



Lesson Plan Summary

Magic Tree House #25: Stage Fright on a Summer Night

Identifying Character Traits

<p>EACH STUDENT WILL:</p> <ul style="list-style-type: none">• Read and discuss <u>Stage Fright on a Summer Night</u>• Students will identify their own internal and external character traits and understand the difference between character traits and feelings.• Students will identify the internal character traits of Jack and Annie.• Students will compare Jack and Annie's reactions to events and infer why the author chose contrasting responses.• Students will explain how Jack and Annie's actions cause events to happen throughout the story.• Students will explain how Jack changes over time.	<p>COMMON CORE STANDARDS ADDRESSED:</p> <p>(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p>READING:</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.• CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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Lesson Plan

Magic Tree House #25: Stage Fright on a Summer Night

Identifying Character Traits

Lesson 1:

Students will be able to identify their own internal and external character traits and understand the difference between character traits and feelings.

Lesson 2:

Students will be able to identify the internal character traits of Jack and Annie.

Lesson 3:

Students will be able to compare Jack and Annie's reactions to events and infer why the author chose contrasting responses.

Lesson 4:

Students will be able to explain how Jack and Annie's actions cause events to happen throughout the story.

Lesson 5:

Students will be able to explain how Jack changes over time.

Materials Needed:

- Copies of Stage Fright on a Summer Night
- Blank paper
- Drawing materials
- Writing utensils

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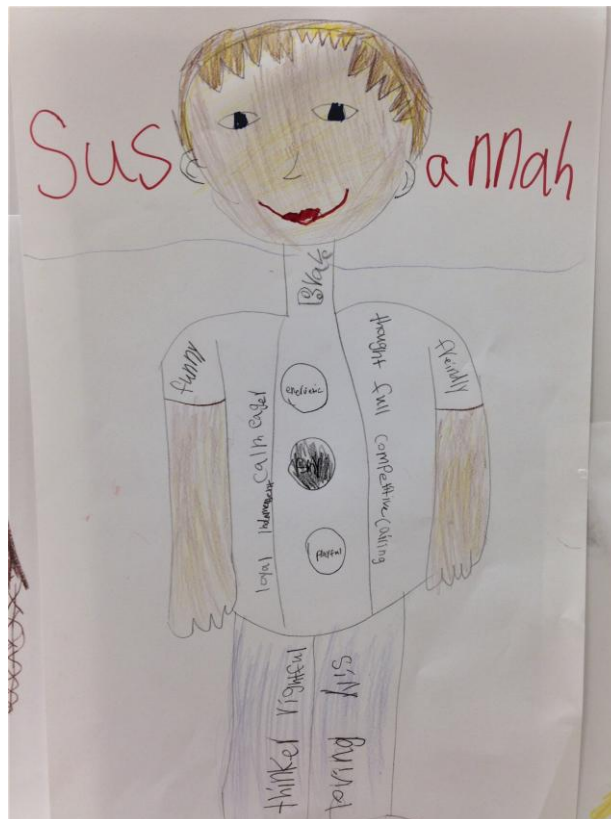
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Lesson 1:

Students will be able to identify their own internal and external character traits and understand the difference between character traits and feelings.

- Teacher leads a class discussion of what students know, think they know, and what they wonder about “character traits.”
- Teacher draws him/herself on the board and shows the difference between external and internal character traits as a model for students.
- Teacher leads a class discussion of the difference between a trait and a feeling. Traits are something more permanent in a person and feelings are temporary and are a reaction to an event. For example, a person can be a generally brave person all of the time (trait). Whereas, a person might be sad if his or her dog runs away (feeling).
- Teacher and students list character traits on the board. Teacher can also have a list of character traits ready for students, as well.
- Students receive a sheet of paper to draw themselves with both kinds of traits – internal and external traits. Teacher should determine how many of each kind of trait is required.



Lesson 2:

Students will be able to identify the internal character traits of Jack and Annie.

This activity can be an ongoing activity for each chapter of the book so that students can eventually see the differences between Jack and Annie throughout.

- Teachers and class have a discussion reviewing external and internal character traits.
- Teacher explains that there are many ways to prove that a character has this trait including the thoughts/feelings, actions/motivations, and words of the character as well as the thoughts/feelings, actions, and words other characters towards the character in question.
- Teacher models how to write down evidence of a character's internal traits using the graphic organizer and a chapter of the book.
- Students work in groups, partners, or as individuals to go through a chapter and discover the evidence for character traits of Jack and Annie.

An example is provided below.

Character Trait: Annie is CARING

<p>What the character says...</p> <p>P. 21 "Bears fight with dogs? I couldn't stand to watch that."</p> <p>This is CARING because she says she does not want to see animals fight one another which is violent and wrong.</p>	<p>What the character thinks...</p> <p>p. 26 Annie's mind keeps thinking about the bear and how to save it. Jack tries to think of something to get her mind off the bear.</p> <p>This is CARING because Annie is trying to save the bear. Her thoughts are only focused on that.</p>
<p>What the character does....</p> <p>p. 23 Annie reaches for the door of the bear's cage to let him out.</p> <p>This is CARING because she is helping to rescue the bear who is trapped in a cage.</p>	<p>What the character feels...</p> <p>p. 23 Annie "understands" the bear when he moans. She feels empathy towards him. She tries to put herself in his "shoes."</p> <p>This is CARING because when a person tries to understand another person's (or animal's) feelings, this means he or she is thinking outside of him/herself.</p>

Lesson 3:

Students will be able to compare Jack and Annie’s reactions to events and infer why the author chose contrasting responses.

- Teacher and students discuss what important events have occurred in the story (by chapter or by beginning/middle/end).
- Teacher and students contribute to a list of events and chart how Jack responds to the event versus how Annie responds to the event.
- Students in pairs are given events/passages to look through in order to record specific text evidence of how each of the character responds to the event.
- Class comes back together to share and chart findings.
- Teacher and students discuss what character traits match these actions and compare and contrast them. How are Jack and Annie’s responses to events similar? How are Jack and Annie’s responses to events different?
- Teacher and students discuss why they think the author chose to have Jack and Annie respond to the important events in different ways? What do those contrasting reactions/character traits do for the story? What would happen in the story if Jack and Annie respond to events in exactly the same way?

An example is provided below.

Event 1: William Shakespeare asks Jack to act in his play (p. 28).

How Jack responds	How Annie responds
<ul style="list-style-type: none"> • Jack thinks “You are nuts.” • He nudges Annie so that they can leave. • Jack stares at Will, not believing what he is hearing. • Jack says, “No. No way. I can’t do that.” • Jack suggests that Annie read both parts. • Jack says no and tries to walk off. • Agrees with a “sigh.” 	<ul style="list-style-type: none"> • Annie asks the man, “What do you mean, my brother can read both fairies?” • Annie asks the man about needing <i>two</i> fairies. • Annie tilts her head and her voice goes up. She suggests that she can also read! • Annie grabs Jack’s arm and tells Will that Jack wants her to be in the play, too (which is not true!) • Annie says being in the play would be really fun. • Annie smiles eagerly.
Character trait: anxious, fearful	Character trait: eager, fearless

Lesson 4:

Students will be able to explain how Jack and Annie's actions cause events to happen throughout the story.

- Teacher reviews cause and effect with students.
- Teacher and students list important events throughout the story (or by chapter). This list can also be created ahead of time.
- Teacher models how Jack and Annie's actions cause the important event (effect) to happen.
- Teacher may also model how a sequence of events unfolds with a series of cause and effect events.
- Students work in groups, partners, or as individuals to identify other instances of cause and effect events in the story.
- Teachers and students come back together to share their evidence.
- Teacher and students discuss the importance of Jack and Annie's actions throughout the story. What if they did not cause an important event to happen? How would the story have changed?

An example is provided below.

Cause	Effect
Because Annie saw the bear in the cage...	
Because Jack and Annie agreed to be in the show...	
Because Jack was able to read the scroll onstage...	
Because Annie slipped out of the Globe theater during the play...	
Because Annie freed the bear...	

Lesson 5:

Students will be able to explain how Jack changes over time.

- Teacher and students discuss why characters change throughout stories.
- Teacher and students track Jack's stage fright journey using specific evidence from the text.

Jack suffers from stage fright. Track his journey throughout the course of the book!

Beginning	Middle	How does Jack overcome his stage fright?	End
How does Jack feel about going on stage?	How does Jack feel about going on stage?		Jack is no longer on stage at the end of the story, but his feelings about being on stage have changed. How does he feel about going on stage at the end of the story?
How do you know?	How do you know?		How do you know?