



**GRADE 3
ELA CCGPS UNIT PLAN: 4th 9 WEEKS**

PRIMARY READING FOCUS: Informational

THEME: Overcoming Challenges to Find the Hero In Us All

EXTENDED TEXT:

The Story of My Life, by Helen Keller (1090L)

(*Literary Supplement: Marvin Redpost – Class President*, by Louis Sachar (430L))

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

Soul Surfer; A True Story of Faith, Family, and Fighting to Get Back on the Board, by Bethany Hamilton (960L)

Picture Book of Helen Keller, by David Adler ((660L)

Helen Keller, Her Life in Pictures, by George Sullivan (660L)

Helen Keller (poem), by Langston Hughes

Katrina and Winter, Partners in Courage, by Nancy Stewart

The Miracle Worker (1962)

Lyrics to Mariah Carey's song *Hero*

Hero by Mariah Carey video

Fact and Opinion on Teacher Tube http://www.teachertube.com/viewVideo.php?video_id=81963

Mattie Stepanek http://en.wikipedia.org/wiki/Mattie_Stepanek

Poet Heroes, Mattie Stepanek <http://www.myhero.com/go/hero.asp?hero=mattiestepanek>

Bethany Hamilton, http://www.myhero.com/go/hero.asp?hero=Bethany_SJH_04

PRIMARY WRITING FOCUS: Opinion

1. Heroes are special people in our lives that we look up to. Heroes can be anyone from a sports player to a famous author to your next door neighbor. Think about what traits you think are heroic; do you admire people who help others, who are very smart, have achieved fame, or have impressed you in some other way? As you can imagine, what you find heroic in someone says a lot about your own values and what you think is important. Write an opinion piece that explains the traits that you think make a person heroic using specific evidence from the texts to support your opinion.

2. You have learned about several people, both young and old, who overcame challenges to become heroes, Think about the people you learned about: Helen Keller, Bethany Hamilton, Mattie Stepanek, or Katrina Simpkins. Compare and contrast two of these peoples' stories and form an opinion as to which one had the greater challenge to overcome. Explain in detail why you believe that person's challenges were the most difficult to overcome and use evidence from the texts to support your points.

Narratives:

1. In the book *Marvin Redpost – Class President*, Marvin met the President of the United States when the President came to Marvin's class for a visit. Imagine if the President of the United States came to your class for a visit. Think about what could happen and what it would be like. Write a narrative piece about the day the President of the United States came to visit your classroom.

2. We have learned about many well known heroes. Imagine that you have accomplished a goal or conducted your life in a way that has made you a hero. What would you like to have done to have this honor bestowed upon you? Write a narrative piece about being honored as a hero.

Research Connections:

1. Students will use the internet and other books to research about key historical figures: Helen Keller, Franklin D. Roosevelt, Lyndon B. Johnson, Mary McLeod Bethune, Bethany Hamilton, Mattie Stepanek, and Katrina Simpkins. They will identify childhood facts, careers, accomplishments, and interesting facts.

2. Students will use the internet and other books to research about well known heroes and the White House, a place where many heroes lived and visited.

Routine Writing Opportunities:

- In a journal, write responses to specific questions provided by the teacher from the readings of *Marvin Redpost – Class President*.
- After learning about each well known hero, write a summary about them and why they could be considered a hero.

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

1. Heroes are special people in our lives that we look up to. Heroes can be anyone from a sports player to a famous author to your next door neighbor. Think about what traits you think are heroic; do you admire people who help others, who are very smart, have achieved fame, or have impressed you in some other way? As you can imagine, what you find heroic in someone says a lot about your own values and what you think is important. Write an opinion piece that explains the traits that you think make a person heroic using specific evidence from the texts to support your opinion.

2. You have learned about several people, both young and old, who overcame challenges to become heroes, Think about the people you learned about: Helen Keller, Bethany Hamilton, Mattie Stepanek, or Katrina Simpkins. Compare and contrast two of these peoples' stories and form an opinion as to which one had the greater challenge to overcome. Explain in detail why you believe that person's challenges were the most difficult to overcome and use evidence from the texts to support your points.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does what we already know help us understand we read?

Task: Students will elicit appropriate responses to demonstrate prior knowledge.

Standards:

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Instruction:

On a large sheet of poster paper, write the word **HERO** in the middle. Allow students to provide responses as to what a hero is. Then on the side allow them to provide names of heroes in their lives and discuss why they chose that particular person as a hero. Then pose the question: Could a person who has excellent running skills be considered a hero only because they are a good runner? Discuss.

Think-Pair-Share. Individually have students think of the adversities or obstacles they have come across in their own lives or seen in others. In pairs have students share the obstacles they have come up with. In large group have students build a class list of all of the various adversities that people in the class have had or seen in the lives of others around them.

Simulation Journal. Set up an obstacle course in another room or outside where students will not see it prior to the experience. Have class get into pairs. Explain that there is to be absolutely no talking from anyone, and one person in each pair is to be blindfolded. Each pair must work together to get through the obstacle course. After everyone has had a try at the course, come back to the classroom and have students write in journals about how they felt not being able to talk and/or blind, was it hard to communicate, how did having partners help, were they able to work together to reach their goal?

ESSENTIAL QUESTION: Why is it important to distinguish fact from opinion?

Task: Learn about Helen Keller.

Standards:

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
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- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Instruction:

Introduce Helen Keller by showing a picture of her. Augment your description and summary of Helen Keller's life experience with clips from the film listed in the supplemental list above.

Have students write in their response journals why Helen Keller is considered to be a hero and have a few share their responses.

Discuss what an opinion vs. a fact by using the Teacher Tube video: http://www.teachertube.com/viewVideo.php?video_id=81963

*To practice have pre-made Popsicle sticks with a card attached that says FACT and OPIONION. Each student will get a fact and opinion stick. State sentences that are facts and opinions about Helen Keller. Students will listen to the sentence and hold up the correct Popsicle stick. Choose a student to explain why they choose fact or opinion for that particular sentence.

Then show how opinions can be written into a piece of writing. Use the following example: <http://westlane.dsb.org/literacy/3-Opinion/3.2Opinion2.htm>

This example demonstrates how to plan and write an effective piece.

ESSENTIAL QUESTION: What makes the best support for an argument?

Task: Learn about the heroic traits of Bethany Hamilton

Standards:

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
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- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Instruction:

- Read the story of Bethany Hamilton, famous surfer who lost her arm in a shark attack. Bethany Hamilton, http://www.myhero.com/go/hero.asp?hero=Bethany_SJH_04 and discuss what obstacles she had to overcome and why she could be considered a hero.
- Make a list of what makes Bethany Hamilton a hero to people. Choose three reasons from that list to write about.

Use the following planning guide below to model proper planning for an opinion piece.

Your Opinion:

My Reason:

Supporting Details:

My Reason:

Supporting Details:

My Reason:

Supporting Details:

Restate your opinion:

Using the graphic organizer, model writing an opinion piece. Allow students to participate by providing varying sentences, interesting words, and ideas. Also, model editing with a kid-friendly editing rubric.

ESSENTIAL QUESTION: Why is organization important?**Task: Practice gathering evidence for an argument.****Standards:**

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Instruction:

- Talk about the ways in which the traits examined in the graphic organizer recently completed help to convey heroism to an audience.
- Brainstorm what you have learned about challenges and heroism and talk about what Bethany and Helen Keller have in common and also the ways in which their heroism differed.
- Engage students in a discussion, using their ideas from the first days of class, to identify a personal hero.
- Model using examples from the texts to support their opinions about heroism in the personal hero that they choose (evidence can be anecdotal about the person they choose to write about, but evidence from the texts must also be used).
- Help students respond to the assessment prompt:

Heroes are special people in our lives that we look up to. Heroes can be anyone from a sports player to a famous author to your next door neighbor. Think about what traits you think are heroic; do you admire people who help others, who are very smart, have achieved fame, or have impressed you in some other way? As you can imagine, what you find heroic in someone says a lot about your own values and what you think is important. Write an opinion piece that explains the traits that you think make a person heroic using specific evidence from the texts to support your opinion.

- You may consider allowing students to complete this assignment in the form of a PPT presentation or group multi-media presentation.

ESSENTIAL QUESTION: How can working together help us learn more?**Task: Helen Keller jigsaw activity.****Standards:**

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

Instruction (multiple days):

- Introduce the book; *The Story of My Life*, by Helen Keller (explain “autobiography”)
- *The book has 23 chapters. Students will use the jigsaw method to read and understand about Helen Keller’s life. Divide the class into groups of about 5 or 6 students each. Divide the *book The Story of My Life* by Helen Keller into equal sections. There are 23 chapters, so depending on class size, each group should have about 3-4 chapters to read. If there are not enough copies of the book, you can access the book online at <http://digital.library.upenn.edu/women/keller/life/life.html>. As groups read they will discuss the reading and take notes as to what they feel is important information from the chapter.
- When all groups have finished reading, allow students to provide what they learned from the reading. Having a large chart on the board labeled with the 23 chapters write down the information each group provides. This will demonstrate a timeline, cause and effect, and how choices build upon each other.
- Then have students write in their journals on the following: 1) how could Helen’s life have been different if Annie Sullivan never helped her, 2) what characteristics did Helen display as she learned, and 3) what have you learned from reading about Helen Keller’s life?
- Next, have each group write a summary about the chapters they read. They can use the ideas from the notes and the chart to write it. After they write the summary, have them edit it.
- Finally, provide the students with a half sheet of poster board. They will write their summary on the bottom and then illustrate. When all groups have finished, put the pages in order and bind it. This will be a big book made by the class.

ESSENTIAL QUESTION: How can comparison and contrast help us understand character traits?

Task: Characterization/personality study.

Standards:

ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from series).

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a high end of the grades 2-3 text complexity band independently and proficiently.

ELACC3RI4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal word and phrases to signal event order.
- d. Provide a sense of closure.

Instruction:

- Pair students together. Allow them a few minutes to discuss things about themselves; looks, personality, likes, family, etc.
- Have students create a Venn Diagram comparing elements of their lives and personalities to that of their partner.

- Refer back to the two main people in the story about Helen Keller; Helen Keller and Annie Sullivan. Have students list traits, experiences, actions, etc., of both people and create a Venn diagram comparing the two.
- Create a large “whole class” Venn Diagram on chart paper and have students in their pairs volunteer information from their own diagrams to make one comprehensive one that will model which elements were truly representative (not extraneous).
- In student journals, students will write about the character traits of Helen Keller and Annie Sullivan and how these traits may have helped them to become such a great team (for example, Helen was stubborn, but Annie was patient).

ESSENTIAL QUESTION: What are the best kinds of questions to ask when we begin research?

Task: Students will conduct a brief research inquiry into Braille.

Standards:

ELELACC3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, why, and how key events occur).

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

- Have students think about how Helen Keller and others who are blind are able to read, engaging students in a thoughtful discussion on the topic.
- Explain to students that a man from France created the idea of Braille and his name is Louis Braille. Show pictures of him: http://www.google.com/search?q=louis+braille&hl=en&rlz=1T4ADSA_enUS480US480&prmd=imvns0&tbn=isch&tbo=u&source=univ&sa=X&ei=l1P_T4K7Ac-A2QWL-NGfBA&ved=0CGUQsAQ&biw=1366&bih=547 Ask students what they can tell about him from his pictures.
- Read the story about Louis Braille to the students. You can access the story at: <http://www.his.com/~pshapiro/braille.html/> Discuss with students.
- Then allow students a few moments to walk around the classroom and the school to notice if they see any Braille (you will want to check on this before the lesson to find examples in your environment). There should be Braille on all signs for restroom and classrooms. This will make the experience of learning about Braille very real for them.
- Next, show them the Braille Alphabet at http://www.braillebug.org/braille_print.asp
- Have the students conduct brief research into the life and work of Louis Braille using computer resources. They will take notes about what they think is important.
- Once students have enough notes, allow them to create a “Pixie” or other presentation with illustrations and their voice recording of the story
- For fun have students create a name tag for their desk in Braille. Use a hole punch to make dots out of file folders to use for the Braille dots.
- You may use this opportunity to show additional relevant clips from “The Miracle Worker.”

ESSENTIAL QUESTION: How does poetry deliver a message differently from a story?

Task: Study lyrics and songs about heroes.

Standards:

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3RI9: Compare and contrast the most important points and key details presented by two texts on the same topic.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and

texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Instruction:

- Discuss with the students that poetry is an artistic way of conveying information or feelings. Many songs come from poetry. Allow students to listen to the song *Hero* by Mariah Carey. Then have the lyrics posted on a chart paper or on the board.

There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long, road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

- Discuss with the students how to determine various parts of the poem (audience, main idea, etc.) You may wish to use RAFT, TPCASTT, SOAPSTONE, etc. (google these strategies if you are unfamiliar with them). Then discuss how each part is called a stanza. Further, each stanza has a main idea that leads into the larger main idea. Discuss.
- Students will read the following three poems about Helen Keller.

Helen Keller, by Langston Huges

She,
In the dark,
Found light
Brighter than many ever see.
She,
Within herself,
Found loveliness,
Through the soul's own mastery.
And now the world receives
From her dower:
The message of the strength
Of inner power.

Helen Keller, by Annelise Peeler

Helen Keller deaf and blind
From a fever not so kind
When a youth her temper flared
Everyone just watched and stared
Then a teacher put up a fight
And ultimately changed Helens plight
Anne Sullivan was her name
And Helen Keller was her game
This Teacher and pupil became best friends
Her Writing talents that she lends
Helps you and me to understand
That she never kept her paper wings on land
*

A Ballad for Helen Keller, by Edwin Reizer

How can I know what I can't see?
It's never been a part of me.

How can I know what I can't hear?
It's never been within my ear.

How can I know what I can't say?
It's never been my way to pray.

For all is darkness where I am.
And all is soundless where I am.
All is speechless like a clam.
But touching is a joy to me,
feeling all that I cannot see.

I feel the sounds my heart does beat.
And tastes on my tongue so sweet.
It's how my world began
until an angel came my way
and helped to lift a ban.

And now it matters not to me
what I can't say or hear or see.
The angel helped me find my way
to face another brand new day
and finally want to live.

- Use your chosen strategies to explore the poems, thinking about sensory details, imagery, figurative language, organization, voice, etc.

Essential Question: What makes a person a hero?

Task: Learn about other heroes young and old.

Standards:

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

- Conduct informal research into the lives of additional heroes, especially youngsters, including the following from the short texts recommended in this unit:

Mattie Stepanek http://en.wikipedia.org/wiki/Mattie_Stepanek

Poet Heroes, Mattie Stepanek <http://www.myhero.com/go/hero.asp?hero=mattiestepanek>

Katrina Simpkins

- Have students learn about these kids and others that they can identify who might be classified as heroes. Students should collect notes as appropriate, knowing that they will soon be responding to a compare and contrast prompt on heroism.

Essential Question: What are the best ways to convince people in my writing?

Task: Respond to assessment prompt.

Standards:

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Instruction:

Assist the students through each step of the writing process as they sort through all of their notes and lessons from the previous weeks to respond to the assessment prompt. Study the prompt carefully with the students so that they understand exactly what they are to do.

Consider writing your own essay on an interactive board or document viewer as the students write their papers, modeling each step:

You have learned about several people, both young and old, who overcame challenges to become heroes. Think about the people you learned about: Helen Keller, Bethany Hamilton, Mattie Stepanek, or Katrina Simpkins. Compare and contrast two of these peoples' stories and form an opinion as to which one had the greater challenge to overcome. Explain in detail why you believe that person's challenges were the most difficult to overcome and use evidence from the texts to support your points.

PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

1. In the book *Marvin Redpost – Class President*, Marvin met the President of the United States when the President came to Marvin's class for a visit. Imagine if the President of the United States came to your class for a visit. Think about what could happen and what it would be like. Write a narrative piece about the day the President of the United States came to visit your classroom.

2. We have learned about many well known heroes. Imagine that you have accomplished a goal or conducted your life in a way that has made you a hero. What would you like to have done to have this honor bestowed upon you? Write a narrative piece about being honored as a hero.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can we make sense out of texts with new words in them?

Task: Vocabulary study.

Standards:

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Instruction:

- Engage students in a roundtable discussion about what they have learned about heroic character traits. Consider whether all Presidents are considered heroes. Explain that they are going to be reading a fictional novel about a President that is considered a hero.
- Introduce the author of *Marvin Redpost - Class President*, Louis Sachar. Use the following website: <http://www.louissachar.com/Bio.htm>
- Play a vocabulary guessing game. Write vocabulary words on a piece of poster board paper from chapters 1 and 2 (for example): **mismatch, moth, recite, and attentive**. Choose a student for each word and place the word, written on an index card, on their back. Whisper the meaning of the word to them and have them act it out. Students will try guessing what the word is.
- As each word is identified discuss the word, have students find it in the dictionary, and write the definition under the word. Create a sentence using the word to demonstrate how the word is used in a sentence. Demonstrate proper noun/verb agreement and sentence writing. You may choose to use Frayer Models or other vocabulary acquisition models for this activity.

ESSENTIAL QUESTION: In what important ways are similar words the same and different?

Task: Homophone/homonym study.

Standards:

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Instruction:

- A fun activity for Chapter 1, where the students in the novel have a funny misunderstanding regarding “holes” in their clothing...you may want to provide some donated old shirts and allow the students to cut holes in them (and perhaps decorate them with fabric paint or other supplies) to celebrate the initiation of your study of Sachar’s novel. The students can don these big shirts over their own clothing if they want to as you read Chapter 1 together. Then you might set up a visit from the principal or another teacher and have him or her express mock surprise at the “holey” clothing, allowing the children an opportunity to explain and summarize the story they have just read.
- Discuss with the students what homonyms are. Make a list on the board of sentences with homonyms. **For example: The price of the jeans was fair. Can we go the county fair tonight?** Have students provide the definition for homonyms based upon the examples provided on the board.
- Discuss with the students what homophones are. Make a list on the board of sentences with homophones. **For example: The red flower was beautiful. I will need some flour to bake the cake.** Have students provide the definition of homophones based upon the examples provided on the board.
- Have students describe how they are alike and different.
- The following words are from chapter 1 and can be homonyms: **post, fence, class, and right**. The following words are from chapter 1 and can be homophones: **hole/whole, week/weak, wear/ware, and sense/cents**
- *Have students create a homonym and homophone flipbook (double flipbook). A double flipbook requires a 12X18 sheet of paper. With the paper vertical, fold the left side into the middle and the right side into the middle. This will provide 3 sections. Draw a vertical line down the middle of the middle section. Students will create 5 sections on the left fold by cutting, with the first section being the definition for homonym. Then on the right side, students will create another 5 sections on the right fold by cutting, with the first one being for the definition of homophone. Students will write the definition of homonym and homophone and then write the words for homonyms on the left and the words for homophones on the right. On the inside they will create sentences for each of the words listed above. They will need to use the dictionary to find the meanings of some of the words.

ESSENTIAL QUESTION: Why is word choice important?

Task: Learning to use a thesaurus.

Standards:

ELACC3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

ELACC3RI4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish literal and non-literal meanings of words and phrases in context.
- b. Identify real-life connections between words and their use.
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Instruction:

- Add these words to the vocabulary list from chapter 2: **allegiance, pledge, recite, and president**. Write sentences on the board using multiple meanings of these words and engage students in a discussion about the various meanings based on context.
- Have students look up the words in the dictionary and add the definitions to the vocabulary chart. Also, write a sentence utilizing the word as examples. Demonstrate proper sentence writing with noun/verb agreement (again, implement your favorite vocabulary acquisition method here).
- *Using the same vocabulary words, have students work in small groups to list synonyms for the words. Discuss the synonyms they choose. Write them on a chart. Then use thesaurus.com to find other synonyms for the same vocabulary words. Explain that using more interesting words will provide a more vivid picture of their writing to others.
- On chart paper, write the following short story, *The Creatures of Planet Alzon*.

The Creatures of Planet Alzon

Alzon was a **cold** and **dark** planet floating out among the stars in outer space. On this planet there were **strange** looking creatures that **walked** about. These Creatures had two **big** feet, two **long** arms that were very **skinny**, and a very **short middle**. They had a **large** head with one **big** eye in the middle and very **little** ears. There was no nose or **mouth**. These creatures did have **long, green hair** strands that stood straight up. Also, they had **blue** spots all over their **yellow** skin. The **weird** thing about these creatures on the planet Alzon was they **slept** standing on their heads. They also **slept** during the day and were **awake** at night.

- *Have students work in small groups and use the thesaurus online or a book and replace the bold words with synonyms that will make the story more interesting. Ask students to share their new story that they wrote on large chart paper. They also need to draw a picture to match the description of the creature.
-
- *Read chapter 2 and discuss. Have students answer the following comprehension questions either in their response journals or in small groups.
 - 1.) How was Mrs. North acting when she returned from the principal's office? Why do you think she was acting this way?
 - 2.) After hearing about the president coming, what do you think the students were feeling?
 - 3.) What does D.C. mean? This is used when we describe where the President of the United States lives: Washington, D.C.
 - 4.) If the President of the United States visited your class, what questions would you ask him?

ESSENTIAL QUESTION: Why is it important to organize your ideas into some kind of order? What are some ways to organize information.

Task: Students will use a narrative graphic organizer to help plan and organize their writing.

Standards:

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELACC3RI4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal word and phrases to signal event order.
- d. Provide a sense of closure.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.

Instruction:

- Chapter 3-4 vocabulary (for example): **adjust, awe, pollution, disturb, opportunity, and embarrass** Add these words to the vocabulary list. Have students search for the words in chapters 3 and 4 and use their context clues to formulate a definition of the word. Allow students to provide their meaning of the words and add the definitions to the vocabulary list. Use the word in a sentence to demonstrate how the word is used properly. (Use your own favorite vocabulary strategies).
- Before reading, ask students to share the questions they would ask the president that they recorded in their response journals. Discuss these questions noticing things like which were “yes” and “no” questions, which were more interesting, which would be more likely to engage the President or get him talking, etc. You may also pull in corollary subjects such as the rules of polite conversation in general.
- Read chapters 3 and 4.
- *After reading have the students answer the following questions in their response journals:
 - 1.) Who do you think contacted the news reporter to come in and why?
 - 2.) Why did Marvin stand up and put his hand over his heart as if he were going to pledge to the flag when the reporter came in?
 - 3.) What could be the reason the President is coming to visit Marvin’s classroom?
- Provide students with a narrative graphic organizer. This particular one below was obtained from:
<http://www.cheney268.com/learning/organizers/Narrative.htm>

Narrative Graphic Organizer

	<u>Introduction:</u>				
	<u>Who?</u>	<u>What?</u>	<u>Where?</u>	<u>When?</u>	<u>Why?</u>

B E G I N N I N G						
	<u>Event 1</u>	<u>Event 2</u>		<u>Event 2</u>		
M I D D L E		Use the five senses to describe your events.				
	<u>Conclusion:</u>					
E N D						

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Have students use the planner to plan for the following prompt: In the book *Marvin Redpost – Class President*, Marvin met the President of the United States. Imagine if the president came to your class for a visit. Think about what could happen and what it would be like. Write a narrative piece about the day the President of the United States came to visit your classroom.

Have at least two peers review a student’s graphic organizer and provide feedback. Remember to use (or have the class construction through collaboration) a useful peer review activity sheet that avoids “yes” and “no” question and shapes the feedback in a positive and useful direction.

Have students write their rough draft using the ideas from their graphic organizer.

- After writing the rough draft, students will allow 2 peers to edit their paper. Use a kid friendly editing checklist.
- Teacher will review the rough draft quickly before the final copy is written.
- Use a word processing program or presentation program to write the final copy. In some of the newer presentation formats on the web, the student’s can record their voices reading their narrative piece and add pictures.

ESSENTIAL QUESTION: Why is punctuation so important?

Task: Study of plural and possessive nouns using text.

Standards:

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determining the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELACC3RL4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

ELACC3RI4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- f. Use spelling patterns and generalizations in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Instruction:

- Add vocabulary from chapters 5-6 onto the vocabulary chart. Chapter 5 vocabulary (for example): **column, disobey, delight, and exhale**. Chapter 6 vocabulary (for example): **interrupt, appreciate, citizen, country, and impress**. Allow students to get the dictionaries and look them up by playing the race game. Students work in small table groups in which 2-3 dictionaries are supplied. Point to a word and have the students race to find it. The first table that finds it yells out “Got It!” Someone from that table will let the others know what page number the word is on, read the definition, in which the teacher will record on the chart, and create a sentence to add to the chart using the word correctly.
- Read chapters 5-6.
- Students will respond to the following questions in their response journals:
 - 1.) Explain how you would feel if you had to solve a large problem like Marvin did in front of the television cameras?
 - 2.) What makes you a good citizen in your classroom?
 - 3.) What makes you a good citizen in your community?
- On the board write the following sample sentences from Chapter 5 to illustrate correct use of punctuation, especially possessive apostrophes: Marvin’s mouth dropped open. Then write the same sentence incorrectly as the non-example: Marvins mouth dropped open. Ask students what is the difference between the two sentences and which one they think is written correctly and discuss. Then write the following sentences from chapter 6 as a proper example: We are all part of a big group. That group is called the United States of America. Then write the same sentence as the non-example: That group is called the United State’s of America. Ask students what is the difference between the two sentences and which one they think is written correctly and discuss.
- Allow students to work in small groups with magazines to create a collage of words they find that use apostrophes. This activity is teaching about the uses of apostrophes from whole to part. They should find words such as contractions, singular, and possessive nouns.
- When the collages are complete, have the students provide the rules to using apostrophes. Help them along.
 - 1.) To form the possessive of a singular noun , add an *apostrophe* and an *s*: *skier's paradise; somebody's wallet*.
 - 2.) To form the possessive of a plural noun that ends in *s* (add only an apostrophe after the *s*): *teachers' lounge*
 - 3.) To form the possessive of a plural noun that does not end in *s*, add an *apostrophe* and an *s*: *children's play land*
 - 4.) To take the place of a letter in contractions; don't, can't, they're
- *After the students understand the rules above, hand back the collages to the appropriate groups and have them write 4 sentences demonstrating the understanding of how to use these apostrophe rules correctly in sentences.
- Use the following website to explain the rules of possessive nouns and complete the practice problems as good examples.
<http://www.beth.k12.pa.us/schools/wwwclass/kgrammes/kgrammesgrammar.htm#Possessive>
-

- *Provide students with a copy of the following paragraph. Have them use macaroni pasta to put apostrophes where needed. Then have them write the rules to using apostrophes on the back to check for understanding.

The Robbery at Jack and Jills House

While they were on vacation, Jack and Jills house was robbed. They hadnt told their neighbor, Mr. Rose, that theyd be away, so he hadnt bothered to keep an eye on their house. When Jack and Jill returned, and saw that their house had been broken into, they didnt know what to do. Finally, Jill composed herself and phoned the citys police station. The desk sergeants advice wasnt very helpful: "Make a list of your missing items and I'll send Sergeant Jones patrol car over soon." Not at all cheered up, Jill began to look for what was missing. In the living room, Jacks stereo was gone along with Jills favorite painting. Walking into the kitchen, Jill discovered that the china had disappeared as well as a few crystal bowls she and Jack had received as wedding gifts. In the twin bedroom, Jill noticed that the beds quilts were no longer there. And in her husbands room, she saw that her grandfathers and grandmothers rocking chair had been stolen along with her jewelry box. Even Jack and Jills best winter coats were missing. The list of stolen items seemed endless. "Were not rich Jill sobbed." "Man, im glad ive been making my insurance payments on time," Jack sighed.

ESSENTIAL QUESTION: When is it appropriate to use a dictionary and how best to use it?

Task: Dictionary use.

Standards:

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- f. Use spelling patterns and generalizations in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Instruction:

- Add vocabulary to chart for Chapters 7-8. Chapter 7 vocabulary (for example): **disappoint, and nervous** Chapter 8 vocabulary (for example): **marble, stumble, and balance**

- Before allowing students to look up the words in dictionary, provide a review of how guide words help in locating words in a dictionary quicker. Explain the concept of guide words by explaining the meaning of the word “guide” and further explain that these are “helper words” to assist in finding words in a dictionary, thesaurus, or encyclopedia.

Guide Word: a word(s) that is printed at the top of the page of a dictionary or other reference book. It is usually the first and/or last word on the page.

- Use a poster, overhead, or example from the internet of a dictionary page to demonstrate how guide words will determine which words will be on that page. You may want to use this opportunity to explain other details about how a dictionary entry is written and what information it includes.
- *Provide a copy of the lesson below on the website to allow students to practice using guide words. Assist them as they work on it.
http://www.monet.k12.ca.us/curriculum/librarylessons/Lessons/3rd/3_Guide_Words.pdf
- Read chapters 7-8 and discuss.
- *Students will respond to the following questions in their response journals:
 - 1.) Who do you think the White House belongs to and why?
 - 2.) Why do you think voting for the President is so important?
 - 3.) If you became President what would be one issue that would be most important to you to fix?

ESSENTIAL QUESTION: Is technology always a good thing?

Task: How to use technology effectively in research.

Standards:

ELELACC3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, what, and how key events occur).

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

Provide students with a picture of the White House,

http://www.hellokids.com/c_15299/coloring/geography-coloring-pages/united-states-coloring-pages/white-house-coloring-page

*Have students research about the inside of the White House and its history. They can create a poster or other visual to provide information about the White House (research grade). Utilize the following sites:

- 1.) <http://www.whitehouse.gov/about/history>
- 2.) <http://www.whitehouse.gov/about/inside-white-house%20>
- 3.) <http://www.whitehouse.gov/about/history/rooms>

*In addition, have the students write a very short response type writing as to their opinion why the White House is so important to the world. They can have a

beginning, middle with one to two opinions, and an ending.
Display the projects.

ESSENTIAL QUESTION: What kinds of structures do stories have? How are they organized?

Task: Visualizing a story map.

Standards:

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determining the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RL4: Determine or clarify the meaning

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how successive part builds on earlier sections.

ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Instruction:

- Add vocabulary for chapter 9 (for example): **rearrange, bar mitzvah, interrupt, selfish, mistake, forgive, banister, and impress.** Use the vocabulary activity of your choice to study the words and discuss what we have read so far and to make predictions about what might be coming up. You will notice that there is significant vocabulary study in this segment of instruction. Please feel free to use these activities only in select chapters or not at all if you prefer.)
- Read Chapter 9 and discuss.
- *Allow students to use their response journals to answer the following questions:

1.) How do you think his parents felt when they realized that Marvin met the President?

2.) If you could add another chapter to this story and change what happens to the characters, what would you write?

- Provide students with a story map to complete about the book, *Marvin Redpost – Class President*.
http://www.mce.k12tn.net/survival/hatchet/story_map2.jpg
- Blow up a large copy of the story map for you to use. Complete the story map together discussing rising action, climax, falling action, conflict, etc.
- Model writing a summary of the story utilizing the story map. Allow students to provide the ideas for the summary referring back to the completed story map.

ESSENTIAL QUESTION: In what ways are stories that we read alike and different?

Task: Compare and contrast two Marvin Redpost novels.

Standards:

ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from series).

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a high end of the grades 2-3 text complexity band independently and proficiently.

ELACC3RI4: Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal word and phrases to signal event order.
- Provide a sense of closure.

Instruction:

- Allow students to work in groups of 2 or 3, literature groups. Have them choose another *Marvin Redpost* book in the series:

- 1.) *Marvin Redpost – Kidnapped at Birth*
- 2.) *Marvin Redpost – Why Pick on Me?*
- 3.) *Marvin Redpost – Is He a Girl?*
- 4.) *Marvin Redpost – Alone in His Teacher’s House*
- 5.) *Marvin Redpost – A Flying Birthday Cake?*
- 6.) *Marvin Redpost – Super Fast, Out of Control!*
- 7.) *Marvin Redpost – A Magic Crystal?*

- Have the groups read or skim their story together. When they are finished allow them to fill out a story map, such as the one above.
- *Students will use a few Venn Diagram created on chart paper to compare and contrast the following about the two *Marvin Redpost* stories:

- 1.) setting
- 2.) plots of stories
- 3.) characters (especially Marvin Redpost)

- Groups will present Venn Diagrams.

ESSENTIAL QUESTION: How are stories or facts different when expressed in a poem as opposed to a story or a paragraph?

Task: Reading and writing poetry.

Standards:

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how successive part builds on earlier sections.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood)
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Writing legibly in cursive.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Use spelling patterns and generalizations in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Instruction:

- Choose and introduce several poems (these may include song lyrics) about courage and heroism. Use your preferred instructional strategies to explore the poems (SOAPSTONE, TPCASST, RAFT, SIFT, etc. A brief internet search will yield resources for any of these strategies).
- Students will choose a well-known hero (it does not need to be one of the key figures they have learned about).
- Students will research that person; what are they known for, what their accomplishments are, etc.
- Students will write a poem about this person. They may write a haiku or an acrostic (for simplicity sake):

Haiku poem format: <http://www.creative-writing-now.com/how-to-write-a-haiku.html>

Acrostic poem format: <http://www.kathimitchell.com/poemtypes.html>

- *Students will write their poem in the middle of poster paper and place pictures around the poem, then share.

ESSENTIAL QUESTION: How do authors effectively convey heroism?

Task: Writing assessment.

Standards:

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal word and phrases to signal event order.
- d. Provide a sense of closure.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

Prompt: We have learned about many well-known heroes. Imagine that you have accomplished a goal or conducted your life in a way that has made you a hero. What would you like to have done to have this honor bestowed upon you? Write a narrative piece about being honored as a hero.

Provide students with a graphic organizer for a narrative piece that is above. Allow students to organize their thoughts.

Students will show teacher their graphic organizer to make sure their thoughts are in an organized pattern and flow.

Students will write their rough draft of their narrative piece.

Students will allow two peers to edit their rough draft using a kid-friendly rubric provided by the teacher.

ESSENTIAL QUESTION: Why is it important to show our appreciation to people who inspire us? How can we express our gratitude?

Task: Hero celebration.

NOTE: Many schools do not allow celebrations, or only within certain instructional parameters. Please be sure to clear this activity with your administrators if you decide to have a celebration.

Standards:

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns.
- d. Form and use regular and irregular verbs.
- e. Form and use the simple verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- i. Produce simple, compound, and complete sentences.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- f. Use spelling patterns and generalizations in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ELACC3L3: Use knowledge of language and its conventions of spoken and written standard English.

- a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

ELACC3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate; emphasize or enhance certain facts or details.

Instruction:

- Plan a “Hero Day.” Ask students to invite a person who is a hero to them. Have them create invitations to send to that particular person.
- Set up the room with all the charts, posters, and writings about heroes they have learned about.
- On the actual “Hero Day” have finger foods and drinks and allow the students to show their personal hero around the room and discuss what they have learned.
- Have a video of each student telling about their hero.
- Then each student will present their hero with a certificate stating why that person is their hero.