**Grade 5 ~ Theme 4: Person to Person ~ Extension Menu**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **1. Letter**  Choose a favorite author to write to regarding themes found in two of their stories.   * Your questions should ask for confirmation of your ideas about their intended theme(s). * Your letter should also demonstrate knowledge of the story and its theme(s) with specific examples of how the plot, setting and characters’ actions support the theme(s). | **2. Demonstration**  Research how blind people complete common tasks associated with daily life such as reading, making breakfast and taking a walk.   * Demonstrate their methods for living independently and interacting with society. * Include a one page written report. | **3. Concept Map/Web**  Pick two characters from a story we’ve read that you will use to create two separate concept maps.   * Put the character’s name in the middle of the paper. Draw 5 lines radiating out from the name to create a concept map * Each line should describe the character by giving examples of Dialogue, Actions, Thoughts, Feelings, and Physical Traits * For each character write a paragraph about how the character’s growth and actions are connected to the stories theme. |
| **4. Chart**  Chose one of the theme stories and create a “Somebody / Wanted / But / So Plot Chart” on the story.   * Divide your paper into 4 columns with these column headings   + Somebody (Character(s)   + Wanted (Background and Actions)   + But (Problem or Conflict)   + So (Resolution) * Fill in the appropriate information for each column, for the selection or story you chose. * Now make a similar Plot Chart, this time for a story you might like to write yourself! | **5. Poem**  Some people come into our lives and leave footprints on our hearts and we are never ever the same.  Some people come into our lives and quickly go… Some stay for awhile and embrace our silent dreams.  —Flavia Weedn  Copy, memorize and recite this poem. | **6. Skit**  Working with a partner, write a short script for a skit that includes a conflict between two people. Include the following:   * Describe or demonstrate their relationship. * Include a conflict that arises between them. * How they resolve their conflict. * Motivations of the characters should be clear. |
| **7. Venn Diagram**   * Compare and Contrast two characters in a Venn diagram. Include their physical attributes, motivations, actions, thoughts and how they grew or changed. * Write a one page essay comparing and contrasting the two characters. | **8. Brochure**  Create a brochure on how to solve problems through conflict resolution.   * Ask your teacher for resources used at your school or go on the internet. * Use your brochure to teach others about using conflict resolution to solve problems. | **9. Game**  Create a game that asks the participants to be able to recognize and identify the following literary elements:   * figurative language (simile, metaphor, hyperbole, etc.) * theme * setting * plot * point of view |

**Matching Assessments for Extension Menu**

|  |  |  |
| --- | --- | --- |
| **1.Letter**   1. Follows Letter Criteria Card 2. Questions demonstrate understanding of theme 3. Letter gives examples of how theme is developed through plot 4. Letter gives examples of how theme is developed through characters 5. Letter gives examples of how theme is developed through actions   **Total: \_\_\_\_\_** | **2.Demonstration**   1. Follows Demonstration Criteria Card 2. Research is documented 3. Demonstration is accurate 4. At least three common tasks are addressed 5. One page written report   **Total: \_\_\_\_\_** | **3.Concept Map/Web**   1. Follows Concept Map Criteria Card 2. 2 Concept Maps, one for each character 3. Describes: words, actions, thoughts, feelings and physical traits 4. Connection made between characters growth, or lack of growth to the theme 5. Paragraph is well organized, with correct spelling and punctuation   **Total: \_\_\_\_\_** |
| **4.Chart**   1. Follows Chart Criteria Card 2. 2 Charts: one for a story that you have read, the other for a story that you might like to write. Each contains 4 columns: Somebody/ Wanted/But/So 3. Character(s) are listed along with the problems they faced 4. Problems are clearly detailed citing examples from the story 5. Solutions demonstrate how each character solved his/her problem   **Total: \_\_\_\_\_** | **5.Poem**   1. Neat copy of poem 2. Appropriate, colored, detailed illustration 3. Recites from memory with clarity 4. interpretation of poem 5. Read or write one of the poems on the same subject and share with class   **Total: \_\_\_\_\_** | **6.Skit**   1. Use Script for Skit Criteria card 2. Script has clear conflict 3. Conflict is developed through dialog and action 4. Conflict is resolved satisfactorily 5. Motivations of characters are clear   **Total: \_\_\_\_\_** |
| **7.Venn Diagram**   1. Use Venn Diagram Criteria Card 2. Characters are central to the story 3. At least 3 actions are mentioned 4. At least 3 motivations are mentioned 5. One page essay comparing and contrasting the two characters   **Total: \_\_\_\_\_** | **8.Brochure**   1. Follows Brochure Criteria Card 2. Found a conflict resolution program to use as a resource 3. Resources cited 4. Demonstrates how to solve problems 5. Used the brochure to educate others. This can be as simple as sharing with at least 2 classmates.   **Total: \_\_\_\_\_** | **9.Game**   1. Follows Game Criteria Card 2. Has at least 2 questions and answers about the Literary Elements: 3. Figurative language, simile, metaphor, hyperbole 4. Theme, setting, plot 5. Point of view   **Total: \_\_\_\_\_** |

**Each Product has 5 criteria, for a total possible of 5 points each:**

Product # \_\_\_\_\_ \_\_\_\_\_\_ points earned Product # \_\_\_\_\_ \_\_\_\_\_\_ points earned

Product # \_\_\_\_\_ \_\_\_\_\_\_ points earned **TOTAL \_\_\_\_\_\_ points earned**

**Product Criteria Cards for Extension Menu Products**

|  |  |  |
| --- | --- | --- |
| **1. Letter**   1. Formatted correctly, with: heading, salutation, body, closing and signature 2. Spelling and mechanics are correct 3. Tone of letter is friendly and courteous 4. Information is focused and well organized 5. Letter is at least 1 page in   length | **2.** **Demonstration**   1. Demonstration is informative 2. Easy to understand 3. Follows a logical sequence 4. Good eye contact with audience 5. Materials are used   appropriately | 3. Concept Map   1. Has major topic in center 2. Shows details about the topic with lines and/or circles radiating from the center 3. Visually shows relationships of details or ideas to one another 4. Neat and legible 5. Handed in by due date |
| **4. Chart**   1. Well-organized sections divided by lines 2. Clear and neat writing 3. Has a title and sub-titles 4. Accurate information 5. Correct spelling | 5. Poem   1. Appropriate format and poetic structure 2. Title 3. Rich vocabulary 4. Relevant to subject 5. Correct spelling, mechanics and punctuation | **6. Script for Skit or Play**   1. Dialog for all characters clearly indicated 2. Stage directions included 3. Correct spelling, grammar and punctuation 4. Organized and interesting 5. Neatly written or typed |
| **7. Venn Diagram**   1. Has two or more overlapping circles 2. Legible and neat 3. Shows similarities and differences 4. Has title 5. Correct Information in correct categories | 8. Brochure   1. Pictures relate to topic 2. Attractive and neat layout 3. Folded with accurate information on each panel 4. Neat and clear writing highlighting important points 5. Correct spelling | **9. Game**   1. Clear and understandable rules 2. Well constructed 3. Visually appealing 4. Relates to topic being studied 5. Accurate information |

Adapted from PVUSD GATE