

**Instructional Lesson Plan EXCERPT**  
**Advanced / Gifted and Talented (GT) English Language Arts**  
**Grade: 3 GT                      Unit Title: Determination                      Length: 5 Days**

**Lesson Overview**

Students will explore the concept of **determination** through reading multiple texts by the author Shirin Yim Bridges. The anchor text is *Ruby's Wish*, with additional texts *Isabella of Castile* and *The Umbrella Queen*. Students will determine the author's message as related to the concept and the essential question, "Why is determination necessary in achieving a goal?" In order to extend their understanding of the concept, students will read an additional text in order to compare how the author reveals her message as it relates to other characters and people. Students will participate in a Shared Inquiry Discussion of the question, "Which of Shirin Yim Bridge's characters best demonstrates determination in reaching a goal?" Following the discussion, students will choose from an extension menu of products to demonstrate the concept of determination across texts.

**Lesson Procedure**

**Day 1**

- Distribute a copy of Resource Sheet 1, *Concept Organizer*, to each student in the class. Display a copy of the organizer on an overhead projector, document camera, or whiteboard. Alternatively, create a copy of the organizer on chart paper if necessary.
- Ask students to share examples of their definition of the word **determination**. As students share, record their examples in the *My Definition/Prediction* portion of the organizer.
- If students have access to a dictionary, ask them to look up the definition of determination. Alternatively, the teacher may read the definition from a dictionary, or look up the definition using an online dictionary.
- Compare the dictionary definition to some of the student responses in order to clarify student understanding of the concept. Work with students to construct a "kid friendly" definition of the word and record it in the *Dictionary Definition* portion of the organizer. Students should write the definition in their organizer at the same time.
- Ask students to work with a partner to brainstorm examples and non-examples of *determination*.  
**Examples** may include:
  - \* A person who achieves a goal
  - \* Someone who doesn't give up**Non-examples** may include:
  - \* Someone who gives up
  - \* Someone who never finishes anything
- Ask students to share their examples with the class. Record the examples on the concept organizer and ask students to do the same.
- Repeat the prior activity to elicit words or phrases related to the concept. Record examples in the appropriate section of the organizer along with the students. Examples may include:
  - \* Perseverance
  - \* Will-power
  - \* Strength
  - \* Forcefulness
  - \* Persistence
- Allow students a few minutes to draw a picture or symbol interpretation of the concept word in the space provided on the organizer. If possible, share a few examples on a document camera and ask students to explain how the image they drew is related to the concept.
- Ask students to write a sentence using the concept word *determination*.
- Share the essential question with students: "Why is determination necessary in achieving a goal?" Tell students that they will be reading a book about a girl who used this character trait to achieve a personal goal.
- Distribute copies of *Ruby's Wish* to each student. Allow students time to read the book in its entirety. If there is only one copy of the book, use it as a read-aloud, using a document camera if

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available.

- Assessment: When students have completed reading the book, ask them to revisit the last portion of the concept organizer, the *author's message*. Tell them that the author's message is the "big idea" that the author wants to get across to the reader. Ask students to turn and talk with the person next to them to discuss what they think the author is trying to tell them about the concept of *determination* based on the events in the story. Direct students to write their response in the appropriate space on the concept organizer.

**Day 2**

- Distribute copies of Resource Sheet 2, *Character Trait Web*, to students. Facilitate a brief discussion in order to revisit and summarize the events of Ruby's Wish. Distribute copies of Resource Sheet 2, *Character Trait Web*, to each student. Tell students that authors provide clues about a character by describing their actions, thoughts, or how other characters react to them. Distribute copies of *Ruby's Wish* to each student and ask them to reread the text in order to write down examples of how the author describes the character of Ruby. Students may work alone or with a partner. If there is only one copy of the book, place it on a document camera and work with students to complete the organizer. If necessary, model how to complete the character trait web using the character of the grandfather.
- Ask students to share their examples with the rest of the class. Record student responses on a blank copy of the resource sheet shown on a document camera or on a piece of chart paper.
- Revisit the essential question: "*Why is determination necessary in achieving a goal?*" Ask students which of Ruby's thoughts, actions or words revealed the character trait of *determination*. What was Ruby determined to do? What was her "wish?"
- Assessment: Distribute Resource Sheet 3, *Taking a Look at Determination*. Direct students to use information from their character trait web and the text of the story to identify examples of Ruby's actions that showed her determination to attend school and achieve her goal of attending university. Tell students to record their examples on each of the lines of the organizer.

**Day 3**

- Have available multiple copies of the books *The Umbrella Queen* and *Isabella of Castile*, both by Shirin Yim Bridges. Tell students that they may choose one (or both, if time allows) of the books to read. (Students reading *Isabella of Castile* may need additional support with some of the vocabulary in this book.)
- Provide students with copies of Resource Sheet 4 or 5 so that they can record examples of determination while reading this second text by Bridges.

**Day 4**

- Have students revisit the concept of determination as it is defined on Resource Sheet 1, particularly the words that are related to the concept (perseverance, will-power, strength, forcefulness, persistence). Have students complete a Venn diagram to compare and contrast how Ruby used determination to reach a goal with how either Noot or Isabella used determination.
- Have students participate in a Shared Inquiry Discussion of this essential question: "Which character (Ruby, Noot, or Isabella) best demonstrates determination in reaching a goal?"

**Day 5**

- **Extension:** Give students a copy of Resource Sheet 6, *Determination 2-5-8 Menu*. The 2-5-8 menu is meant to give students a choice of tasks at different levels of Bloom's Revised Taxonomy. Explain to students that they may choose two of the tasks to complete.
- Provide students with the materials necessary to complete their learning tasks, as outlined in the materials list.
- Give students the opportunity to share their products with others, perhaps as part of a school bulletin board display, morning announcements, or the school newspaper.