

## SAMPLE LESSON 2

### S.U.C.C.E.S.S. TRAITS AND COLLABORATIVE CLASSROOM USING *THE END OF THE BEGINNING*

1. **Literature/ Book Resource:** *The End of the Beginning: Being the Adventures of a Small Snail (and an Even Smaller Ant)* by Avi
2. **Produced by:** Ellen Gillis, Fourth Grade GATE Teacher and Susan Sloan, Librarian (Ashbel Smith Elementary School in Baytown, Texas)
3. **Lesson Objectives:** Collaborative Classroom / Library Lesson Plan—Define the S.U.C.C.E.S.S. characters traits and analyze them as they apply to characters in the book.
  - ELA (6B) Students will understand, make inferences from and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. They will also describe the interaction of characters including their relationships and the changes they undergo.
  - ELA (29) Students will work productively with others in teams. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
  - Technology (2C): Collaborate effectively through personal learning communities and social environments.
  - Technology (5A): Follow the rules of digital etiquette.
4. **Materials:**
  - Multiple copies of Avi's book *The End of the Beginning*
  - Class set of computers
  - LCP Projector
  - District account on Edmodo instructional social networking website [www.edmodo.com](http://www.edmodo.com)
  - List of questions to post on Edmodo relating to the S.U.C.C.E.S.S. characters traits
5. **Length / Timing of Lesson:**
  - Two 45 minute lessons (read book aloud)

- Two 1 hour lessons (discussions via Edmodo website)

#### 6. Intended Audience:

- Fourth Grade Gifted and Talented Class

#### 7. Activities:

- Observe real snails to see how slowly snails move.
- Define the S.U.C.C.E.S.S. character traits.
- Read the book aloud in class.
- Discuss the elements of the story and focus on the S.U.C.C.E.S.S. character traits.
- Join Edmodo groups based on the S.U.C.C.E.S.S. character traits.
- Students work in groups and answer questions posted by the teacher. The teacher, librarian and students will all respond to each other's comments via Edmodo.

#### 8. Results of the Lesson:

- What worked well
  - ☐ Students had prior knowledge and practice using the Edmodo.
  - ☐ The S.U.C.C.E.S.S. character traits and corresponding page numbers on the outline were a valuable component to the lesson.
  - ☐ Students learned the value, mechanics, and etiquette of online collaboration.
  - ☐ Introducing two live snails to the lesson helped them to better understand the “snail battle” and some of the more subtle actions of the story based on snail attributes.
- Suggestions or modifications
  - ☐ Students could also pose thoughtful questions to each other via Edmodo.
  - ☐ Have the class re-read designated sections of the book to determine on their own which character traits were exhibited and how they knew it. This would tie in with the reading lessons on character traits lesson.
  - ☐ Write book recommendations as part of a book review.
  - ☐ Recommend to others: Conduct a book talk for Avi's sequel titled *A Beginning, A Muddle and an End: The Right Way to Write Writing*

