

Unit #1

Exploring a Character's Feelings

(graphic organizer)

Part 1: Standards Addressed in This Activity

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2.B Develop the topic with facts, definitions, and details.
- W.3.2.C Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- W.3.2.D Provide a concluding statement or section.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Part 2: Description of Activity

The student will choose a main character from one of the two stories in Unit 1 (Ruby or Nate). As a pre-writing activity, the student will complete a graphic organizer, using evidence from the text (Task A).

Using the graphic organizer, the student will write an explanatory text that describes how the character's feelings change throughout the story (Task B).

Part 3: Teacher and Student Instructions

Task A: Pre-writing

Students will complete graphic organizers using evidence from the text. A blank organizer and suggested responses are provided in the handouts.

1. Students brainstorm a list of feelings. See **Feeling Words** handout.
2. Record and display a “feelings chart” that students may refer to throughout this activity.
3. Reread parts of the stories (together or independently) to find words that describe a characters’ feelings. Find situations from which students can make inferences about what the character feels.
4. Students complete their graphic organizers by listing the feelings of either Ruby or Nate. Next to each feeling, list evidence from the text.

Directions for the Student

Choose a main character—either Ruby or Nate—from the stories you read in Unit 1. Think about some of the feelings the character had at the beginning, middle, and end of the story. Find evidence in the passages that shows what is happening to cause these feelings. Fill in a graphic organizer for the character you chose.

Feeling Words: happy, sad, lonely, worried, nervous, afraid, relieved, surprised, sorrowful, regretful, ashamed, pleased, friendly, safe, proud, glad, calm, amazed, angry, anxious, hopeless, disheartened, curious, thankful, eager, trusting, guilty

Task B: Writing an Informative/Explanatory Essay

Students will use completed graphic organizers to write a first draft. See prompt. Guide students through the other steps of the writing process (revising, editing, and publishing) once their first drafts are complete.

Prompt

Choose a main character, either Ruby or Nate. Think about that character’s feelings at the beginning, in the middle, and at the end of the story. Describe the parts of the story that caused the character's feelings to change. Use your graphic organizer to provide evidence from the passages.

Part 4: Handouts/Suggested Responses

Feeling Words List

Ruby (Suggested Responses)

Nate (Suggested Responses)

Graphic Organizer (Blank)

Prompt

Part 5: Modifications

- Write out the answers in the evidence column from one of the completed graphic organizers. Ask students to use the “feelings list” to fill in the correct feeling for each piece of evidence given. Then, students complete the graphic organizer by writing in the missing feelings.
- Give students the completed graphic organizer for one character and a blank for the other character. The students can study the complete organizer, using it as a model for completion of the other.
- Give students one or both of the completed graphic organizers to use for Writing Task B.

Feeling Words List

afraid	hopeful
amazed	hopeless
angry	lonely
anxious	nervous
ashamed	pleased
calm	proud
comforted	regretful
curious	relieved
disheartened	sad
eager	safe
friendly	sorrowful
frustrated	surprised
glad	thankful
guilty	trusting
happy	worried

Name: ExampleCharacter: Ruby

Feeling	What is Happening (Evidence)
curious	The door bell chimed, I peered out, I was curious, Who was visiting us?
sad lonely	I wasn't awfully happy about moving away from all my friends, I loved my old school, I missed everything about New York and our home there
nervous worried	how worried I was that I wouldn't know a single person, I'm still nervous because I don't know anyone, I'm thinking about tomorrow, I still don't know anyone, What if no one wants to sit with me at lunch or play with me on the playground? I felt a fluttery feeling in my stomach
comforted hopeful	I did feel a little better, having seen the school, the rooms are bright and new, My favorite place is the library; I love to read, I guess you're right, it could work for me too, I decided to give it a try, She smiled back, my plan was working
surprised	I swung around to find Mrs. Eland, What are you doing here? I asked
relieved happy	Mrs. Eland was right, I did know someone, I knew two! I gave her a big smile, and she beamed back at me

Name: ExampleCharacter: Nate

Feeling	What is Happening (Evidence)
angry	Nate threw his book bag on the chair, he felt angry, Why did I take it to school, that was so stupid, he was mad at himself
sad regretful	the tears kept coming, he knew cell phones were not allowed, Mom had told him to leave it at home, he blinked back his tears, Don't cry, he told himself, Dad was gone, Nate thought about him every day, the shiny new phone was gone, Nate's eyes welled up, I'm sorry, Mom
nervous afraid	his stomach was tight, he felt a lump in his throat, he swallowed and took a breath, his heart pounded, it was a little hard to breathe
frustrated	he had searched his locker, But the phone was not there, he had taken everything out of his book bag, the phone was not there either, he had emptied his pockets, the phone was not there
relieved happy	Nate finally breathed out a long loud sigh, he scrunched up his face, they both laughed out loud

Name: _____

Character: _____

Feeling	What is Happening (Evidence)

Unit #1

Exploring a Character’s Feelings

(graphic organizer)

Name: _____

From Unit 1 in your book, choose a main character, either Ruby or Nate. Think about that character’s feelings at the beginning, in the middle, and at the end of the story. Describe the parts of the story that caused the character's feelings to change. Use your graphic organizer to provide evidence from the passages.

Proofreader’s Checklist

Did I...

- indent the paragraph(s)?
- begin each sentence with a capital letter?
- end with proper punctuation?
- use quotation marks to show when someone is speaking?
- use adjectives to make my sentences interesting?
- spell words correctly?