

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	What does it mean to be a friend?
Grade/Subject	3 rd Grade English Language Arts
Length of Unit/Timeframe	4 Weeks
Description	This four-week unit encourages students to explore a novel, picture books (fiction and nonfiction), parables from the bible and you tube video to analyze how one's characteristic traits determine what kind of friend they are to others. Students are called to reflect on their own ideas of friendship in the beginning and build on these ideas throughout the unit. It will end with a deeper analysis of a character from <u>Charlotte's Web</u> in which students will synthesize the character traits by becoming that character for an interview on friendship. Ideally this unit would be in the first trimester and be the first novel study so it coincides with beginning of the year lessons about building a team and friendship among all 3 rd graders.
Overview	This unit opens with students forming and sharing their definition of a friend. This definition will be used throughout the unit as students add, change or delete parts of their definition as they read several parables, picture books and see a video about various friendships. After an opening and hook for <u>Charlotte's Web</u> students in class will read the novel. They will focus on character development and how the various characters traits lead them to make decisions regarding friendship. After this students will engage with various other texts to expand on their definition of friend and to again analyze how various characteristics of a person lead to different choices in their friendships. Students will continuously engage in reflection, partner talk, and table and whole group discussions. Discussions will focus on one's traits and how they lead to choices made by various characters. There will also be opportunities for writing, drawing and acting. At the end of the unit students will answer the essential question by writing an interview script for a character in the novel read.
THE BIG PICTURE	
Essential Question: <i>How does someone's characteristics (feelings, traits, motivations) contribute to their journey of friendship (defining friendship, making a friend, remembering a friend)? How does an author develop characters over the course of a novel? (inferences, imagery, literary and non-literary)</i>	
Catholic Identity Elements:	
<ul style="list-style-type: none"> • Scripture: John 15:13 (lay down life for a friend), Matthew 7:17-20 (Fruits of the Spirit) • <u>A Child's Book of Parables</u> by: Lori Froeb → "The Good Samaritan" and "The Lost Sheep" • http://www.rc.net/wcc/readings/parables.htm "The Lost Sheep" and "The Good Samaritan" • <i>Portrait of an Old Man and a Young Boy</i> –Domenico Ghirlandio From <u>A Child's Book of Prayer in Art</u> by: Sister Wendy Beckett 	
RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;	Key Objectives Linked to the Standards: Students will be able to: <ol style="list-style-type: none"> 1. Answer questions to retell various texts by recalling the plot, characters, setting, images and how piece of literature is related to friend theme

Common Core Catholic Identity Initiative ELA Unit Plan Template

<p>describe how each successive part builds on earlier sections.</p> <p>RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>W6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W8. Recall information from experiences or gather information from</p>	<p>(RL.1, RL.3, RL.5, RL.10, RI.1, RI.2)</p> <ol style="list-style-type: none"> 2. Discuss a variety of fiction and non-fiction that reveal explicitly or implicitly what it means to be a friend through debate, groups discussion, partner talk and vocabulary development Examine and discuss details and overarching themes; consider how the details contribute to answering the Essential Question (SL.1 SL.2, SL.3, SL.6, L.3) 3. Citing textual evidence, compare and contrast characters in books read in this unit (RL.5, RL.7) 4. Analyze characters traits in various books through words and pictures by describing physical and nonphysical characteristics; connecting traits to choices/actions/decisions character makes; using cause and effect graphic organizers (RL.3, RI.8, RI.9) 5. Write a variety of clear and coherent responses to literature and information texts (W1, W2, W3, W8, W10, L.1, L.2 , L.3) 6. Create an interview writing piece that shows understanding of essential question for a character in <u>Charlotte’s Web</u> using all stages of writing process that shows conventions of standard English grammar and usage (W2, L.1, L.2, L.3) 7. Define words in context using graphic organizer (RL.4, RF.3, L.4, L.5) 8. Compare and contrast personal point of view and
--	---

Common Core Catholic Identity Initiative ELA Unit Plan Template

<p>print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.1 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.</p> <p>SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.5 Demonstrate understandings of word relationships and nuances in word meanings.</p> <p>L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>various authors' point of view on unit theme/main idea friendship (RL.6, RI.6)</p> <p>9. Read parts of the novel independently by applying various grade-level phonics and decoding skills with appropriate fluency for comprehension (RL.10, RI.10, RF.3, RF.4)</p>
<p>Summative Assessment(s): Paper (based on EQ): After reading <u>Charlotte's Web</u> write an interview dialogue between you and a character from the novel that shows the character's definition of friendship based on their characteristics portrayed in the novel.</p>	
<p>UNIT READINGS AND VOCABULARY</p>	
<p>Anchor Text and Author</p>	<p><u>Charlotte's Web</u> (E.B. White)</p>
<p>Fiction Text (s)</p>	<p><u>Grumpy Cat</u> (Britta Teckentrop) <u>You Will be My Friend</u> (Peter Brown) <u>A Pen Pal for Max</u> (Gloria Rand) <u>Iris & Walter True Friends</u> (Elissa Haden Guest) <u>Talk Oscar Please!</u> (Karen Kaufman Orloff) <u>"Friend"</u> (Shel Silverstein)</p>

Common Core Catholic Identity Initiative ELA Unit Plan Template

Non-Fiction Text (s)	Aero & Officer Mike: Polic Partners (Joan Plummer) Friends: True Stories of Extraordinary Animal Friendships (Catherine Thimmesh) “Christian the Lion” Video http://youtu.be/ms-piPxEzbk Christian the Lion (Anthony Bourke and John Rendall)											
Essential Unit Vocabulary	Essential friendship characteristics traits	Literary character theme perspective point of view plot setting prediction literal non-literal inferences main idea imagery	Catholic Identity brother/sister Good Samaritan parable Good Shepherd Fruits of the Spirit	Charlotte’s Web injustice blissful enchanted objectionable runt captivity hominy compuncions decency scheming radiant genuine humble								
INSTRUCTIONAL ACTIVITIES												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Catholic Identity 8, 9, 10, 11</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Language: 1, 2, 4, 5, 9, 10, 11</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Reading: 2, 3, 4, 5, 6, 7, 8</td> <td style="border: none;"><input type="checkbox"/> Vocabulary: 2, 4, 5, 6, 8, 10, 11</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Writing : 1, 3, 4, 5, 6, 8, 10, 11</td> <td style="border: none;"><input type="checkbox"/> Viewing: 1, 3, 7, 9, 11</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Speaking/Listening: 1, 2, 3, 4, 5, 6, 7, 10, 11</td> <td style="border: none;"><input type="checkbox"/> Critical Thinking: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11</td> </tr> </table>					<input type="checkbox"/> Catholic Identity 8, 9, 10, 11	<input type="checkbox"/> Language: 1, 2, 4, 5, 9, 10, 11	<input type="checkbox"/> Reading: 2, 3, 4, 5, 6, 7, 8	<input type="checkbox"/> Vocabulary: 2, 4, 5, 6, 8, 10, 11	<input type="checkbox"/> Writing : 1, 3, 4, 5, 6, 8, 10, 11	<input type="checkbox"/> Viewing: 1, 3, 7, 9, 11	<input type="checkbox"/> Speaking/Listening: 1, 2, 3, 4, 5, 6, 7, 10, 11	<input type="checkbox"/> Critical Thinking: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11
<input type="checkbox"/> Catholic Identity 8, 9, 10, 11	<input type="checkbox"/> Language: 1, 2, 4, 5, 9, 10, 11											
<input type="checkbox"/> Reading: 2, 3, 4, 5, 6, 7, 8	<input type="checkbox"/> Vocabulary: 2, 4, 5, 6, 8, 10, 11											
<input type="checkbox"/> Writing : 1, 3, 4, 5, 6, 8, 10, 11	<input type="checkbox"/> Viewing: 1, 3, 7, 9, 11											
<input type="checkbox"/> Speaking/Listening: 1, 2, 3, 4, 5, 6, 7, 10, 11	<input type="checkbox"/> Critical Thinking: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11											

Common Core Catholic Identity Initiative

ELA Unit Plan Template

- 1. Unit Opener/Hook:** Quick write about what their definition of a friend is. Share with table group, class discussion that will end in defining friend. Draw a picture of what a friend looks like and write words to describe that friend (open-ended so students can use physical or nonphysical descriptions) go for a museum walk to see everyone's drawing.
- 2. Vocabulary Sort:** Introduce the unit with a vocabulary sort for students to generalize that the new book they are going to read takes place on a farm and is about friendship. Will be done at table groups, followed by group discussion as we finalize labels as a class. Lead students in an activity discussing essential unit vocabulary: friendship, characteristics.
- 3. Book Intro:** Pass out books and lead class in a discussion about title (review how you know what the title is, meaning of author/illustrator, 's means ownership, characters on cover). Give time for students to look through pictures in book on own. Partner-talk about what you noticed about pictures; be ready to share in one sentence what they think book is about; write sentence on post-it to share. Find a common theme in responses to record as class.
- 4. Novel Study-Charlotte's Web** will be read as a class (some chapters may be assigned for HW with a response to literature assignment to go with it). Key activities may be differentiated and include; character analysis; vocabulary study; reading comprehension activities; quizzes; class discussions of friendship theme; quick writes at the end of each couple of chapters.
- 5. Friendship Definition Discussion:** Students will be asked to go back to unit opener and look at their definition of friend. Asked same question again and write a new response with Charlotte's Web in mind. Partner discussion, table group discussion. Each group will then look at a dictionary/thesaurus to add to their definition. Share thoughts with whole group. Did definition change after reading Charlotte's Web?
- 6. Picture Book Analysis:** Working in groups students will each be given a picture book about friendship to read. Students will work with group to define this author's point of view of friendship. Grumpy Cat (Britta Teckentrop)You Will be My Friend (Peter Brown)A Pen Pal for Max (Gloria Rand)Iris & Walter True Friends (Elissa Haden Guest) Teacher will model this before with poem "Friend" by Silverstein. Groups will present findings to class. Respond to prompt: How did the character's traits in your book determine what kind of friend they were like?
- 7. Cultural Awareness.** In various centers with an activity at each, students will look at "Christian the Lion" youtube video and book, Friends: True Stories of Extraordinary Animal Friendships, How Animals Talk. Ends with a whole class discussion to realizing friends do not have to look/act the same but how do various characteristics/traits lead to choices when making/finding/being a friend. Compare/contrast to Charlotte's Web
- 8. Catholic definition of "Friend".** Read to students John 15:13 and have them respond to what Jesus' POV of friendship. On their own read Good Samaritan and Lost Sheep Parable. Create an acrostic poem for "Friend" to capture how Jesus calls us to be "friends to one another". Group and class discussion.
- 9. Imagery.** Visual talk of "Portrait of an Old Man and a Young Boy". Who are they? What shows they are friends? Why are the friends? Are they a good friend? What makes each one of them a good friend? Have class draw any picture they want of two friends. Keeping in mind all texts read so far. Have on display for students to reference. Museum walk of everyone's drawing. Class discussion about what they noticed (similarities, differences), what author/book do you think inspired someone's drawing.
- 10. Fruits of the Spirit.** Working in small groups students will each be given a fruit of the spirit. They will make a collage that shows the meaning using dictionary, magazines and own drawings. Each group will present to the class while class takes note of each fruit and quick jot definition after each presentation. Students will then on their own select the 3 fruits they think are more important qualities for a friend to have. If a friend had these 3 qualities what decisions would they make as your friend (gentleness→ they would never push me, love→ they would hug me every time they said hello or goodbye) Go back and share with group.
- 11. Interview Writing Assignment.** Using the writing workshop model and doing a teacher example students will choose a character from Charlotte's Web to "interview". Interview will show character's traits/characteristics and how that lead them to their choices throughout story. Will end with deciding if this character would be a good friend "Christian" friend. In class students will work on the script. Students will have then record their script as a "show" using class set of iPads. Option to work in pairs to help partner film.

Instructional Resources

Common Core Catholic Identity Initiative ELA Unit Plan Template

A Guide For Using Charlotte's Web in the Classroom (Teacher created Materials inc.)
<http://www.rc.net/wcc/readings/parables.htm> website with the parables to be printed out or shown on the smartboard for all students to read
<http://youtu.be/ms-piPxEzvk> YouTube video for Christian the Lion

Cross Curricular Link(s)

Religion: What kind of friend are we called to be as Catholics/Christians?
Art: Drawing various images of friends & looking at friendship theme in painting
Drama: Be in character during filming of script so characteristics/traits are shown, acting out feeling of characters while reading in class