

Name, Number, Group: _____
MRS. VEDA'S OPEN DOORS CLASS

LITERATURE UNIT : _____ **(Title of the book)**

Written by: _____
Illustrated by: _____
Publisher: _____

Open Doors Curriculum Strands: B1, B2, B3 – Creativity (Fluency, Flexibility, Originality, Elaboration B1), Creative Thinking Techniques (Scamper, Imagery B2) , Creative Products (attribute listing-identify improvements, list modifications, create new products B3) , D1- D6 - Creative Problem Solving (mess finding D1, fact finding D2, problem finding D3, idea finding D4, solution finding, D5 acceptance finding D6), E1, E2, E3, - Communication Skills (Receptive listening and observation E1, Expression of Self and ideas E2, Evaluating Communication E3), H1, H2, H3 (Self Awareness – Affective skills) , H5 – Career options, Group dynamics F1, F2 F3 (Task commitment, Interaction with Others, Personal Connection)

Fourth graders will read *Mrs. Frisby and the Rats of Nimh* and fifth graders will read *The Great Gilly Hopkins*. (reading round robin, peer-reading, silent independent reading)

Pretend that the author has allowed you to be a co-author for his/her story. She has also given you permission to make any changes to the story. Here is your chance to explore a career in writing.

Step 1

Fact Finding (obj: E1 paraphrasing; D2 (CPS)

Write the summary of your story. (Independent work)

Step 2

Mess Finding (obj: Creative Problem Solving – D1)

Brainstorm and write the many problems that exist throughout this story. (group work)

Step 3

Problem Finding (obj: Creative Problem Solving – D3) (independent writing work)
(You may get some help from your partner) Change the conflict/climax of the story.
(Scamper – Creativity B2)

Step 4

Ideas-finding (obj: Creative Problem Solving D4) (independent writing work) (You may get some help from your partner) Suggestions: Create a new setting. Add new characters with new attributes. Modify the attributes of the characters in the book (For example: Make the villain the hero of the story and vice versa). Change the attributes of the main character. You may also want to make up a main character and come up with a new title for your new story.

Step 5

Solution-Finding (obj: Creative Problem Solving D5)
How did the problem get solved? Write a different resolution for your story. (independent writing work) (You may get some help from your partner)

Imagery (obj: Creative Thinking Techniques B2): Who is the most interesting character in your story? What makes him or her so interesting? Can you relate this story with your life or make connections with another story you have read. (independent work)

“Bringing Character to Life” activity (obj: B1-B3 Creativity): You will use a template and 11 X 17 sheet of paper to create the main character from the story you have created. On the left arm of the character, you will describe the physical characteristics, personality, and role of the main character. On the right arm of the character you will describe the new conflict/climax/turning point in the story. On the right leg of the character, you will describe the setting and plot of the story you have created. On the left leg of the character, you will describe the resolution of the story. On the main body of the character, you will illustrate a major scene from the story that you find interesting and include the title, author, illustrator, publisher, and copyright date. Make sure you write your name under author. On the head of the character, you will illustrate the character’s face. **Materials needed for this activity:** arm/leg/head templates, 11 X 17 white construction paper, scissors, crayons, colored pencils, pens (see attached activity sheet for more information). (Independent work) (You may get some help from your group members)

Closure (obj: Communication skills E1, E2): You will share your story with the class by dressing up as your favorite character and tell the story from his/her point of view. (whole class)

Mrs. Vidya Veda (Power APAC – Jackson Public Schools)
Extension Activities for literature unit:

- (1) Write the plot for a sequel to this story.
 - (2) Write an obituary for one of the characters. Include lifetime accomplishments using scenes from the book to describe him or her.
 - (3) Write an ad for one of the characters as if he or she were looking for a friend. Draw upon the character's traits to describe his or her persona.
 - (4) Write a poem or rap song about the story, making sure to include various scenes or events from the plot line.
 - (5) List three of the conflicts and their solutions from the book. Then rewrite the solutions from your point of view.
 - (6) Create a postcard to send to one of the characters from the story. In it, recall the story events he or she was involved in and why you would like to meet the character in real life.
 - (7) Make a character tree, illustrating the characters on the tree branches with a short description of each character's role in the book.
 - (8) List three of the conflicts and their solutions from the book. Then rewrite the solutions from your point of view.
 - (9) Puppet Interviews: Students can have puppet interviews with other students. One student would ask questions while the other student would answer in the character of his or her puppet.
 - (10) Strange Stories: Students can pair up and use their puppets to have a conversation with another character from a different story. Both students stay in character and create new dialogue.
- (11) After reading the book, students will write a letter to the author including
- What was the most interesting scene in the story? Describe it in detail and explain why you liked it?
 - Which of the characters do you most closely relate to and why? Use examples from the story to support your reasoning.
 - Describe an alternative problem for the story.
 - How might you have changed the climax/turning point in the story?
 - If you were to rewrite the ending of the story, how would it be written?
 - Write a review of the book to accompany your letter.
 - Address a regular-size business envelope with the publisher's address and yours.

You may even want the students to critically analyze the book for authenticity and cultural sensitivity if it is a book depicting various cultural and/or linguistic struggles, or more traditional books that misrepresent a certain group of people

Rubric for Literature Unit

Mrs. Veda's Open Doors

Name: _____

Book: _____

Date: _____

5-Exceeds all criteria 4-Meets all criteria
3-Meets some criteria, but fails to meet all 2- Does not meet the criteria 1-Effort

CRITERIA

SCORE

Reading and listening skills – group dynamics (F2)

Fact finding (CPS D1)

Write the summary of the story

Mess finding (CPS D2)

Brainstorm the many problems that have existed throughout the story

Problem finding (CPS D3), SCAMPER (creativity B2)

Change the conflict/climax of the story

Ideas finding (CPS D4)

- (1) Create a new setting
- (2) Add new characters with new attributes
(example: make the villain a hero of the story and vice versa)
- (3) Change the attributes of the main character
- (4) Make up a new main character

Solution finding (CPS D5)

Acceptance finding (CPS D6; career options H5)

- (1) Re-write the whole story with a different ending
- (2) Write a prologue for this story
- (3) Write an epilogue for this story
- (4) Make up a suitable title for this story

“Bringing Character to Life” activity (Creativity : B3)

- (1) left arm (physical characteristics, personality, role of the main character)
- (2) right arm – conflict/climax/turning point
- (3) right leg – setting and plot
- (4) main body – illustration of a major scene from the story

Capitalization, punctuation, spelling, and sentence structure (E2)

Usage of varied and appropriate transition words (E2)

Group dynamics (F1, F2, F3)

Story presentation (E1, E2, E3)