

SAMPLE LESSON 3

SELF-AWARE AND UNDETERRED IN *So B. It*

1. Literature/ Book Resource: *So B. It* by Sarah Weeks

2. Produced by: Ruth Foster (5th grade teacher)

1. Objectives

- Students will understand the characteristics of a self-aware person and how the main characters in *So B. It* portrayed them.
- Students will understand the characteristics of an undeterred person and how the main characters in *So B. It* portrayed them.
- Students will apply the S.U.C.C.E.S.S. traits lesson to their own lives by being self-aware and thinking about how they can be more undeterred in reaching their personal goals.

2. Materials

- *So B. It* by Sarah Weeks
- *Reader's Theater* by Sarah Weeks
- <http://www.sarahweeks.com/pdf/so-b-it-generic.pdf>
- Markers, highlighters, pencils, chart paper
- Acrostic Poem (Self-Aware and Undeterred)

3. Length / Timing of Lesson

- This lesson is designed as a culminating activity to be completed after students have read the novel and discussed the character traits. As such, it could be completed in two 45-minute class sessions.

4. Audience

- 5-7th grade students

5. Activity Sequence

- Discuss the attributes of the two S.U.C.C.E.S.S. character traits with students and include discussion of some examples from *So B. It*.
- Students work in groups to read through the *Reader's Theater*. Find and underline/highlight where the S.U.C.C.E.S.S. traits are demonstrated. Assign parts and let at least one group perform for the class.

- Discuss areas in the *Reader's Theater* where the characters demonstrate self-aware and undeterred behavior.
- Students work in groups to make a poster about one character illustrating how she or he demonstrated the S.U.C.C.E.S.S. traits.
- Independently students use the information from their poster and from the reader's theater/novel to write and share an acrostic poem about being undeterred or self-aware.
- Finally, students think about their own lives and identify one area they could benefit from being self-aware or undeterred. Then write an "I will" statement promising to model the S.U.C.C.E.S.S. traits in their lives.

6. Results

- My 5th grade students absolutely loved this book and connected with the characters and the story. When I told them we would be performing the reader's theater they were all very excited and begged to be in the group that would perform for the class. The reader's theater effectively re-engaged them with the story and was a good introduction to discussing the S.U.C.C.E.S.S. traits for this lesson.
- One thing that was difficult for them was to actually put examples of the success trait in the acrostic poems. They tended to just put one or two examples and then write other details about the story not necessarily related to the S.U.C.C.E.S.S. traits. I think that problem could have been solved with more modeling and discussion.
- At the end of the lesson having them write an "I will" statement related to the S.U.C.C.E.S.S. trait was very effective. Since the students were getting ready for state testing, I had them think about their testing goals and write their statement accordingly. They decorated and I laminated their statements, then they kept those on their desks during testing.
- While planning this lesson it was very helpful to have the information about which S.U.C.C.E.S.S. traits the characters in *So B. It* demonstrated and where those examples could be found (see pgs. 411-416). I believe that an educator could plan an effective lesson using the data provided without having read the entire book. Even though I did read the entire book to my students, I also believe that this lesson could have been taught using specific excerpts from the book even if there wasn't time for students to read the entire book.

SUCCESS TRAITS ACROSTIC POEM

UNDETERRED: *perseveres, doesn't give up*

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SUCCESS TRAITS ACROSTIC POEM

SELF-AWARE: expresses personal insight and knowledge

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