</p> <p>As a class, read chapter 9, "Top Secret"</p> <p>Words to clarify: penthouse (a very nice apartment on the top floor of the building), duplicate (an exact copy), unauthorized (not having permission or approval), disclosure (to let a secret out), grave (serious), economy (the wealth and resources of a country- what they sell, money, services...)</p> <p>The teacher will then have students fill in <i>Character Trait Foldable: Allen (Materials 7)</i> part two for chapters 8 & 9.</p> <p>The students will then be asked to work independently to respond to the following What If prompt in their Reader's Notebook: What is the president never contacted Allen?</p> <p>Day 12: Wednesday Sept 23rd</p> <p>The teacher will ask the students to raise their hand to share the names of all the main characters. The teacher will write the names that the students give on the board. (Up to four or five names-Allen Brewster, Miss Green, Grandpop, The President...) The teacher will then ask each table to come up with a movement that they think represents that character. If you couldn't talk- how would you act out this character?</p> <p>The teacher will then ask the students to share their movement that they created for their character. The teacher will explain the Center Stage Vocabulary Game.</p> <p>(The teacher will split the class up into five teams. Each team will create a line facing the front of the room. The teacher will write the names of the characters in large print on pieces of large blank paper.</p> <p>The teacher will ask one student to come to the front of the room, stand in front of their team's line and face their team. The teacher will tell the class that she is going to stand behind the students in the front of the classroom and silently hold up one of the character names. The job of the students in the line: silently act out that character using the movements that we just created and try to get the person standing in front to guess. The job of the students in the front: guess what character their team is acting out. The teacher will do rounds of practice until all students have</p>	
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M	<p>had a chance to guess at the front. The teacher will then start the game. The teams will be awarded a point if they are the first to guess correctly. The class will play until everyone has had a chance to guess at the front at least once.</p> <p>The teacher will then have the students return to their desks. The teacher will ask students what Reading Investigator skills they were using to be successful at the Center Stage game. (Inference, knowledge of characters)</p> <p>As a class, read chapter 10 “Science Fair” Words to clarify: none</p> <p>At the end of the chapter, the teacher will ask the students to Think-Whisper-Keep a Secret. Think: What can you infer about what Allen did with the lipstick that he gave to Miss Green? Whisper: Whisper your prediction/inference to the teammate to your left. Keep a Secret: you will have to keep your teammate’s inference a secret until tomorrow when we read and see if their prediction/inference is true!</p> <p>Day 13: Thursday Sept 24th The teacher will invite the students to turn to their Think-Whisper-Secret partner from yesterday. “If you remember their inference/prediction give them a thumbs up, if you need to hear it again, use this time to share your ideas again in a whisper! At the end of the chapter you are going to find out if you are right or your teammate is right!”</p> <p>As a class, read chapter 11, “The Awards” Words to clarify: podium (a small platform on which a person stands to be seen and heard by the audience), slits (a long thin/narrow opening)</p> <p>The teacher will then ask the students to share if their inferences/predictions were correct or if their teammate’s inference/predictions were correct. Celebrate those that nailed it or got close!</p> <p>The teacher will then ask the students to Think-Stand-Share-think-Switch-Share. <u>Think</u>: What was the main plot event in this chapter? <u>Stand</u>: Find a teammate that has shoes that look like yours <u>Share</u>: I think the main plot event of this chapter was.... Because...</p> <p>The teacher will ask students to share out to the whole class and then the teacher will repeat the most accurate main plot event. Think: How does this main plot event change Allen? How does this main plot event change Miss Green? Switch: Find a teammate that is an arm’s length away from you right now. Share: Share how you think the plot event changed Allen or changed Miss Green.</p> <p>The teacher will then hand out Comic Sequence</p>	<p>Comic Sequence Summary Sheet</p> <p>The End Worksheet</p>
A		
M		
A/M		
A		
M		
A		

M	<p>Summary (Materials 15) to students. The teacher will then ask the students to read the directions on this paper. They will be working with their group on part 1: creating a comic book summary of chapters 10 and 11 in the correct sequence, including only the most important plot events.</p> <p>The students will then work on part 2 independently: writing a summary of the two chapters only including the main plot events in the correct sequence of the story.</p> <p>**Dragon challenge: try to only use exactly 11 words when you write your summary.</p> <p>Day 14: Friday Sept 25th The teacher will have <u>Top Secret Story Map (Materials 8)</u> on display at the front of the room with a skeleton of a plot map drawn on it. (Setting, beginning, middle, end) from Day Five and Day Ten. The teacher will have student volunteers to come up to the front to read the important plot events that have happened so far. The teacher will then ask the students what events should be added to the plot map, and the teacher will add the events to the plot map.</p> <p>The teacher will explain that today we are going to finish the book.</p> <p>As a class, read chapter 12 “The Silver Trophy” and “Epilogue” Words to clarify: concentrated (intense, a higher amount of one substance), epilogue (the section of the book that is the conclusion of the story)</p> <p>The teacher will handout the <i>The End Worksheet (Materials 16)</i> to the students. The teacher will then ask a student to read the directions out loud.</p> <p>The students will work independently to complete <i>The End Worksheet (Materials 16)</i>. The students will have to make a character based inference and provide evidence and then rate the book on a four-star scale.</p> <p>The teacher will then explain the <i>Character Chlorophyll Recipe (Materials 17)</i> and <i>Character Chlorophyll Recipe Rubric (Materials 18)</i>. The teacher will model this for the students and then explain that they will complete this project at home.</p> <p>The teacher will then ask students to fill in <i>Character Trait Foldable: Allen (Materials 7)</i> part four.</p> <p>Day 15: Monday Sept 28th The teacher will hang up the <i>Character Chlorophyll Recipes (Materials 17)</i> around the room, careful to make sure that the character names are not showing.</p>	<p>Character Chlorophyll Recipe</p> <p>Character Trait Foldable</p> <p>Detective Worksheet</p> <p>Post-Assessment</p>
A		
A		
M		
T		
A		
M		

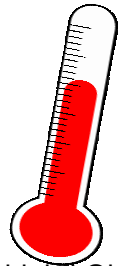
	<p>The teacher will review the expectations of a Gallery Walk and tell the students that they are going to be detectives and they have to guess which <u>Top Secret</u> character is which based on the clues and what they know about the characters.</p> <p>Students will fill out <i>Top Secret Detective Worksheet (Materials 19)</i> worksheet while they travel around for the Gallery Walk.</p> <p>Once students have completed required number of inference and evidence based guesses on the <u>Top Secret Detective</u> worksheet, the teacher will then let students reveal who their character was. The teacher will then ask students to debrief the process in the form of a whole class discussion. “How did you like the gallery walk? How did make guesses about which character was which? How did it feel? How many got all their guesses correct?”</p> <p>Students will then take the <i>Post-Assessment Thermometer</i>. Same as <i>Pre-Assessment Thermometer (Materials 1)</i></p>	
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Materials Appendix:

Materials 1

Name: _____ Table #: _____

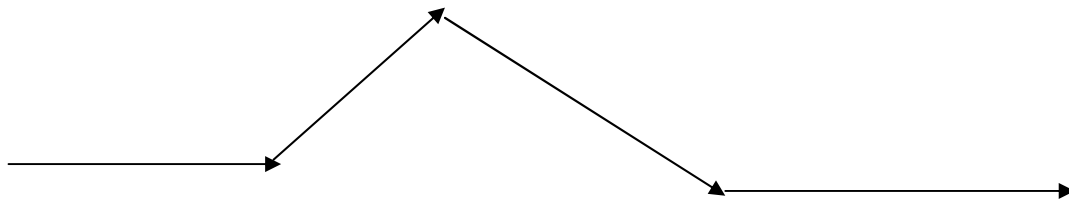
Top Secret Thermometer



Answer these questions to the best of your ability. You may not know the answers and that is alright! Give it 100%

1. Write these plot elements in the correct place on the plot story map.

Characters	Setting	Beginning	Middle	End
------------	---------	-----------	--------	-----



Read this paragraph:

Once upon a time, a wood carver sat by his cottage looking blue.

"Why are you so sad, Peter?" his neighbor Ann asked.

Peter answered, "I love Princess Mirabelle, and she loves me. The king will never let us marry, though, because I am just a poor wood carver."

Ann thought for a moment and then smiled. "I bet if you carved something wonderful for him, he would change his mind."

Peter's face lit up, and he thanked Ann. Using wood from the most beautiful tree in the forest, he carved a chair that was fit for a king.

Then he went to the palace to present it.

"This is the finest chair I have ever seen," said the king. "In payment, I will give you anything you desire."

"Your majesty, all I want is your daughter Mirabelle's hand."

The king looked sad, but when he saw his daughter's joyful face, he agreed.

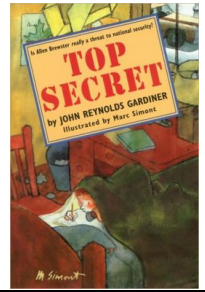
Mirabelle and Peter lived happily ever after.

2. What is the most important plot event from this story?
3. What inference can you make about the king?
4. Did Peter change in this story? Why or why not?

5. What is one character trait that you would use to describe Peter? What does he do in the story to make you think that he has that character trait?

Materials 2

Name: _____ Table: _____



Before We Read Top Secret I need to:

Predict	
Create A Question	
Look at pictures	
Read the Table of Contents	

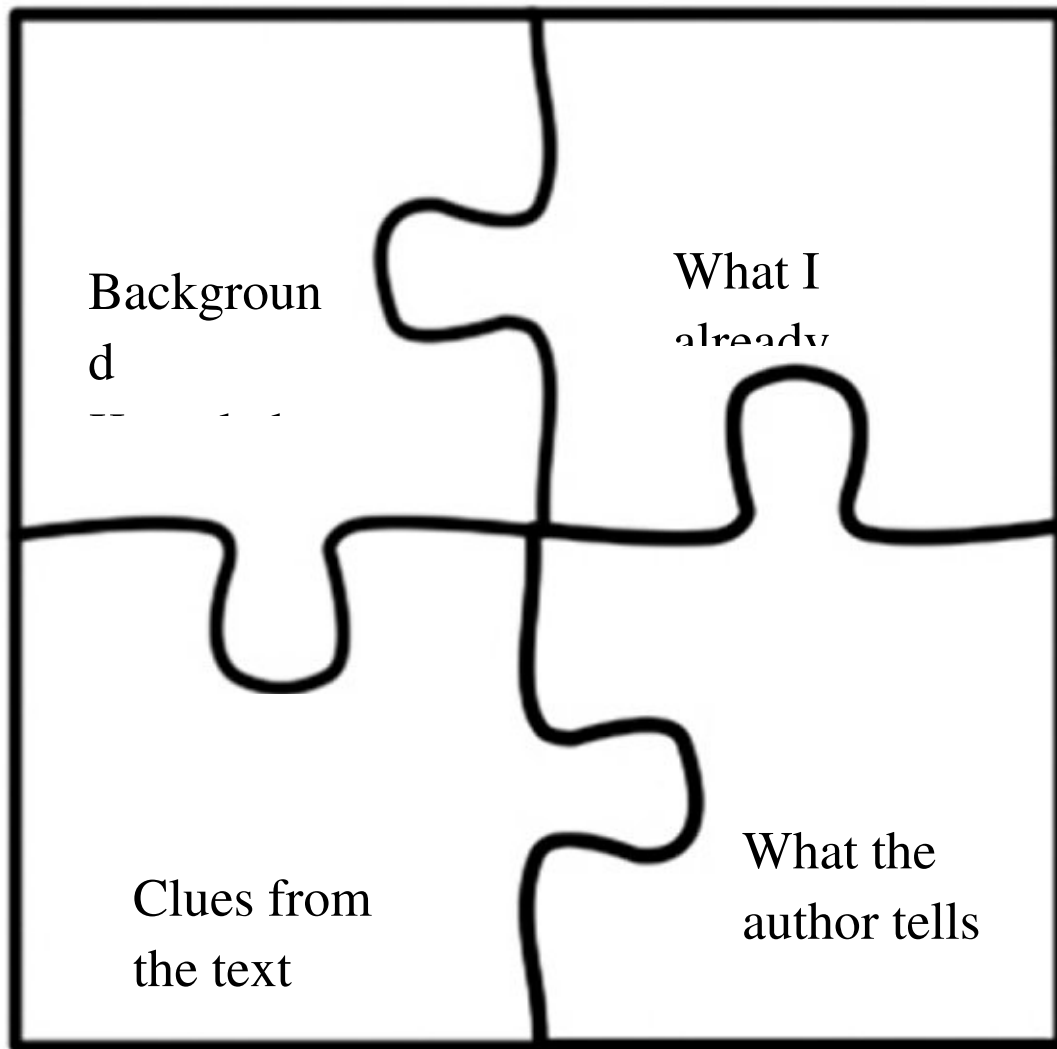
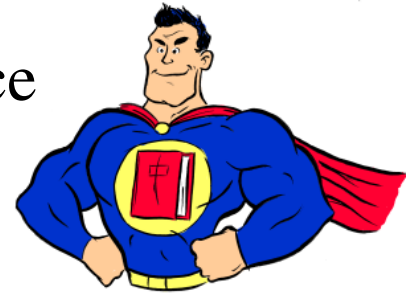
Just by looking at all of these things, I give this book:



What do you think Top Secret is going to be about?

What is one question that you have about Top Secret?

Reading Power: Inference



How this character acts tells
me....

How this character feels tells
me...

What this characters says
tells me...

I think _____ will happen
because...

The story said _____ which
made me think that...

When I read _____ it made

Materials 4



Materials 5

Name: _____ Table: _____



Envelope: Picture Inferencing

Picture number	
Clues from the picture: What are some things that you see in this picture?	
What I can infer: How do you think the person in your picture is feeling?	
How did you know? How did you figure it out?	

Character Traits

adventurous
active
annoyed
argumentative
brave
brilliant
calm
careful
careless
caring
charming
cheerful
clever
clumsy
competitive
concerned
confident
confused
considerate
cooperative
courageous
cowardly
creative
curious
daring
demanding
dependable
depressed
determined
discouraged
dishonest
disrespectful
efficient
embarrassed
emotional
energetic
enthusiastic
excited
fierce

focused
friendly
frustrated
funny
gentle
giving
grateful
greedy
grouchy
happy
hard-working
hateful
helpful
honest
hopeful
hopeless
ignorant
imaginative
immature
impatient
impolite
independent
intelligent
irresponsible
jealous
jumpy
kind
lazy
lonely
loud
loving
loyal
magnetic
mature
mean
moody
mysterious
negative
nervous

nice
observant
optimistic
out going
perfectionist
playful
pleasant
polite
proud
puzzled
rebellious
respectful
responsible
rude
scared
secretive
sensitive
shy
skeptical
skillful
sly
smart
strict
stubborn
stuck-up
stylish
talented
talkative
terrified
thoughtful
thoughtless
unsure



Materials 7

<div>Part One:</div> <div>Before:</div>	<div>Part Two:</div> <div>Middle:</div>	<div>Part Four:</div> <div>After:</div>
	<div>Part Three:</div> <div>Changes</div> <div>Between Chapters 3 & 4:</div> <div>Between Chapters</div>	



Story Map

Setting


Characters

Beginning

Middle


End

Materials 9




Name: _____

Plot Event Ballot




Name: _____

Plot Event Ballot



Name: _____

Plot Event Ballot



Name: _____

Plot Event Ballot

Materials 10

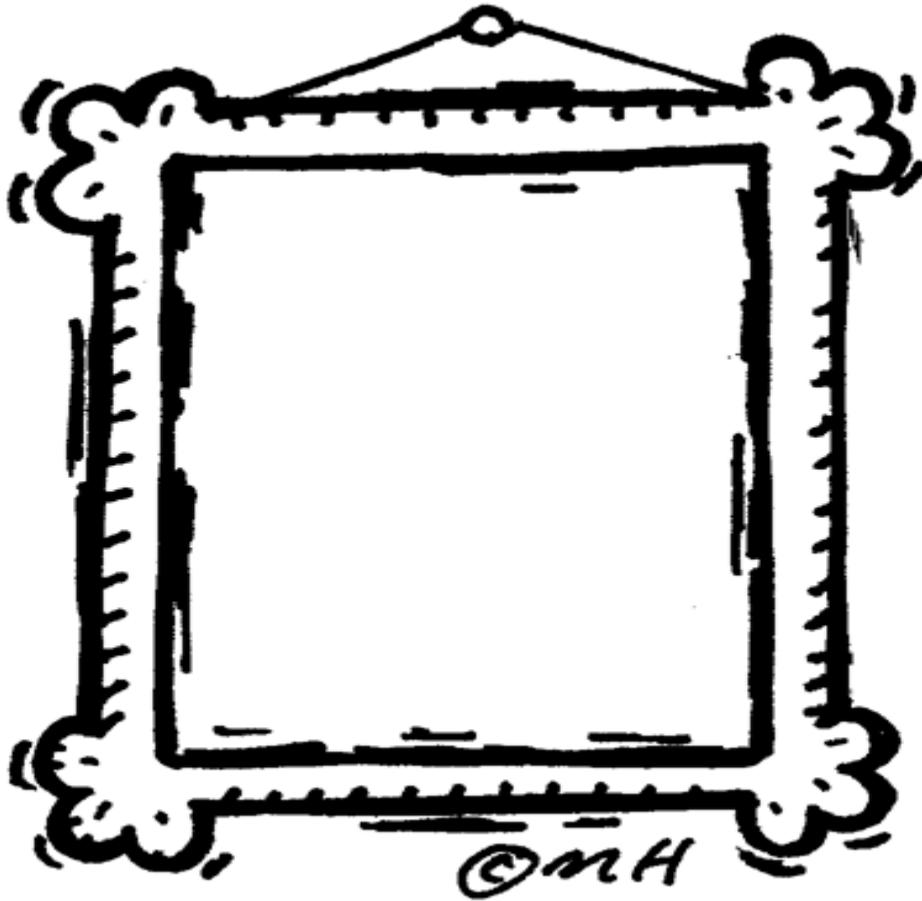
Prove Your Drawing

Step One: Choose a character from Top Secret

Character Name: _____

Step Two: In the box below, draw what you think the character you choose looks like.

Step Three: Use the two lined boxes to write some evidence from the book that prove that your drawing is correct.



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

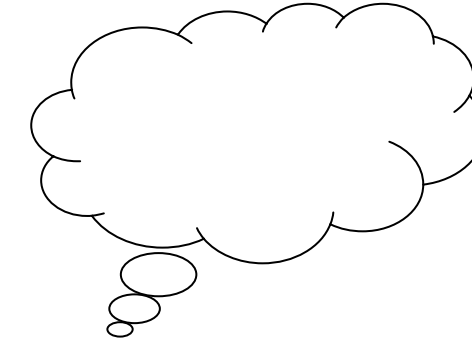
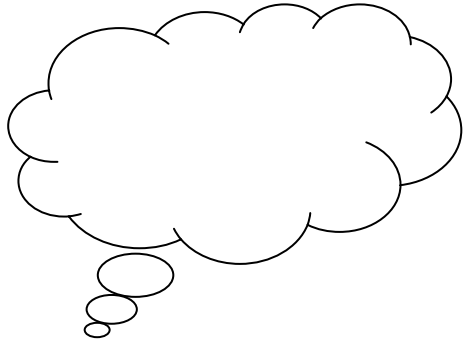
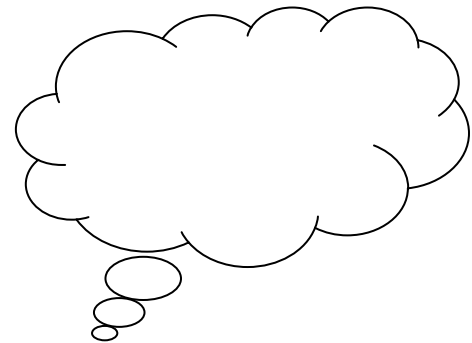
There was a cat stuck in a tree.	Leah climbed the tree and was able to return the cat safely to the ground.
Leah was hungry for lunch.	She cooked some Mac & Cheese and then she wasn't hungry anymore.
A dog was wandering around Leah's neighborhood without a collar.	Leah picked up the dog, and posted up "Missing" signs all around her block with her phone number.
Leah got her wisdom teeth pulled out so she couldn't chew hard foods.	Her sister made her a strawberry milkshake.

Name: _____ Table: _____

Problem Solution Guessing Game

Fill in the boxes below about a problem that Allen runs into in chapter 7, "Problems", a possible solution that he might have, and then the solution that Allen has to solve the problem.

Problem	My Prediction	Solution
---------	---------------	----------



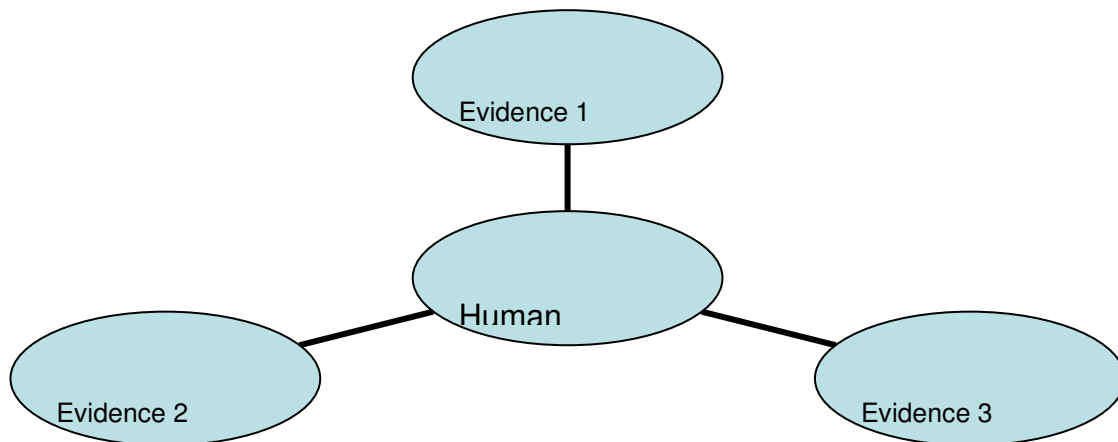
Name: _____ Table: _____

Prove it to the President!

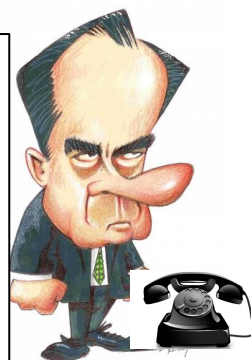
Write down your brainstorming ideas with your group in the chart below. (**Pages 42 is where it begins**)



Part One: Brainstorm of evidence that proves human photosynthesis is possible:



Part Two: Prove it. Pretend that you at Allen's house and his mom hands you the phone to you. *Use the pieces of evidence from your brainstorm to write down what you would say to the President of the United States to prove that Allen has accomplished creating human photosynthesis.*



Think-Write-Pass-Read



Think of a character that uses one of these habits:

Be proactive.

Begin with the end in mind.

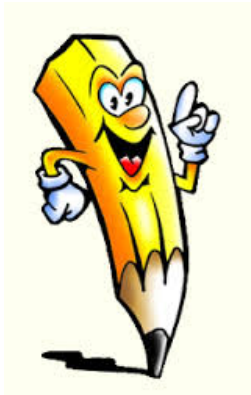
Think win-win.

Seek first to understand, then to be understood.

Who is this character? _____

What habit did the use? _____

What did they do that showed this
habit? _____



Think-Write-Pass-Read

Think of a character that uses one of these habits:

Be proactive.

Begin with the end in mind.

Think win-win.

Seek first to understand, then to be understood.

Who is this character? _____

What habit did the use? _____

What did they do that showed this
habit? _____



Name: _____ Table: _____

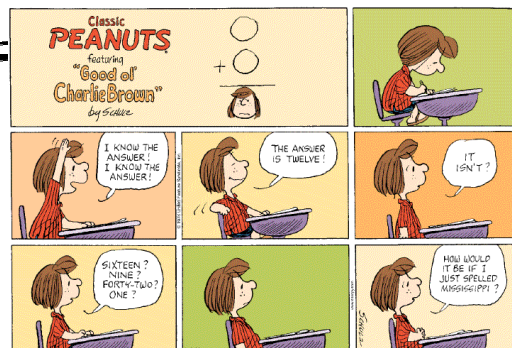
Comic Sequence Summary- “Science Fair” and “The Awards”

Earlier in this unit we talked about **sequencing**, and **main plot events**. **Sequencing and the main plot events are important when we summarize.** A **summary** is a short description of a longer text. A summary only includes the most important plot events in the order that they happened in (sequence).

In the boxes below, draw a comic summary of the four most important events from chapter 10, “Science Fair” and chapter 11, “The Awards.” (Pages 89-104)

--	--	--	--

Now, in the space below, write a **SHORT** summary of the events that you drew in your comic strip that describes the most important plot events from chapters 10 and 11 in the correct sequence.



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Name: _____ Table: _____

The End Worksheet

1. On page 108, the author wrote Allen says, “I looked back over my shoulder just in time to see two men jump out of a brown car and grab Miss Green. They shoved her into the back seat of a car and drove off.”

Make an inference about who the men are and why they are taking Miss Green. Use evidence from the story to prove your answer.

After reading this book, I give it:



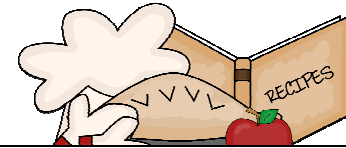
I gave Top Secret _____ stars because...

Character Chlorophyll Recipe

Character Name
Here

Character Chlorophyll

Ingredients: actions and main plot events.



Picture of Character

Character Description

is

How do you know?

Actions

Things that this character does that shows the kind of person they are.

Main Plot Events

What events change this character? What things happen to this character that forces them to show what kind of person they are?

Instructions:

Mix these actions in this order:

To the actions add these events:

You know your character is done when:



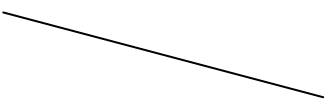
Character Name

Here

What is one trait that you would add to your character? (Think 7 habits)

If this character had this trait during the book, how would the story have been different?

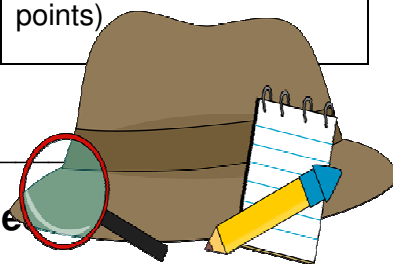
Character Chlorophyll Recipe Rubric

Piece of Recipe	Poor	Almost These	Excellent
Picture of Character- (5 points)	Picture of character is drawn is not clearly based on the description of the character from the book. (2 points)	Picture of character drawn neatly and is based on the description of the character from the book. (4 points)	Picture of character drawn neatly and is based on the description of the character from the book with some imaginative details added. (5 points)
Actions- (20 points)	Less than three actions character did in the book are included in the recipe. The actions are not connected to the character trait included in the recipe. (10 points)	Three actions character did in the book are included in the recipe. The actions are somewhat connected to the character trait included in the recipe. (15 points)	Three actions are included with a short description of that action that the character did in the book. The actions are connected to the character trait included in the recipe. (20 points)
3 Plot Events- (20 points)	Less than three key plot events from the book are included in the recipe. The events are not connected to the character trait included in the recipe. (10 points)	Three key plot events from the book are included in the recipe. The key plot events are somewhat connected to the character trait included in the recipe. (15 points)	Three key plot events are included with a short description of the event from the book. The plot events are connected to the character trait included in the recipe. (20 points)
Character Trait + Description (20 points)	A character trait is included in the recipe that describes the character but is not totally accurate based on the book. Little evidence is provided that describes why that character shows that character trait. (10 points)	A character trait is included in the recipe that accurately describes the character. Some evidence is provided that describes why that character shows that character trait. (15 points)	A strong character trait is included in the recipe that accurately describes the character. Evidence is provided that describes why that character shows that character trait. (20 points)
Instructions- (10 points)	Instructions for recipe aren't written in the order that they appeared in the story-sequence. (5 points)		Instructions for recipe are written in the order that they appeared in the story- sequence. (10 points)
7 Habits to Add To Character- (20 points)	The ingredient added to the character was an example of a 7 Habit and cannot be fully connected to the book. Student provides an incomplete answer about how the story would be different for that character if they would have had that given trait. (10 points)	The ingredient added to the character was an example of a 7 Habit. Student provides an answer about how the story would be different for that character if they would have had that given trait. (15 points)	The ingredient added to the character was an example of a 7 Habit and can be connected to the character. Student provides a complete answer about how the story would be different for that character if they would have had that given trait. (20 points)
Spelling and writing conventions- (5 points)	There are three or more spelling and writing	There are three of less spelling and writing	There are one of less spelling and writing

	convention errors. (1 point)	convention errors. (3 points)	convention errors. (5 points)
--	-------------------------------------	--------------------------------------	--------------------------------------

Materials 19

Name: _____ Period: _____



Top Secret Character Detective Inference Sheet

Number of recipe card: _____

I think that the character that this recipe makes is: _____

Clues that made me think this:

Number of recipe card: _____

I think that the character that this recipe makes is: _____

Clues that made me think this:

Number of recipe card: _____

I think that the character that this recipe makes is: _____

Clues that made me think this: