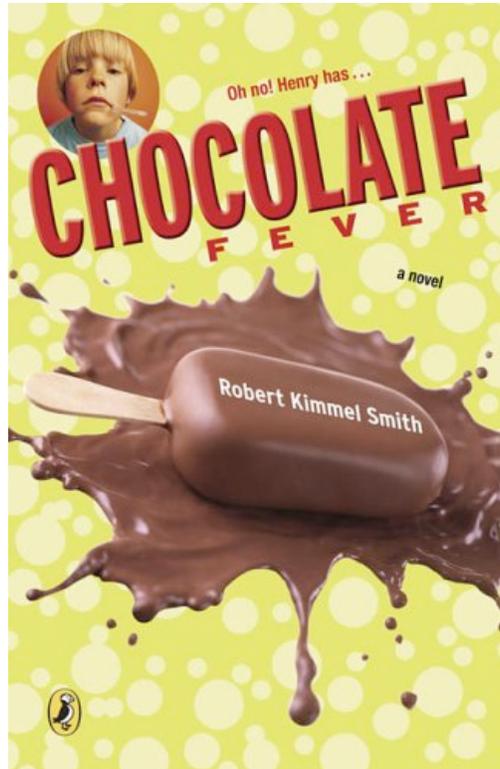


Understanding by Design:
***Chocolate Fever* Novel Study**



Megan Mallon

EDCI 890 Master's Project

Spring 2012

Kansas State University

Subject: Language Arts

Topic: *Chocolate Fever* Novel Study

Grade Level: 3rd

Estimated Time Length: 2 weeks

Project Created By: Megan Mallon

Project Description:

Students will complete a novel study on *Chocolate Fever*, by Robert Kimmel Smith. They will read the novel with a cooperative group, as well as listen to the novel on an audio CD. Students will be responsible for completing activities throughout the novel study, including

- * Comprehension questions for each chapter
- * Text structure activities (sequence, compare/contrast, problem/solution, cause/effect)
- * Creating & performing a “Candy Bar Commercial”
- * Journal entries/Blog posts

Students will be required to show an understanding of the story elements of the novel by completing the following performance tasks:

- * Write questions/answers for a character interview in order to show an understanding of character traits and events of novel.
- * Put events from novel into sequential order in order to show an understanding of story elements.
- * Take a comprehension quiz over the novel to in order to show knowledge of all aspects of the novel.

Content	Technology
Stage 1 –Desired Results	
Reading/Writing Standards:	ISTE Standards
<p><u>Student 3rd grade, KS</u> Reading Standard 1 Reads and comprehends text across the curriculum. <i>Benchmark 2, Indicator 2:</i> Student reads fluently and expressively with appropriate pace, phrasing, intonation, and rhythm of speech.</p>	<p><u>Student 3-5 grades</u> NETS Standard 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. b. Communicate information and ideas effectively to multiple audiences using a variety of media and format.</p>
<p><u>Student 3rd grade, KS</u> Reading Standard 1 Reads and comprehends text across the curriculum. <i>Benchmark 4, Indicator 7:</i> Student comprehends a variety of texts: sequences events and information in a logical order.</p>	<p><u>Student 3-5 grades</u> NETS Standard 5 Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. c. Demonstrate personal responsibility for lifelong learning.</p>
<p><u>Student 3rd grade, KS</u> Reading Standard 1 Reads and comprehends text across the curriculum. <i>Benchmark 4, Indicator 10:</i> Student retells main idea or events as well as supporting details.</p>	<p><u>Teacher</u> NETS*T Standard 2 Design and develop digital age learning experiences and assessment. Benchmark A: Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>
<p><u>Student 3rd grade, KS</u> Writing Standard 1 Writes effectively for a variety of audiences, purposes, and contexts. <i>Benchmark 1, Indicator 14:</i> Student writes narrative text using the writing process: begins to use dialogue.</p>	<p><u>Teacher</u> NETS*T Standard 2 Design and develop digital age learning experiences and assessment. Benchmark D: Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</p>

Understandings:	Understandings:
<p><i>Students will understand that...</i></p> <p>*Students will understand that performing a character interview will show an understanding of text elements. (Bloom's: Application)</p>	<p><i>Students will understand that...</i></p> <p>*Students will understand that using a Flip Camera to tape a character interview will increase communication among their peers. (Bloom's: Application)</p>
<p><i>Students will know....</i></p> <p>*Students will know that collaborating with peers will develop communication and learning/thinking strategies. (Bloom's: Comprehension)</p>	<p><i>Students will know...</i></p> <p>*Students will know how to participate collaboratively to create media for a specific purpose. (Bloom's: Synthesis)</p>
<p><i>Students will be able to...</i></p> <p>*Students will be able to interpret text ideas through means such as journal writing and discussion. (Bloom's: Evaluation)</p> <p>*Students will be able to compare their life to the main character. (Bloom's: Analysis)</p>	<p><i>Students will be able to...</i></p> <p>*Students will be able to interpret text ideas through means such as blogging and video media. (Bloom's: Evaluation)</p> <p>*Students will be able to analyze what makes them different and why, in a blog post. (Bloom's: Analysis)</p>
Essential Question:	Essential Question:
<p>* Can students read a novel and apply comprehension and critical thinking skills?</p> <p>* Can students demonstrate a knowledge of story elements through a character interview?</p>	<p>* Can the students learn essential information about the author using a WebQuest?</p> <p>* Can students show an appreciation of differences in others by commenting on their classmates' blog posts?</p>

Stage 2 –Assessment Evidence

Performance Tasks:	Performance Tasks:
<ol style="list-style-type: none"> 1. Students will answer comprehension questions for each chapter that they read. 2. Students will write journal responses to a variety of prompts throughout the reading of the novel. 3. Students will write questions & answers for their character interview, to show an understanding of events in the novel. 4. Students will present their groups' "Candy Bar Commercial" and "Character Interview" for the class. 5. Students will take a comprehension quiz over the novel. 	<ol style="list-style-type: none"> 1. Students will type their journal entires as a blog post at our class blog: www.kidblog.org/missmallonsclass2011. 2. Students will use the Flip Camera to record their performance of the character interview question and answer session. 3. Students will use a laptop and the Eiki to present their groups' "Candy Bar Commercial" and "Character Interview" for the class. 4. Students will use the software program "Reading Counts" to take a comprehension quiz over the novel.
Other Evidence:	Other Evidence:
<ul style="list-style-type: none"> • Students will complete a comprehension packet, which will be graded on completion. (<i>see attached</i>) 	<ul style="list-style-type: none"> • Students will comment on two classmates' blog posts. • Rubric for "Candy Bar Commerical" (<i>see attached</i>) • Rubric for Character Interview (<i>see attached</i>)

Stage 3 – Learning Plan/Activities

1. To begin, I will introduce the novel *Chocolate Fever* and talk about the book's author, Robert Kimmel Smith.
2. Students will be assigned into heterogeneous cooperative groups, and will read the novel over the course of 2 weeks.
3. Students will create their own candy bar, and then complete a story board for a "Candy Bar Commercial." (*see attached rubric*)
4. Students will thoughtfully respond to two of their peers' journal entries/blog posts about "Differences."

1. To learn about the author Robert Kimmel Smith, students will complete a WebQuest about the author's work and life using his website (<http://www.robertkimmelsmith.com/>) . (***see attached*)
2. Students will have the opportunity to listen to the novel on audio CD if needed.
3. Students will use their "Candy Bar Commercial" story board to perform their commercial and videotape it with a FlipCamera. (*see attached rubric*)
4. Students will thoughtfully respond to two of their peers' journal entries via a blog post comment at our class blog, www.kidblog.org/missmallonsclass2011.

Robert Kimmel Smith
Author Webquest
<http://www.robertkimmelsmith>

1. How did Robert Kimmel Smith come up with the idea to write Chocolate Fever?

2. What was the lesson Robert Kimmel Smith wanted children to learn from reading Chocolate Fever?

3. List two other books written by Robert Kimmel Smith:

4. How old was Robert Kimmel Smith when he decided to become a writer? _____

Find the following facts about Robert Kimmel Smith:

5. His birthday: _____

6. Years he was in the Army: _____

7. Where he went to College: _____

8. Name of his 2 Children: _____ & _____

9. Year he became a Full Time Writer: _____

10. His email address: _____

Candy Bar Commercial

	3	2	1	0
Worked well with group	Worked well with group entire time	Worked well with group most of time	Had several problems with group	Worked poorly with group or refused to work with group
Presented Clearly	Spoke clearly and explained candy bar	Spoke clearly and mostly explained candy bar	Hard to understand and mostly explained candy bar	Hard to understand and didn't explain candy bar
Creative Effort	Colorful, creative commercial	Mostly colorful & creative commercial	Just read off of sheet; not creative	No commercial
Candy bar creation	Completely finished candy bar creation	Mostly finished candy bar creation	Barely finished candy bar creation	Did not do candy bar creation

Character Interview

	3	2	1	0
Worked well with partner	Worked well with partner entire time	Worked well with partner most of time	Had several problems with partner	Worked badly with partner or refused to work with partner
Presented Clearly	Spoke clearly and in an engaging way	Spoke clearly but not especially engaging	Hard to understand and not especially engaging	Hard to understand and not engaging
10 good interview questions	All appropriate questions, no yes/no questions	Appropriate questions, with a few yes/no questions	Mostly appropriate yes/no questions	No appropriate questions, or all yes/no questions
Information in interview	All information from planning sheet included	Most information from planning sheet included	Little information from planning sheet included	No information from planning sheet included

Chocolate Fever Grading Sheet

Name _____ Total: _____/175 pts.

Journal #1 _____/5 pts.

Journal #2 _____/5 pts.

Journal #3 _____/5 pts.

Ch. 1 Review _____/9 pts.

Ch. 3 Review _____/8 pts.

Ch. 7 Review _____/8 pts.

Ch. 11 Review _____/9 pts.

Table of Contents _____/11 pts.

Char. Descriptions _____/10 pts.

Mounting Mistakes _____/15 pts.

Author WebQuest _____/12 pts.

Candy Bar Commercial _____/12 pts.(Rubric)

Character Compare Contrast _____/10 pts.

Cause & Effect _____/15 pts.

Character Cargo _____/16 pts.

Chocolate Fever Sequence _____/12 pts.

Character Interview _____/12 pts.(Rubric)

**** Some assignments modified
or completed with teacher assistance.***