

**Title: Character Education Through ELA**

**Estimated Time: 90 minutes**

**Grade Level(s): 3-12**

**Objectives**

- Students will be able to read *The Turtle Who Couldn't Keep His Mouth Shut* and identify the theme or moral of the story.
- Students will be able to take the moral or theme of *The Turtle Who Couldn't Keep His Mouth Shut* and create a play, movie, poem or comic strip that teaches the same moral.
- Students will be able to apply the moral to their everyday lives.
- Students will be able to provide peer evaluation and feedback.

**Which of the 11 Principles are addressed ?**

- This lesson addresses Principle two

**Core Values**

- Self-control

**Materials (include links & resources when applicable)**

- Stories to Light Our Way: Journey to the World of Good, Volume 1, by Ralph Singh
- Stories to Light Our Way: Journey to the World of Good, Volume 1, by Ralph Singh CD (for lower-level learners)
- Paper for creating scripts, comic strips, poems, etc.
- Construction paper for prop creations (if time)
- I like, I wish evaluations
- iPads (as needed)

**Procedure**

**Opening Discussion-**

- Brainstorm a list of attributes of a positive, contributing member to the school environment. Be sure to encourage the term “self-control” with the students.
- Write the core value and character words found in this lesson on the board.
- Ask the students the essential questions from *The Turtle Who Couldn't Keep His Mouth Shut*, allowing the students to answer and briefly discuss the responses.

### **Activities/Strategies-**

- Tell the students that they are going to be divided into teams and given a story that has something to do with one of the words on the board.
- Tell them they will need to get in their groups, read the story, and discuss what the theme or moral of the story was. (Write these directions on the board for the students to reference throughout the lesson.)
- Circulate and help the groups discuss and identify the moral of the story.
- Once they identify the lesson, they will write a similar school/age-appropriate play, comic strip, short movie (using iPads to record) or poem that shares a similar moral (self-control). The selected activity can be based on an event in their own lives. Remind students to be sensitive to the feelings of others while tactfully relaying the lesson.
- If doing a play, comic strip, or movie, help the students turn the text into dialogue by asking prompting questions.
- As you are rotating around, monitor group work and give praise and suggestions as needed.
- When the groups are ready, have them reconvene as a whole group.
- Pass out the “I like/I wish” forms to the class.
- Review the process of giving positive and constructive criticism to their peers.
- Have each group present their play, comic strip, short movie or poem to the class while the remaining students fill out the evaluation.
- When all groups have presented, collect the evaluation forms.

### **Closing Discussion/Reflection-**

- Ask students some of the application questions from each of the story chosen.
- Allow students time to discuss answers, and to make connections to experiences they have had or seen.

### **Extensions:**

- Refer to the characters from the given story throughout the year. This will help the students remember what they did in the story and will help them make the appropriate decision when needed.
- Have the students create (draw, color, build) a character that represents a value or trait that they want to work on or that they do well and display them in a bulletin board or around the room.
- Have the students present their work to lower grade levels to help spread the messages throughout the building.
- Students can reflect on what they learned in a writing journal or short response to literature activity.

### **Adaptations:**

- Lower-level reader can listen to the story on CD
- Create teams of mixed learning abilities
- Leave the words on the board from the opening discuss to give strugglers options to answer during after each play and during the closing discussion/reflection

### **National Standards:**

NCSS Thematic Strand 1- Culture and Cultural Diversity

NCSS Thematic Strand 4- Individual Development and Identity

NCSS Thematic Strand 6- Power, Authority, and Governance

NCSS Thematic Strand 10- Civic Ideals and Practices

CCSS.ELA-Literacy.RL.5.2

CCSS.ELA-Literacy.RI.5.3

CCSS.ELA-Literacy.RF.5.4

CCSS.ELA-Literacy.W.5.4

CCSS.ELA-Literacy.SL.5.1b

CCSS.ELA-Literacy.SL.5.1c

CCSS.ELA-Literacy.SL.5.1d

CCSS.ELA-Literacy.SL.5.6

### **Evaluation**

-Individual “I like/I wish” forms

-Completion of chosen “self-control” activity (play, movie, comic strip, poem, etc.)

**School Name: Central Square School District**

**Lesson Plan Created By: Michael Smolnik**