Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
First	**Reading**	**N/A**	Character Web (as part of Novel Study)

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 weeks (group meets once a week)	second semester, possible late in first semester	fluent reader, experience with Novel Study format, student has read the book in question, and created a story map in a previous lesson (characters, setting, problem, solution)

Unit Description

Students create a graphic organizer called a character web to study how the main character of a story is related to all of the supporting characters

Strand(s), Concept(s), and PO(s)	**R01-S2-C1-PO2** **Strand 2: Comprehending Literary Text** Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. **Concept 1: Elements of Literature** *Identify, analyze, and apply knowledge of the structures and elements of literature.* **PO 2.** Describe characters (e.g., traits, roles, similarities) within a literary selection.
Summative Assessment	Students gradually create a character web over four weeks (once a week), and culminate in synthesizing the information into a short paragraph about their favorite scene and which characters were in it (2-3 sentences).
Assessment Scoring	There is a scoring item on the rubric for each lesson, with a participation score added at the end. There are 3 points per activity, with a 3 being given to those who: can state name of main character and how this is apparent, can name at least three supporting characters, can name how four or more characters are related, can place most or all characters into one of three role categories, can compose 2 to 3 sentences about a favorite scene and its character(s), and are consistently attentive and add to discussion. Two points are given to those who can partially do each item, and 1 to those who need more work to master it. See attached rubric, which has 18 total points.
Materials/Resources Needed	• one book per child (two children per book at the most), A Girl Named Helen Keller, by Margo Lundell (or other book), • paper and pencil or white board and marker

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Refer to the story and the story map (characters, setting, problems, solutions) created in the previous lesson. Ask who the characters are in this story. Ask if there is one character that appears in the story more than the others, or one that the story seems to be about. This character is called the **main character.** Draw a square in the center of the white board and write the name of the main character inside of the square. Close by reviewing what a main character is. Mention some familiar stories and ask who the main characters are.	Look at the Character Web that we began last week. Review what the main character means, and who it is in this particular case. Ask if there are other characters in this story. Explain that these are called **supporting characters.** Ask who the supporting characters are in this story, and record their names inside of ovals around the square.	Look at the Character Web that we made last week. Review main character and supporting characters. Today we are going to examine how these characters are **related** to one another. For example, let's look at Helen and Mr. Keller. (**Note:** ask guided questions to draw as many of these words from the students as possible). Helen is Mr. Keller's **daughter** and he is her **father**, so I am going to write daughter on the line that connects them, and write father below the line. We can put arrowheads on each end of the line that points to these two characters. Let's look at Helen and Mrs. Keller. Helen is Mrs. Keller's daughter, and Mrs. Keller is Helen's mother. Let's add these words. Now, let's look at how Mr. Keller is related to Mrs. Keller. He is her **husband**, and she is his **wife**.	Look at the Character Web that we made last week. Review the main character and supporting characters. Today we are going to **classify** the characters based on their **roles.** Some of them are a family, some work for the family, and others are friends or acquaintances. (add other categories as needed). Write **Family** on the board. Who goes into the Keller family group? (record names under the Family heading). Which characters work for the family? (record). Which are friends or acquaintances? Are there any characters who were difficult to place in one category over another? Why?	Look at the Character Web that we made. We can use this information to compose a short paragraph about our favorite scene in the book, and which characters were in it. Give an example of 2-3 sentences, e.g., My favorite scene in a Girl Named Helen Keller is when Annie Sullivan pumped water onto Helen's hand while making the sign for water. I cried when Helen finally understood what the signs meant.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	After participating in a discussion, students write the title of the story, then write “Character Web.” They draw a square in the center of their page and record the main character’s name inside of it.	After participating in a discussion naming the main and supporting characters, students use their Character Web from last week to record the names of the supporting characters all around the square. They draw an oval around each one, and then connect each of the ovals to the square with a line.	Students participate in a discussion to establish the names of relationships between each character, Continuing their Character Web from last week, students copy the words that explain the relationships between the characters, based on the discussion and the character web on the white board. This particular exercise builds students’ vocabularies, and can lead into a lesson about opposites.	Students participate in a discussion in which they categorize and classify the characters into groups: Family, People who work for the family, and Friends and Acquaintances. They make a chart and fill it in with the names from the discussion, which are now sorted into three separate categories.	Using their Character Web created over the past weeks, each child composes 2-3 sentences about their favorite scene in the book, naming all of the characters in the scene.

SUMMATIVE ASSESSMENT

As a culminating activity for this unit, the students will synthesize information about their favorite scene from the book (including its characters) into a short paragraph, based on information that they have diagrammed in their Character Web.
A score of three shall be given to those students who can write 2 to 3 sentences about a favorite scene and its character(s).
A score of two shall be given to those students who can write one sentence about a favorite scene and its character(s).
A score of one shall be given to those students who cannot write any sentences about a favorite scene and its character(s), or information is not presented in sentence form.
The above scoring information is included in the Rubric for assessing the Character Web Unit. There is one assessment per week, with an extra one for evaluating participation following the fifth and final week.

Score: _____
18

Student _____

Assessor _____

Date _____

Assessment Rubric
First Grade Reading - Character Web – Novel Study

CHARACTER WEB	Above standard (3 points)	Standard (2 points)	Attribute still a goal (1 point)	Score
identifies main character	can state name of main character and how this is apparent	can state name of main character	cannot name main character	
identifies supporting characters	can name at least three supporting characters	can name two supporting characters	can name one or zero supporting characters	
relationships between characters	can name how four or more characters are related	can name how two or three characters are related	can name how one or zero characters are related	
classifies and categorizes characters	can place most or all characters into one of three role categories	can place some characters into one of three role categories	cannot place characters into one of three role categories	
composes information into a short paragraph	can write 2 to 3 sentences about a favorite scene and its character(s)	can write one sentence about a favorite scene and its character(s)	cannot write any sentences about a favorite scene and its character(s), or information not presented in sentence form	
participation	Consistently attentive and adds to discussion	Attentive and/or adds somewhat to discussion	Not attentive and/or adds little to nothing to discussion	

Grading Scale:

Classification	Points
Exceeding	16 - 18
Meeting	14 - 15
Needing Additional Practice	12 - 13
Needing Intervention	11 and lower