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| **Unit Plan** | | | | | | | | | | | |
| **Grade(s): 3** | | | | **Unit Focus: The Twits Novel Study** | **Unit Dates: January** | | | | **Teacher: Miss. H** | | |
| Overview: The aim of this novel study is to enable each student to understand and appreciate language, and to be able to use in confidently in a variety of manners. There are many different mediums that are used within the novel study to allow the students to demonstrate their knowledge of language and the novel at hand. | | | | | | | | | | | |
| Rationale: Through the novel study there are many different engaging activities that allow the students to enrich their learning of language in exciting and new ways. They get to take part in activities that include individually work, partner work and group work. They get to exercise their creative writing in a variety of ways. With the spread of activities the students will always be on their toes wondering what is the next engaging activity. | | | | | | | | | | | |
| Objectives / Learner Outcomes:  * connect prior knowledge and personal experiences with new ideas and information using the novel “The Twits” * work together by sharing and exploring everyone’s ideas to create a hairy-faced dirty beard * connect the images on the title page to possible meanings of the book * recognize examples of repeated sound and poetic effects such as alliteration and exaggeration that contribute to audience enjoyment * Extract appropriate and significant information from chapter to answer comprehension questions * make inferences about a Mrs. Twit’s actions or feelings * Explore how Mr. and Mrs. Twit use language devices to aid their trickery * Experiment with ways of generating and organizing ideas prior to creating one’s new chapter * Work cooperatively within a small group * identify how authors use comparisons, and explain how they create mental images * choose words, language patterns, illustrations or sounds to add detail and create desired effects in their menu’s * use adjectives and adverbs to add interest and detail to own writing * write about their favourite part so far in the book * connect their own experiences with the experiences of Mr. Twit or Mrs. Twit portrayed in the book so far by using textual references * Demonstrate their understandings of the characters * Identify quotation marks when reading, and use them to assist comprehension * Practice speaking oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas | | | | | | | * include events, setting and characters when summarizing the 3 chapters we read today (2.3)   retell, paraphrase or explain ideas in print (5.1)   * re-read their work and attend to spelling, capitalization and punctuation * use self-questioning to identify information needed to supplement personal knowledge on a topic * use titles, headings and visuals to add interest and highlight important points of presentation * experiment with a variety of story lines and choose ones that best support the continued storyline * experiment with ways of generating and organizing ideas prior to creating their trick instructions * Use a variety of sources to find information to answer research questions (such as books, internet, stories) (3.2) * organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing (3.3) * draft ideas and information into short paragraphs, with topic and supporting sentences (3.3) * express preferences for one character over another * describe the main characters in terms of who they are, their actions in the story and their relations with other characters * use titles, headings and visuals to add interest and highlight important points of presentation * share own print with others to identify strengths and ideas for improvement * explore ideas and feelings by asking questions, talking to others and referring to print * ask questions to clarify information and ensure understanding * Include events when retelling the character’s behaviours that happened in the novel * add sufficient detail to their drawing or model to tell something about the setting and characters | | | | |
| Key Teaching and Learning Activities:  * Hairy-faced dirty beard activity (for) * Either self-portrait or anti-twit good thought poem (for) * Comprehension Booklet (for/ of) * New Chapter (for) * Food Samples (for) * Trickery Menu (for) * Favourite part paragraph (of/ for) | | | | | | | * Letter (for) * Model or Drawing (for/ of) * Summarization (for) * Warning Poster (for) * Trick on the Twits (for) * Creative Writing (of) * Mr. and Mrs. Twit Descriptions (for) * Character Poster (of) | | | | |
| **Resources:**  Program of Studies  English  Language  Arts  http://www.  roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard | | **Planning for Diversity:**  The 3 students that are on IPP’s get outside of the classroom support in the morning classes. I will be teaching in the afternoon, so those 3 students will be in my class full time. Accommodation that I will include in my planning are as stated:   * Repeat the direction * Shorten directions * Break long-term assignments into shorter tasks * Provide a student buddy for reading * Prepare recording of reading/ textbook material * Give verbal praise for positive behaviour   I will provide students with choice to keep them engaged in the activities. Students will have the opportunities to use audio recordings sometimes. I have created activities that build on each other so that students can follow along. Students will have lots of time to ask questions for clarification and I will be observing and listening to what the students need in order to be successful. | | | | | | **Assessment and Evaluation:**  -Hairy-faced dirty beard activity (for)  -Either self-portrait or anti-twit good thought poem (for)  -Comprehension Booklet (for/ of)  -New Chapter (for)  -Favourite part paragraph (of/ for)  -Model or Drawing (for/ of) | | | -Summarization (for)  -Warning Poster (for)  -Trick on the Twits (for)  -Creative Writing (of)  -Mr. and Mrs. Twit Descriptions (for)  -Character Poster (of)  -Food Samples (for)  -Trickery Menu (for)  **-** Letter (for) |
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| **Day** | **Out-comes** | | **Teaching and Learning Activities** | | | **Resources** | | **Planning for Diversity** | | **Assessment/Evaluation**  **(Formative & Summative)** | |
| **1** | GLO:  1, 2  SLO:  1.1,  2.3 | | *Students will…*   * connect prior knowledge and personal experiences with new ideas and information using the novel “The Twits” * work together by sharing and exploring everyone’s ideas to create a hairy-faced dirty beard * connect the images on the title page to possible meanings of the book   LA 1:   * Read the back of the book * Talk about the title page * Complete before reading activity page   LA 2:   * I will read to them the first 3 chapters * Students will complete the comprehension booklet   LA 3:   * Students will take part in the beard activity | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Materials:   * The Twits novel * Gross beard materials * Large pieces of paper * Glue/ tape * Scissors | | Steps to success:  -I will read aloud today to allow the students to follow along  -I will circulate the classroom to enhance the student’s attention to the material at hand  -I will recap the chapters after we have read them so the students get an understanding of the material in the chapters | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Hairy-faced dirty beard activity (for)  -students will work together in a group to create a dirty faced beard  -they will label their beard with adjectives that describe their beard | |
| **2** | GLO:  2, 3  SLO:  2.3,  2.2,  3.2 | | *Students will…*   * recognize examples of repeated sound and poetic effects such as alliteration and exaggeration that contribute to audience enjoyment * Extract appropriate and significant information from chapter to answer comprehension questions * make inferences about a Mrs. Twit’s actions or feelings   LA 1:   * Students will read chapter 4 Mrs. Twit individually * We will have a group discussion about the chapter * I will talk on a few main points * And they will fill out their comprehension booklet   LA 2:   * We will do a compliment activity * Talk about what Roald Dahl meant in his passage about Mrs. Twit, and what the students think about it   LA 3:   * EITHER- Create a self-portrait, drawing sunbeams around the face. In each sunbeam, write a good thought.   OR- Make you own Anti-Twit Good Thoughts Poem | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Materials:   * The Twits novel * Paper * Pencils * Markers/ pencil crayons | | Steps to success:  -I will allow plenty of time to read the chapter  -I will have a sponge activity in place for those that are finished quicker then others, I do not want to pressure the other students to stop reading because they are slow readers  -I will encourage students to questions words in the book, we will add them to our word wall and learn about what they mean | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Either self-portrait or anti-twit good thought poem (for)  -Students will have a choice which option they want to do based on their interests  -I will make a clear outline for both activities so the students know what is expected in the activity they choose | |
| **3** | GLO:  2, 5  SLO:  2.3,  2.4  5.2 | | *Students will…*   * Explore how Mr. and Mrs. Twit use language devices to aid their trickery * Experiment with ways of generating and organizing ideas prior to creating one’s new chapter * Work cooperatively within a small group   LA 1:   * Give each pair or table group an object or a picture of an object. * The children have five minutes to come up with a way in which the object may be deployed as part of an   effective trick to play on someone.  Discuss:   * Whether the trick is to be played upon Mr. Twit or Mrs. Twit * Where the object could be put * How it could be used   LA 2:   * Read the chapter the glass eye and frog in partners * Students will complete their questions in the booklet   Discuss:   * How do Mr. and Mrs. Twit carry out their trick? Why do they choose to put the objects in each particular place? * How do Mr. and Mrs. Twit use language to make the trick even more foolproof?   Draw out and discuss the impact of:   * Exaggeration and invention by Mr. Twit, when he calls the frog a Giant Skillywiggler * Mrs. Twit’s use of alliteration and simile as when she says, “I watch you like a wombat.” * The Twits’ attempts to play upon each other’s fears by using warnings – such as when Mr. Twit says “It’ll bite off your toes” and when Mrs. Twit says “I’ve got eyes everywhere so you’d better be careful.”   LA 3:   * In groups, the students will return to the idea they produced during the Starter activity, using the object for a trick. * Groups create phrases using the following language devices for the character to use when carrying out the trick:   - A metaphor for the object using wordplay to make it sound scarier or nicer than it is (Mr Twit calls the frog a ‘Giant Skillywiggler’; Mrs Twit calls the wormy spaghetti ‘Squiggly Spaghetti.’)  - Exaggeration to make the object seem scarier than it is.  - Use of alliteration and simile to describe the object.   * Students will create a new chapter for the story, in which Mr. and Mrs. Twit play a new trick on each other, using similar language devices. | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Material:   * The Twits novel * Objects * Paper | | Steps for success:  -I will pair groups and partners accordingly  -I will give clear and guided instructions for activities  -Throughout the activities it will circulate and check on those that need extra guidance | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  New Chapter (for)  -students in groups will create a new chapter in the book  -using trickery as the main point of the chapter  -exercising and practicing use of language devices to aid their writing  Observations (for)  -I will be watching to see how the students work within their groups, and I will discuss the importance of group work | |
| **4** | GLO:  2, 4  SLO:  2.2,  4.1,  4.2 | | *Students will…*   * identify how authors use comparisons, and explain how they create mental images * choose words, language patterns, illustrations or sounds to add detail and create desired effects in their menu’s * use adjectives and adverbs to add interest and detail to own writing   LA 1:   * Read the chapter to the class using an audio tape found on YouTube. * Students will answer questions in their comprehension booklet   LA 2:   * Class discussion of why Mr. Twit was tricked * Make a class mind map or groups work together to make a list of similarities between spaghetti and worms   LA 3:   * Food samples * Students will explore the look and texture of each ingredient and think of one metaphor for each. In character as Mrs. Twit, the metaphor for each ingredient should be repellent and disgusting. * Take one idea and, as a class, work together to explore ways to extend the metaphor into a phrase, using adjectives, alliteration, descriptive nouns and adverbs   LA 4:   * Students will create a trickery menu for Mrs. Twit * Share the menu to the class via mini presentations to another group of students | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Materials:   * Food samples * YouTube * The Twits novel | | Steps to success:  -I will give clear and guided instructions for activities  -Throughout the activities it will circulate and check on those that need extra guidance  -I will allow students to work alone if they want, I will check in on them to ensure they are staying on task | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Food Samples (for)  -Students will write synonyms, adjectives, alliterations and descriptive nouns on the food  Trickery Menu (for)  -Students will write a trickery menu using the skills we developed in the lesson for today | |
| **5** | GLO:  2  SLO:  2.2 | | *Students will….*   * write about their favourite part so far in the book * connect their own experiences with the experiences of Mr. Twit or Mrs. Twit portrayed in the book so far by using textual references   LA 1:   * Students will read chapters 8,9,10 individually anywhere in the room, they can get comfortable * Students will complete their comprehension booklet   LA 2:   * Students will write in paragraph form their favourite part in the book for far. * After that they will connect their own experiences to the book, and talk about if there is anything that has happened in the book that has happened to them by using examples from the book | | | Materials:   * The Twits novel * Audio recordings (3 of them) | | Steps to success:  -I will have an audio recording for those readers that need some help with speed. They will read for a bit by themselves and then they will have the opportunity to use the audio recording | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Favourite part paragraph (of/ for)  -I will be looking at the students work and seeing how they understanding of the book is, by doing this I will see where they are, and I will know where I need to go from here.  -I will use the paragraphs as a summative grade as well, I will mark them in relation to how much individual work they did | |
| **6** | GLO:  2  SLO:  2.2,  2.3 | | *Students will…*   * Demonstrate their understandings of the characters * Include events when retelling the character’s behaviours that happened in the novel   LA 1:   * Discuss in pairs: How do you think Mrs. Twit will behave when she sees Mr. Twit again? Why? How do you think Mr. Twit will behave? Why? * Read 11,12,13 chapters to the class * Complete comprehension question in booklet   LA 2:   * Students will write a letter to Mr. or Mrs. Twit about how they feel about the way they talk to each other. They are to use one example from the book as evidence to Mr. or Mrs. Twit | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Material:   * The Twits novel * Example letter | | Steps to success:  -give the students an example of the letter  -give guided instructions of what I am looking for  -have a class discussion to give the students so ideas and directions | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Letter (for)  -students will write a letter to Mr. or Mrs. Twit about the way they treat each other | |
| **7** | GLO:  2  SLO:  2.4 | | *Students will…*   * add sufficient detail to their drawing or model to tell something about the setting and characters   LA 1:   * Class discussion about what we think the Twits garden and house will look like * Read chapter 14 to the students * Students will complete their comprehension booklet   LA 2:   * Independently, students will draw or create a model design for the Twits’ garden. The design should have annotations which describe:   - The feature of the garden.  - An adjective or simile for the feature.  - The reason it is there. | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Materials:   * The Twits novel * Boxes * Craft supplies * Crayons * Paper | | Steps to success:  -I will provide choice to the students to engage them in their task at hand  -I will break down the large goal down into smaller steps so students can follow along and be successful | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Model or Drawing (for/ of)  -Creation of the garden design will be looked at in a summative and formative way because I will look to see if the students can make the connection to the characters we have learned about and the environment that they would live in  -I will be formatively assessing the process of their work and seeing if I need to add in another lesson about it before they complete their assignment  -I will summative assess the students on this task based on their understanding of the story and their independent work | |
| **8** | GLO: 4  SLO:  4.2,  4.3 | | *Students will…*   * Identify quotation marks when reading, and use them to assist comprehension * Practice speaking oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas   LA 1:   * We will read chapter 15,16,17,18 as a class * Students will complete their comprehension booklet questions * We will have a group discussion about what quotations indicate * I will draw on the board Mr. Twit with a speech bubble and the class will tell me something that Mr. Twit says in the story and how they can tell * We will talk about that there is a narrator in the story that is telling the story   LA 2:   * Students will get into pairs with one group of three and will read either four sticky little boys or the roly-poly bird to the rescue * One person will be the narrator and the other person will be the speech of the characters, they will read the chapter going back and forth between the two parts, learning and practicing that the speech inside the quotation marks is a character’s speech | | | Materials:   * The Twits novel | | Steps to success:  -I will demonstrate the activity with a strong reader to the class to show what I want to see  -Allow choice to the students so that they are more engaged  -Explain that they do not have to do both chapters they just have a choice for which one they want to do | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Observation (for)  -Students will be reading aloud and I will be listening to how well they read out loud. Along with if they are understanding what quotation marks indicate. | |
| **9** | GLO:  2, 5  SLO:  2.3,  5.1 | | *Students will…*   * include events, setting and characters when summarizing the 3 chapters we read today (2.3) * retell, paraphrase or explain ideas in print (5.1)   LA 1:   * We will read chapters 19, 20, 21 using an audio book * Students will complete the questions in the comprehension booklet   LA 2:   * We will talk about how to write a summary of the chapters we read today * Students will write a summary of what happened in the 3 chapters we read * Including events, setting and characters in their summary | | | Materials:   * The Twits novel | | Steps to success:  -We will talk together about how to summarize, with picking main settings, characters and events that have happened  -I will give the students a direction to start in by breaking down the summary work into steps, by first marking down the setting, then the characters involved, and last what events happened | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Summarization (for)  -I will be looking for main events, settings and characters in the students summarizes to make note in the students are understanding the novel | |
| **10** | GLO:  3, 4  SLO:  3.1,  3.4,  4.2, | | *Students will…*   * re-read their work and attend to spelling, capitalization and punctuation * use self-questioning to identify information needed to supplement personal knowledge on a topic * use titles, headings and visuals to add interest and highlight important points of presentation   LA 1:   * Students will re-read their work looking for:   -spelling errors and correct those by looking up how to properly spell the words  -capitalization corrections  -punctuation corrections   * Students will make the changes to their writing   LA 2:   * Students will ask themselves questions about why they or someone else should be scared of Mr. and Mrs. Twit and make note of those reasons * Students will create a warning poster about Mr. and Mrs. Twit on the computer, using textbooks, and pictures to aid their message * They are up to some pretty nasty things and we want to warn people to stay away from them. * Students can use any information they want, from the very beginning of the book up to the chapters that we have read | | | Materials:   * 21 computers * The Twits novel | | Steps to success:  -I will provide guiding questions for the students to answer to lead them in the right direction for creating a warning poster  -I will show them a sample poster  -I will show them how to add a picture on to their PowerPoint page | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Warning Poster (for)  -Creation of the poster is for the students to understand | |
| **11** | GLO:  2  SLO:  2.4, | | *Students will…*   * experiment with a variety of story lines and choose ones that best support the continued storyline * experiment with ways of generating and organizing ideas prior to creating their trick instructions   LA 1:   * Discuss how the monkeys could get back at Mr. and Mrs. Twit * Read extract to students * Discuss as a class: How could Muggle-Wump make the Twits stand on their heads for hours and hours? * Write initial ideas on the board.   LA 2:   * Show students the way I would get the Twits to stand on their heads for hours and hours * Talk about mine: What are the advantages of this trick? What are the disadvantages? Do you think Mr. Twit will fall for this trick? * Tell the students, I am sure you could do better!!!   LA 3:   * Divide the class into groups. * Working in groups, the children discuss a possible solution to the question: How could Muggle-Wump turn The Twits upside down? * The groups write the ideas as instructions, with pictures or diagrams if necessary.   LA 4:   * Read the chapter 22 and see what the monkeys actually did * Students will complete their comprehension booklet | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Materials:   * The Twit novel | | Steps to success:  -Guiding the students through an example and talking about the disadvantages and advantages will help give the students direction when they start their own activity  -I will be walking around and asking guiding questions | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Trick on the Twits (for)  -to engage students to think about the story and add in a trick that would align with the story  -who knows maybe one student will come up with the trick the monkeys actually play on the Twits ☺ | |
| **12** | GLO: 3  SLO:  3.2,  3.3 | | *Students will…*   * Use a variety of sources to find information to answer research questions (such as books, internet, stories) (3.2) * organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing (3.3) * draft ideas and information into short paragraphs, with topic and supporting sentences (3.3)   LA 1:   * Discuss in pairs: what makes a good team? * Feedback ideas to the rest of the class. * Read chapter 23, 24 and 25 from The Twits and pairs * Complete questions in their comprehension booklet   LA 2:   * I will then focus the student’s attention to the part:   “And so the great glue painting of the ceiling began. All the other birds who had been sitting on the roof flew in to help, carrying paint-brushes in their claws and beaks. There were buzzards, magpies, rooks, ravens and many more. Everyone was splashing away like mad and, with so many helpers, the job was soon finished.”   * How are the birds working well as a team? * Draw out that a team can work well on a task when everyone contributes a skill they are good at.   LA 3:   * Pairs choose a bird to research. The bird may be from the text but also any others with interesting features or unusual habitats * Pairs research key facts about the bird, using these guidelines:   - The bird’s habitat – where it lives  - The bird’s plumage – the colours/patterns of its feathers  - What the bird likes to eat  - Any distinguishing features  - The bird’s behaviours  LA 4:   * Students will now create a new character, which will be the bird they have chosen. * Pairs invent a name for their chosen bird-character. It could use assonance, alliteration or rhyme * Working individually, the children write the story of the Great Glue Painting from the point of view of the bird-character. * The story should include:   -A description of the bird’s natural habitat – where had the bird been during the day, before painting the Twits’ ceiling with glue and moving all the furniture?  -The features of the bird – for example, a strong beak – and how that might help (or hinder) the bird to complete the task;  -How it felt to take part in the Great Glue Painting, moving the carpet to the ceiling, and then lifting the furniture up and sticking it upside down;   * How the bird feels towards Mr. and Mrs. Twit | | | http://www.roalddahl.com  /create-and-l  earn/make/get  -crafty/mr-twits-beard  Materials:   * The Twit novel | | Steps to success:  -I will bring in some resources for the students to look up birds  -I will give them guided questions to answer  -I will show them an example of the short paragraph I am looking for | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Creative Writing (of)  -Independent research will be observed to see how independent they are  -along with how their paragraph writing is created | |
| **13** | GLO:  2,3,  SLO:  2.2,  2.3,  3.4, | | *Students will…*   * express preferences for one character over another * describe the main characters in terms of who they are, their actions in the story and their relations with other characters * use titles, headings and visuals to add interest and highlight important points of presentation   LA 1:   * Complete reading the novel, chapter 26 till the end * Students will complete their comprehension booklets and hand them in for marking   LA 2:   * As a class we will complete the adjectives that describe Mr. and Mrs. Twit   LA 3:   * Students will right up a description for Mr. and Mrs. Twit in terms of who they are, their actions in the story and their relations with other characters   LA 4:   * Students will conclude with choosing their favourite character and explaining why they picked that character over the others   -students must provide evidence for why they like that character, through showing something they did in relations to the book, there is no right or wrong answers. Students will just have to defend their choice   * Students will create a poster with their choice of character, they will add pictures, titles, heading to highlight important points of the presentation | | | Materials:   * The Twits Novel | | Steps to success:  -We will go some group work first to get the students thinking in the right direction  -I have broken the activities into steps so that they build on each other | | Comprehension Booklet (for/ of)  -Students will complete respective chapters in the booklet  Mr. and Mrs. Twit Descriptions (for)  - Students will right up a description for Mr. and Mrs. Twit in terms of who they are, their actions in the story and their relations with other characters  Character Poster (of)  -students must provide evidence for why they like that character, through showing something they did in relations to the book, there is no right or wrong answers. Students will just have to defend their choice  -Students will create a poster with their choice of character, they will add pictures, titles, heading to highlight important points of the presentation | |
| **14** | GLO:  1, 4  SLO:  1.1,  1.2  4.1 | | *Students will…*   * share own print with others to identify strengths and ideas for improvement * explore ideas and feelings by asking questions, talking to others and referring to print * ask questions to clarify information and ensure understanding   LA 1:   * Students will set up their poster around the classroom and we will do a walk around looking at each others posters for ideas for improvements to their own work * After that, students will have time to make any last changes they want to on their work🡪 any students that do not want to make any changes will be working on a word search or cross word puzzle * Half the class will return to their posters and the other half will walk around and ask the students about their posters, they can explain why they did what they with their poster * We will then switch and the other class will go back to their posters and explain to the others. | | | Materials:   * Tape | | Steps to success:  -Talk about some questions we could ask others to get information  -Write some questions on the board so that students will have somewhere to refer to when walk around | | Character Posters (of)  -I will be grading these posters based on their ability to:  -express preferences for one character over another  -use titles, headings and visuals to add interest and highlight important points of presentation | |