

Title/Topic: Character Sketch: Personal Origami Tetrahedron Dictionaries

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Time Frame: 8-60 minute sessions

Overview: Students read **Freak the Mighty**, by Rodman Philbrick. Students examine their understanding of the vocabulary and characters in Philbrick's text by using their personal aesthetics to design a series of sketches. Students create their own written definitions and thumb-nail sketch examples of vocabulary words found in **Freak the Mighty**. Students view a tutorial from Metacafe detailing how to create a tetrahedron using origami. Students use their research of vocabulary words from Philbrick's text to plan and render their own contemporary three-dimensional work of art: a personal origami tetrahedron dictionary.

Standard: Aesthetic Perception

Arts Benchmarks:	
Use elements and principles of design and expanded art vocabulary for responding to the aesthetic qualities of various works	MV-AP-M1
Demonstrate art methods and techniques in visual representations based on research of imagery	VA-CE-M1
Use the elements and principals of design and art vocabulary to visually express and describe individual ideas	VA-CE-M3

Foundation skills: Resource Access and Utilization, Linking and Generating Knowledge

Student Understandings: Students examine vocabulary and characters found in **Freak the Mighty**, by Rodman Philbrick through the creation of a series of sketches, and are able to explain these target vocabulary words and characters to their peers. Students apply and expand upon this knowledge by developing their own origami tetrahedron dictionary.

Vocabulary: Thesaurus, antonyms, synonyms, origami, deprived, biogenic, gruel, dyslexic, pyramid, gizmo, specialties, detention, expression, hombre, oath fidgety reconsider, tenements, dysfunctional, functional, redeemed, illiterate, precaution, puny, slagged, tetrahedron

Materials and Equipment:

Copy of **Freak the Mighty**, by Rodman Philbrick

Pencils

Colored pencils

Rulers

Thesaurus/dictionary

Heavy white paper

Blackline Master—Pre-test/post test assessment measure

Blackline Master—*RAFT Writing*

Blackline Master—Flow Map

Blackline Master—*Reciprocal Teaching*

Projector

Projection Screen

Origami On-line tutorial (see resources)

Prior Knowledge

Students understand the vocabulary words: composition, form, and space, and can depict visual representations of these words. Students understand basic techniques and skills associated with color mixing and application.

Sample Lesson

Day One

Begin the lesson by giving students a pre/post test assessment. Students complete the assessment. (5 minutes)

Review **Freak the Mighty**, by Rodman Philbrick. Students complete Part I of the BLM *Reciprocal Teaching* exercise to make predictions about vocabulary they will be encountering in the final pages of Philbrick's book. The BLM *Reciprocal Teaching* exercise provides students with opportunities to record and display their comprehension using two forms of communication, written and visual representation. Using two methods of communication further reinforces targeted concepts, vocabulary words, and helps students self-assess changes in their personal comprehension throughout the course of the lesson. Using the *Reciprocal Teaching* exercise, students produce a series of nine sketches. Creating definitions and sketches assists students in planning their own origami dictionary. (50 minutes)

Students clean up. (5 minutes)

Day Two

Review **Freak the Mighty**, by Rodman Philbrick. (5 minutes)

Students complete the BLM *RAFT Writing* exercise to depict characters from Philbrick's book. The BLM *RAFT Writing* exercise provides students with opportunities to record and display their comprehension using two forms of communication, written and visual representation. Using two methods of communication further reinforces targeted concepts and helps students self-assess changes in their personal comprehension throughout the course of the lesson. Using the *RAFT Writing* exercise, students produce a series of four sketches. Sketches assist students in understanding the characters featured in **Freak the Mighty**. (50 minutes)

Students clean up. (5 minutes)

Day Three

Review **Freak the Mighty**, by Rodman Philbrick. (5 minutes)

Using a dictionary/thesaurus, students complete Bubble Maps. Each Bubble Map has a central circle and five circles that connect to it. Students use one Bubble Map for each of the following words: thesaurus, antonyms, synonyms, origami, deprived, biogenic, gruel, dyslexic, pyramid, gizmo, specialties, detention, expression, hombre, oath fidgety reconsider, tenements, dysfunctional, functional, redeemed, illiterate, precaution, puny, slagged, tetrahedron. Students write the word and the dictionary's definition for the word in the center circle of the Bubble Map. In the other five interconnecting bubbles students write five synonyms for the word in the center circle. (50 minutes)

Bubble maps provide visual representations of the relational patterns of words. These visual representations of how words relate assist students in understanding the vocabulary they are encountering in the final chapters of **Freak the Mighty**, and in planning their own origami dictionary.

Students clean up. (5 minutes)

Day Four

Review **Freak the Mighty**, by Rodman Philbrick. (5 minutes)

Using a dictionary/thesaurus, students continue to complete Bubble Maps. Each Bubble Map has a central circle and five circles that connect to it. Students use one Bubble Map for each of the following words: thesaurus, antonyms, synonyms, origami, deprived, biogenic, gruel, dyslexic, pyramid, gizmo, specialties, detention, expression, hombre, oath fidgety reconsider, tenements, dysfunctional, functional, redeemed, illiterate, precaution, puny, slagged, tetrahedron. Students write the word and the dictionary's definition for the word in the center circle of the Bubble Map. In the other five interconnecting bubbles students write five synonyms for the word in the center circle. (50 minutes)

Bubble maps provide visual representations of the relational patterns of words. These visual representations of how words relate assist students in understanding the vocabulary they are encountering in the final chapters of **Freak the Mighty**, and in planning their own origami dictionary.

Students clean up. (5 minutes)

Day Five

Open class by reviewing the characters and vocabulary encountered in **Freak the Mighty**. (5 minutes)

One of the main characters, Kevin, makes his own dictionary. Using heavy white paper in squares of at least 8"X8", their Bubble Maps created during the previous two classes, pencils and colored pencils, students create their own definitions for the words they are encountering in the final chapters of Philbrick's book. Heavy white paper can be cut in larger dimensions; however, all sides of the paper must be equal, forming a square. Students' personal definitions for each word include a written definition using complete sentences and a thumb-nail sketch depicting the word, and form the students' personal dictionary of target vocabulary words from Philbrick's book. (50 minutes)

Students clean up. (5 minutes)

Day Six

Open class by reviewing the characters and vocabulary encountered in **Freak the Mighty**. (5 minutes)

Using the heavy white paper in squares of at least 8"X8" that contains their personal dictionary of vocabulary words encountered in Philbrick's book, students create a personal origami tetrahedron dictionary.

The creation of personal origami tetrahedron dictionaries will be best conducted as a large group visual demonstration. Using a computer connected to a projector, lead the class through the step-by-step Metacafe on-line tutorial of how to make an origami tetrahedron. Students follow along, folding their personal dictionaries into origami tetrahedrons. (50 minutes)

Students clean up. (5 minutes)

Day Seven

Review **Freak the Mighty**, by Rodman Philbrick. (5 minutes)

Students complete Part II of the BLM *Reciprocal Teaching* exercise to confirm predictions about vocabulary they have been encountering in the final pages of Philbrick's book. The BLM *Reciprocal Teaching* exercise provides students with opportunities to record and display changes in their comprehension of targeted vocabulary words using two forms of communication, written and visual representation. Using two methods of communication further reinforces targeted concepts, vocabulary words, and helps students self-assess changes in their personal comprehension throughout the course of the lesson. Using the *Reciprocal Teaching* exercise, students produce a series of nine sketches. (45 minutes)

Students clean up. (5 minutes)

Close by having students complete the BLM pre/post test assessment. (5 minutes)

Sample Assessments:

Formative

Monitor student performance throughout the art making process and assist students with individual needs.

Assess group presentations to see if students completed group tasks.

Check to see if students have explored the use of color and form in written definitions and in sketches.

Summative

Evaluate the following:

BLM pre/post test for completion and accuracy;

Changes in scores between the BLM pre-test and the BLM post test and a comparison of these changes;

BLM *Reciprocal Teaching* exercise for completion and accuracy (both written and visual representations);

BLM Bubble Maps for completion and accuracy;

BLM *RAFT Writing* exercise for completion and accuracy (both written and visual representations);

All BLM sketches for: 1) Use of color, line and form and 2) Inventive designs;

Origami designs for: 1) Completion and 2) Craftsmanship.

Resources

This web-site offers an opportunity to view an origami tutorial detailing how to create a tetrahedron:

http://www.metacafe.co.il/watch/741954/origami_tetrahedron

Hand-outs:

Pre/Post Assessment

BLM *Reciprocal Teaching* exercise, Part I

BLM *RAFT Writing* exercise

BLM Bubble Maps

BLM *Reciprocal Teaching* exercise, Part II

Visual Art Rubric

English Language Arts Rubric

Pre/Post Assessment: Character Sketch: **Freak the Mighty**

Please circle the correct answer **Name** _____

1. Elements of Design include form. True or False
2. An illiterate person is someone who knows how to read and write. True or False
3. Principles of Design include line. True or False
4. Origami is the art of paper folding. True or False
5. Puny is something humongous. True or False
6. Red and green are complimentary colors. True or False
7. To be redeemed is to be rescued. True or False
8. Red and green are primary colors. True or False
9. A tetrahedron is a pyramid. True or False
10. Dysfunctional is something that works very well. True or False

Literacy Strategy: *Reciprocal Teaching*
Character Sketch

Name _____

Freak the Mighty, by Rodman Philbrick, uses an extensive vocabulary to tell the story. One of the main characters, Kevin, makes his own dictionary. Before we finish reading the book, make some predictions about some of the words we will encounter.

Here is a list of words: functional, redeemed, illiterate, precaution, puny, slagged, dysfunctional, tetrahedron, and origami. Using this list, write what you think the word means, and create a sketch of the word.

PART I

Write a definition for the word on the left and create a sketch of the word on the right:

Predictions:

Functional:	Sketch:
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Redeemed:	Sketch:
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Illiterate:	Sketch:
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Precaution:	Sketch:
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Puny:	Sketch:
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Slagged:	Sketch:
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Dysfunctional:	Sketch:
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Origami:	Sketch:
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Tetrahedron:	Sketch:
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Literacy Strategy: *RAFT Writing*
Character Sketch

Name _____

Freak the Mighty, by Rodman Philbrick, has two main characters, Kevin and Max. There are several other characters that play an important part in the plot, like Grim, Gram, Gwen, Mr. Meehan, Killer Kane, Loretta Lee, Iggy Lee, Mrs. Donelli and Mrs. Addison. From this list of characters, pick four. In the box on the left, using complete sentences, describe the character. In the box on the right, create a sketch of the character.

<p>Write a Description: What is the name of this character?</p> <p>What does this character look like?</p>	<p>Sketch:</p>
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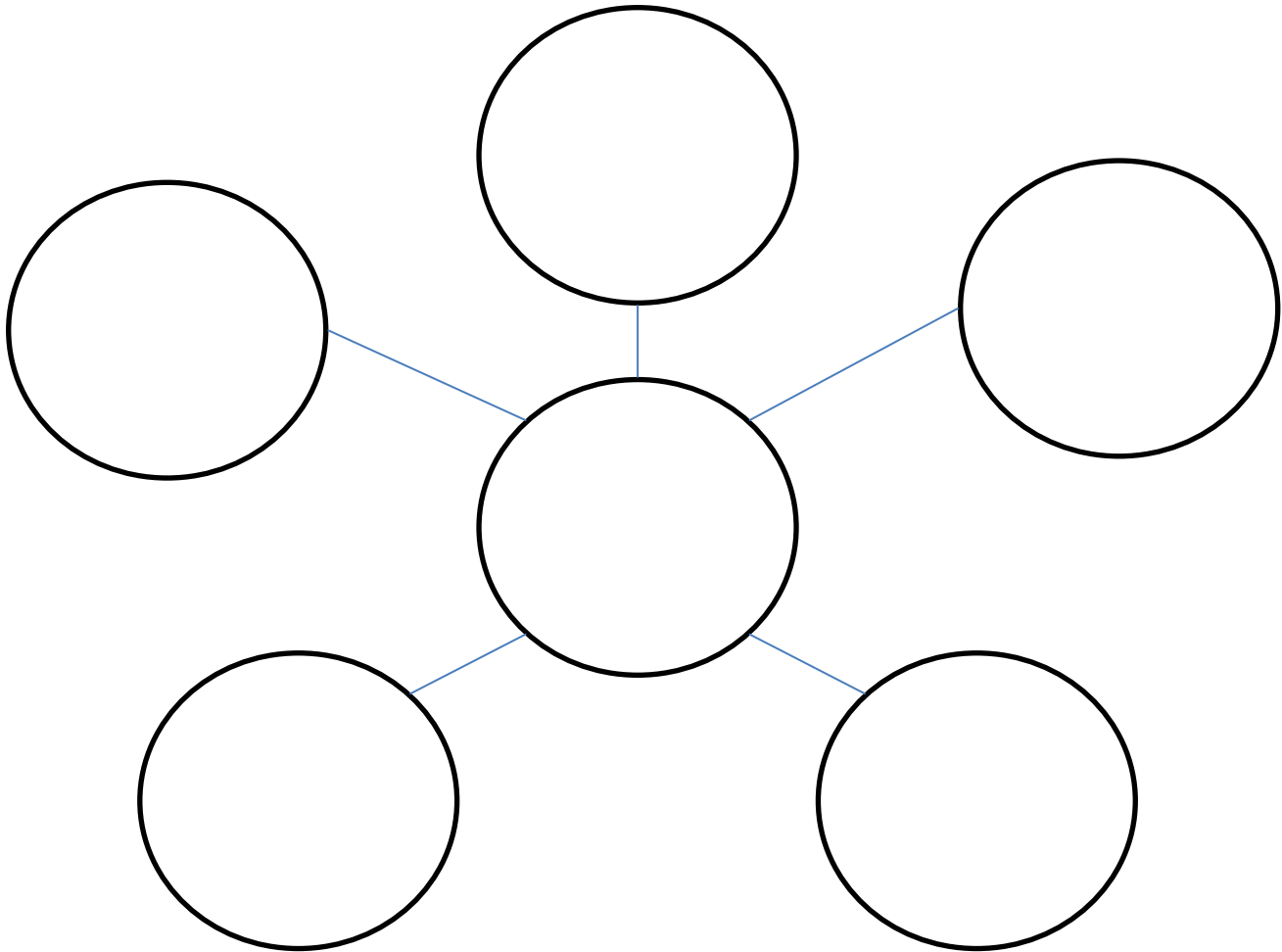
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Literacy Strategy: *Bubble Map*
Character Sketch

Name _____

Using a dictionary/thesaurus, complete the Bubble Map. The Bubble Map has a central circle and five circles that connect to it. Use one Bubble Map for each of the following words: thesaurus, antonyms, synonyms, origami, deprived, biogenic, gruel, dyslexic, pyramid, gizmo, specialties, detention, expression, hombre, oath fidgety reconsider, tenements, dysfunctional, functional, redeemed, illiterate, precaution, puny, slagged, tetrahedron. Write the word and the dictionary's definition for the word in the center circle of the Bubble Map. In the other five interconnecting bubbles write five synonyms for the word in the center circle.



PART II Literacy Strategy: *Reciprocal Teaching*
Character Sketch

Name _____

Freak the Mighty, by Rodman Philbrick, uses an extensive vocabulary to tell the story. We made some predictions about some of the words we were going to encounter in the final chapters of the book.

Were the predictions made about the words confirmed:

Yes No

Details:

Write a definition for the word on the left and create a sketch of the word on the right:

Predictions:

Functional:	Sketch:
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Redeemed:	Sketch:
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Illiterate:	Sketch:
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Precaution:	Sketch:
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Puny:	Sketch:
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Slagged:	Sketch:
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Dysfunctional:	Sketch:
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Origami:	Sketch:
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Tetrahedron:	Sketch:
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Character Sketch: **Freak the Mighty**: Visual Art Rubric

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1	Score
Planning and Explanation	Student can describe in detail at any point during the art-making process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.	
Knowledge Gained - Technique	Student can accurately name 5 characteristics of the technique being studied and describe how these 5 characteristics are used in his/her own sketches.	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own sketches.	Student can accurately name 3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own sketches.	Student cannot accurately name 3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	
Design/Composition	Student applies design principles (such as pattern, balance, and movement) with great skill.	Student applies design principles (such as pattern, balance, and movement) with fair skill.	Student tries to apply design principles (such as pattern, balance, and movement) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	
Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.	
Use of materials	Student typically keeps sketching materials and area clean and protected without reminders. The	Student typically adequately cleans materials and work area at the end of the session without reminder, but	Student adequately cleans and takes care of materials if reminded. Occasional spills	Student deliberately misuses materials AND/OR does not adequately clean materials	

	student shows great respect for the materials and his fellow students.	the area may be messy during the work session. Student shows respect for materials and fellow students.	and messy work area may be seen. Shows some respect for materials and fellow students.	or area when reminded. Shows little respect for materials or fellow students.	
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Character Sketch: **Freak the Mighty**: Writing Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Score:				