

FRIGHTVISION

TEACHER RESOURCES
GRADES 3-5

CHARACTER DETAILS

Standards:

- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings)
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Objectives:

- Students will identify character details from the book, *Cursed Coin*.
- Students will compare and contrast RJ and Shelly.

Procedure:

- The author, Culliver Crantz uses specific details to bring his characters to life. These details describe both physical traits, as well as, emotional traits. The details give the reader insight to character motivation.
- Read the first three chapters of the *Cursed Coin*. This can be done by the teacher, in student pairs, or independently. Explain to students that as the chapters are read, they will record details about each character using the character graphic organizer.
- As a class, share out the character details. *How do these details bring the characters to life? How do these details help the reader connect with the characters?*
- Once the graphic organizers are completed, create a Venn Diagram on the board. Label the left side "RJ", The middle "both", and the right side "Shelly". As a class, come up with at least three differences and three similarities between the two characters.

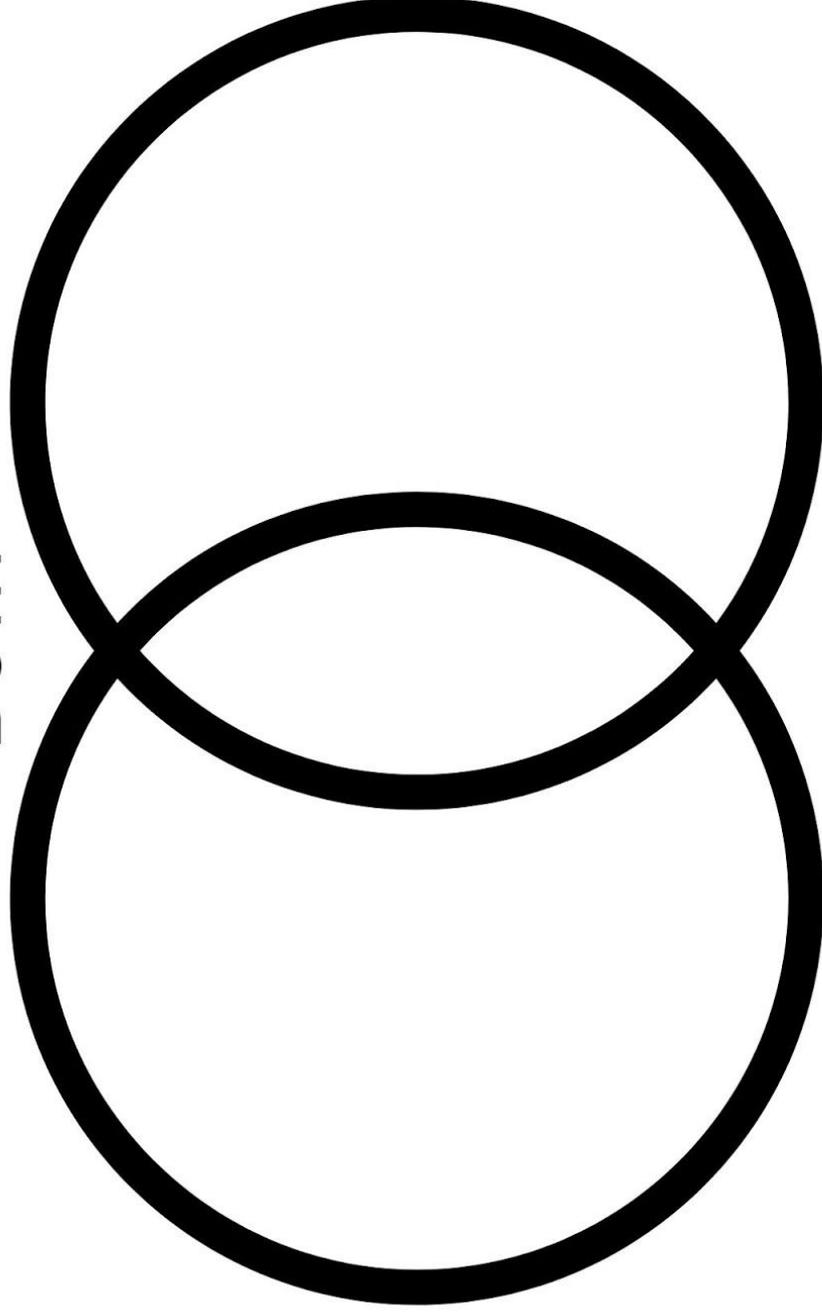
Activities:

- Character details graphic organizer
- Venn diagram to compare/contrast
- Class discussion on character details
- Write a compare/contrast paper about RJ and Shelly

RJ

Both

Shelly



Name: _____

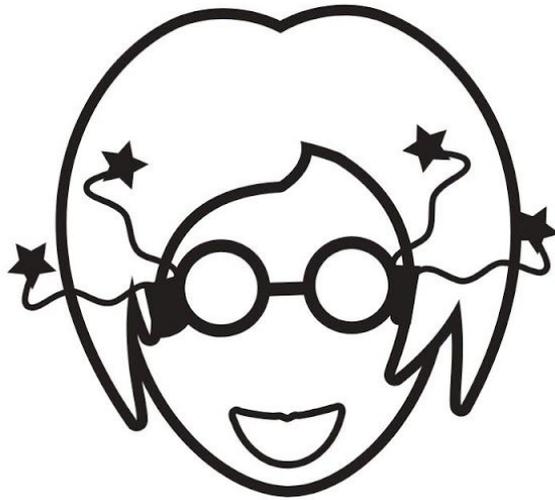
RJ: Character Details



Write down the details that the author uses to describe RJ.

Name: _____

Shelly: Character Details



Write down details that the author uses to describe Shelly.

SETTING DETAILS

Standards:

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective:

- Students will identify setting details from the book, *Cursed Coin*.

Procedure:

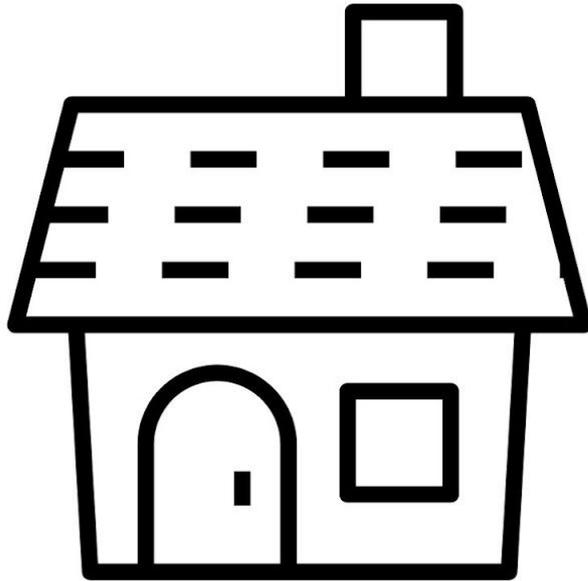
- The author, Culliver Crantz uses specific details to bring settings to life. He spends a great deal of time describing the house at number thirteen. Read the first chapter of the *Cursed Coin*. This can be done by the teacher, in student pairs, or independently. Explain to students that as the chapter is read, they will record details about the house at number thirteen graphic organizer.
- As a class, share out the setting details. *How do these details help you visualize the house? How do these details help the reader connect with the story?*
- Once the graphic organizers are completed, share out the details as a class.

Activities:

- Setting graphic organizer
- Class discussion

Name: _____

Number 13: Setting Details



Write down the details that the author uses to describe the house at number 13.

DEVELOPING A CHARACTER

Standards:

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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Objectives:

- Create a character for a story.
- Write a paragraph describing the character.

Procedure:

- Explain to students that they will be creating a character for a story that they will be writing. Encourage students to pick a genre that they are comfortable with writing. (Horror, mystery, realistic fiction, adventure etc)
- Using the graphic organizer, have students first work on physical characteristics, then character traits and emotions, likes and dislikes.
- Here is a list of character traits.
http://www.readwritethink.org/files/resources/lesson_images/lesson807/traits-list.pdf
- Once students have completed their graphic organizers, have them create a paragraph introducing/describing their character.

Name: _____

DEVELOPING A CHARACTER

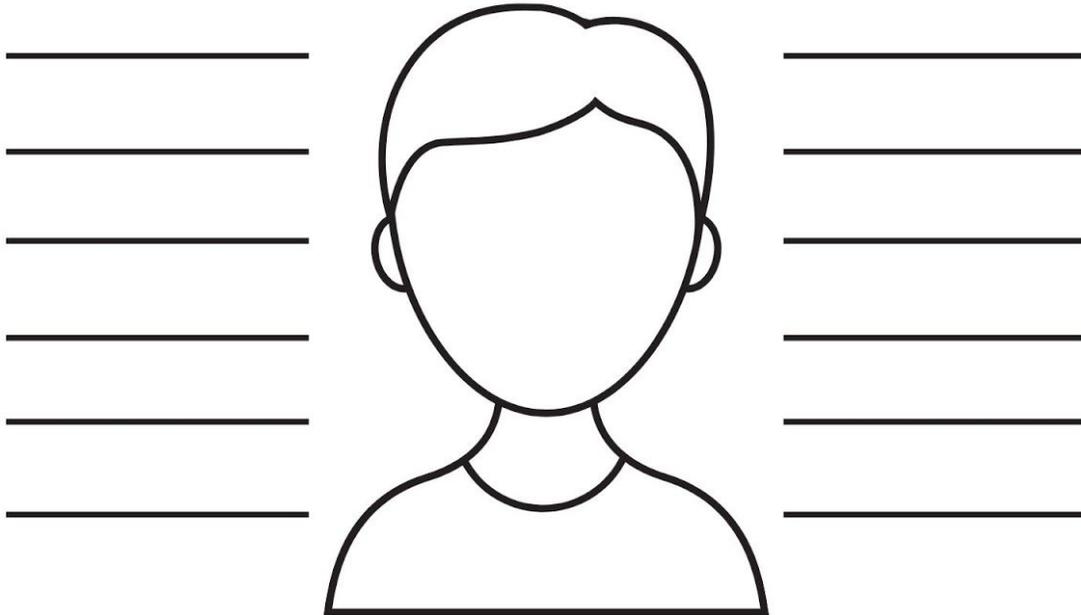
Create your character. What does your character look like? How does your character act? What traits does your character have? What does your character like? What does your character dislike? What strengths and weaknesses does your character have?



Name: _____

DEVELOPING A CHARACTER

Create your character. What does your character look like? How does your character act? What traits does your character have? What does your character like? What does your character dislike? What strengths and weaknesses does your character have?



DEVELOPING A STORY

Standards:

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objectives:

- Create a plan for a story
- Write a story

Procedure:

- Explain to students that they will be writing a story based off of the character they developed in the previous lesson.
- Review the key parts to a story.
- Have students fill out the graphic organizer and then begin writing their story.
- Provide time for students to work on their story for several class periods.
- Conduct peer editing conferences and teacher/student conferences.
- Invite students to share their writing progress with the class.
- Publish and present the stories in class.

STORY PLAN

Plan your story by thinking of each element.

Name

What is the problem?

What is the solution?
What is the ending?

Where does the story take place? What is the time period?

What are the three key events?

Who are the characters in your story?

STEM: ESCAPE FROM THE HOUSE AT NUMBER 13

Standards:

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Objectives:

- Students will create a replica of the house at number 13. This can be made out of a box, Legos®, or Unifix® cubes.
- Students will create an escape route utilizing engineering design.

Procedure:

- Explain to students that they will be creating a model of the house at number 13. Students can use a box, Legos®, Unifix® cubes, or popsicle sticks. The model of the house should include a front door, a roof, and at least 3 windows. Students may need assistance in cutting out the windows and door. Students may work individually or in groups.
- Once the models are completed, explain to students that there is a problem. RJ and Shelly are trapped in the house at number 13 and they need to escape. Unfortunately, they cannot leave through the front door. Explain to students that they will need to create and build a device/system to escape from the house.
- Distribute the graphic organizer to students to complete. Once it is completed students may begin building their device/system.
- Once devices/systems are completed, have students test them and make adjustments as needed. Then have students present their devices/systems to the class.
- Grade the devices/systems using the provided rubric.

FROM
ESM
APPETIS!

Name

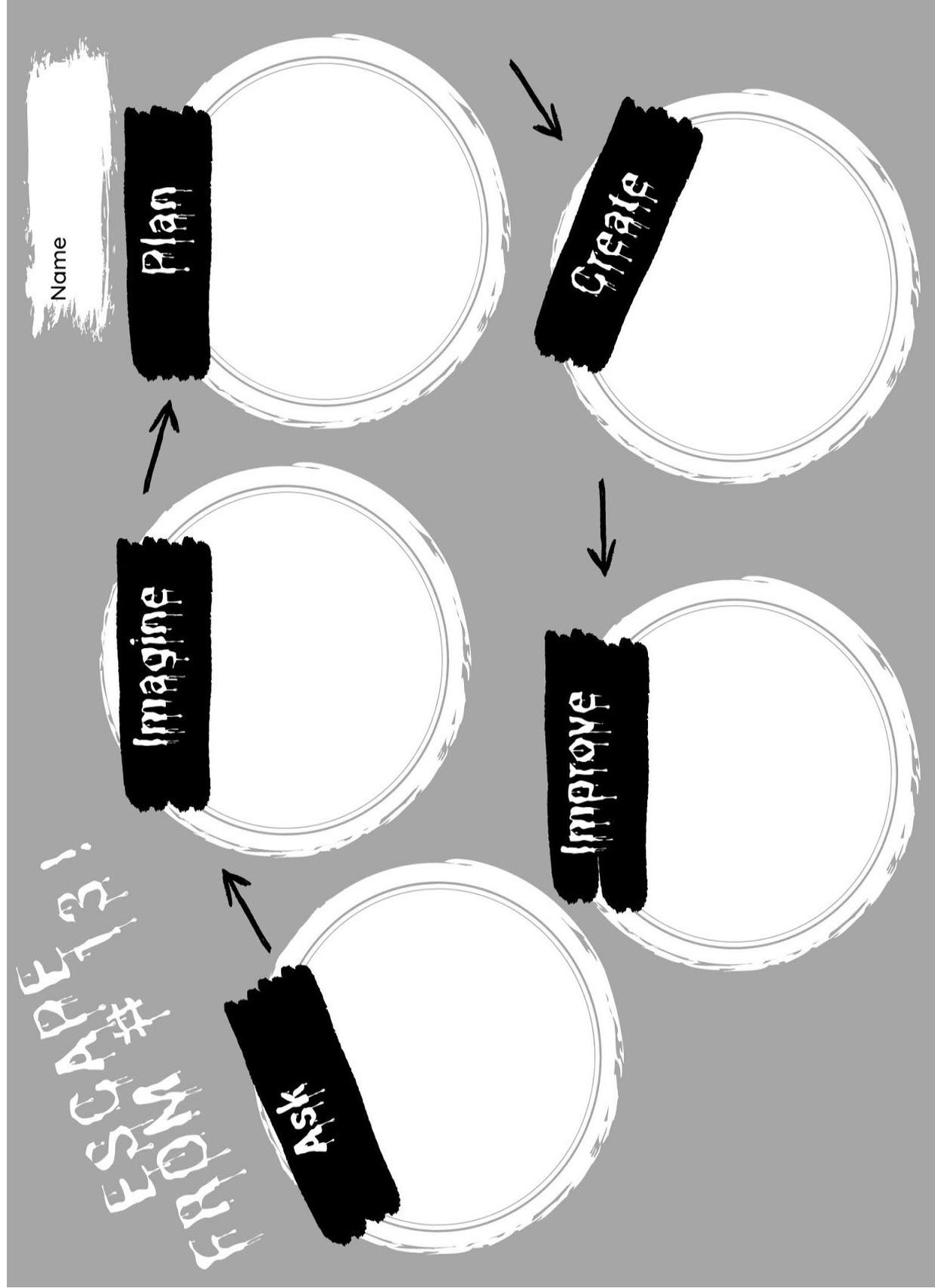
Plan

Imagine

Ask

Create

Improve



Name: _____

Escape From Number 13 Rubric

	2	1	0
Planning	I completed my planning sheet. It is detailed.	I completed my planning sheet. But it is not detailed or it is missing components.	I did not complete my planning sheet.
Content	My house has all of the following components: <input type="checkbox"/> Roof <input type="checkbox"/> Door <input type="checkbox"/> 3+ Windows My device/system is completed.	My house has two of the following components: <input type="checkbox"/> Roof <input type="checkbox"/> Door <input type="checkbox"/> 3+ Windows My device/system is completed.	My house has 1 of the following components: <input type="checkbox"/> Roof <input type="checkbox"/> Door <input type="checkbox"/> 3+ Windows My device/system is incomplete.
Execution	My device/system works. I revised my device/system if needed.	My device/system partially works. I revised my device/system but I was not successful in making it work fully.	My device/system does not work.

Comments:

MATH: LEMONADE STAND

Standards:

- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (3.OA.A.3)
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.A.3)
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4.MD.A.2)
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT.B.7)
- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5.MD.A.1)

Objectives:

- Understand cost and profit.
- Find the cost of supplies for making lemonade and then set a price to make a profit.
- Develop a plan to sell lemonade to raise money for a chosen charity.

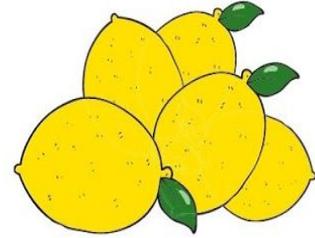
Procedure:

- Explain to students that they will run a lemonade stand and choose a charity to raise money for just like RJ and Shelly did in the book.
- Introduce the concept by using the computer game, lemonade stand at <https://www.hoodamath.com/games/lemonadestand.html>.

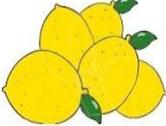
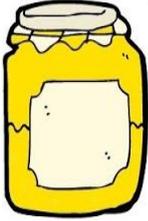
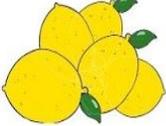
- Define and explain costs and profits.
- Distribute the Lemonade Stand worksheet to students and explain that they will do the following:
 - Find the prices of the ingredients for fresh lemonade.
 - Find the price of lemonade mix.
 - Based on the cost of the ingredients, find the cost per glass. Remind students that 16 cups are in a gallon.
 - Decide as a class, if they will sell fresh lemonade or lemonade from a mix.
 - Decide as a class, what charity they want to support. Option: You may have students research charities and write an opinion piece about why the charity should be chosen. Students can present their opinion piece as a speech. Then the class can vote on the charities.
 - Schedule your lemonade stand.
 - Sell the lemonade and have students find the profit.
 - Distribute funds to the charity.

Name: _____

Lemonade Stand



Research the cost of the following items and record the information. Then decide how much it will cost to use the lemonade mix and fresh lemonade. Finally, indicate what charity you want to support.

 lemons	 sugar	 cups
 lemonade mix	<p>Recipe</p> <ul style="list-style-type: none">2 cups sugar1 cup hot water2 cups fresh lemon juice1 gallon cold water <p>Dissolve sugar in hot water. Add cold water and lemon juice.</p>	<p>5 1/4 lemons = 1 cup lemon juice</p> 
Cost of lemonade mix	Cost of lemonade	Charity