Lesson Plans
Grade 3

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Biography

A big supporter in progressive teaching styles, Erin LaFace believes, the modern teacher should have a curriculum that is more tailored to the individual students needs, allowing for a more relaxed and effective style of learning. Prior to starting this lesson plan packet, Erin has been a full time student as a Liberal Studies Elementary Education major at Humboldt State University. Pending her graduation, she has experienced several different styles of teaching through her fieldwork and has produced Lesson Plans for The Arts, Literature, Technology, Economics, and so on. Erin's varied background in tutoring, camp counseling, and fieldwork provided the perfect foundation for building this Lesson Plan packet.

Fairy Tale Lesson Plans (Grades: 3rd and 4th)

Objective:
- To get students to think and talk about story structure in a more complex manor.
- Expanding students' vocabulary and encouraging students to use higher level word choice.
- To develop students writing skills.
- Students will be able to write a short story.

Materials:
- Fairy Tale books by author Becca Price to choose from: Dragons and Dreams, Fairies and Fireflies, Heart of Rock, Child of Promise, and Snarls
- Worksheets, printed out vocabulary list, a writing implement, scratch paper, lined paper, colored pencils, folder to hold all related material together, and a journal to write in
- Previous lesson plans in binder to look at for more activities

Example introduction:
"We have just read a story from Becca Price's book: Heart of Rock, can any one distinguish the narrator's point of view from that of the characters? Let's talk about point of view." Have a discussion about point of view and have students distinguish their own point of view from that of the narrator or those of the characters (CCSS.ELA-LITERACY.RL.3.6). Have the students go over the events of the story and compare and contrast Becca Price's stories to that of "classic" fairy tales, what cultural cues are there (if any) and what is the central message? Explain to the students that these ideas are important to story telling, and that as they go through the year they will learn more about building their own story, and each student will come up with their vary own.

Vocabulary list provided with sample words students can learn as the year goes on. Use words in discussions and on worksheets. Have students understand word choice, and why more complex words can make a story more enriching! See example vocabulary list:

Heart of Rock (Vocab list)
A selection of words for 3rd and 4th graders:

Vocabulary:

Harmony
Marvelous
Pelted
Rubble
Mined
Menaced
Prosperity
Spite
Strife

Wan
Council
Chamber
Downcast
Wrought
Carvers
Vanquished
Ferocious
Gasped
Shuddered
Cornices
Parapets
Launched
Harried
Harassed
Buffeted
Opposing
Besieged
Amulet
Scowled
Surly
Dully
Cobbler
Weary
Lore
Unwound
Twine
Cavern
Cunningly
Niches
Fantastical
Awakening
Impasse
Midst
Stony hide
Prosperity

Remember it is important that the teacher reads over the story first and makes changes to the example lists provided to suit their students level.

Choice one: Kinder Plans Advanced

- Look over the kindergarten lesson plan and select any of the choice activities
- Choose higher-level words and make the worksheets more advanced
- Students should be able to complete tasks more quickly than kindergarteners, so make sure to provide crossword puzzles, mazes, and drawings for when students finish early

➢ **Site Words (adapted)**
   Time: 20 minutes

   - Rather than words like: to, go, up, and, the… use more advanced words that your third or fourth grader can sound out and read
   - Follow procedure shown on kindergarten lesson plan
   - Play game until story is over
   - Game should advance quicker as students should be able to read with more ease
   - Add in a lightning round, using common words the students should know, so they get practice reading

➢ **Laminated Pictures (adapted)**
   Common Core: CCSS.ELA-LITERACY.RL.4.4
   Concept: Determining meaning of words and phrases as they are used in a text
   Time: 25 minutes
   - Select more challenging words from example vocabulary lists, choose words your students would not know, and then make pictures
   - Only read story one time (does not need to be read twice)
   - Have students recognize visuals to the words selected and read
   - Have brief discussion about what they remember, and write down definitions on back of pictures. Now those pictures can be used as vocabulary words that can be used for the "day three" activity: matching words
   - Not all vocabulary selected for third and fourth graders can be connected to a picture, if this is the case have students act out the word with you.
     - Example: Word: Hurried, have students make quick and "hurried" motions. Word: Scowled, have students scrunch their faces angrily
   - Keep the discussion on vocabulary short, but rather focus the discussion on determining the meaning of the words within phrases and how those words are used in a text, including those that allude to significant characters found in mythology (e.g., Gargoyle)

➢ **Sounding Out Words and Spelling (adapted)**
Common Core: CCSS.ELA-LITERACY.L.3.2
Concept: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Time: 30 minutes

- Choose more words than three for a bigger worksheet and select more advanced words
- Explain what the students will be doing, then have the students read the directions provided on the worksheet (help students if needed)
- Rather than having the students sound out each letter, have them sound out each word. Then copy the word down on the lines provided below.
- After they complete the spelling they can color in the images below the words. (Give them 10 minutes for the first part)
- Use this activity as practice, next pass out a sheet with the image and solid lines under the image, have the students write the word on the solid line under each image.
- Allow them 20 minutes to complete the task
- After 20 minutes are up, call time and have the students put away their pencils, take out pens, and give their papers to the person to their right.
- Read the correct spelling out loud and have the children correct each other's papers.
- Each letter is one point, have the students put checks under each correct letter, and cross out letters that are incorrect. Have the students add up and mark down how many correct letters and write that number at the bottom. (Teachers [or parents] may change the grading process if they choose).
- Collect the papers to check.

Procedures:

Choice two: First and Second grade Plans Advanced

- Look over the First and Second grade lesson plan and select any of the choice activities
- Choose higher-level words and make the worksheets more advanced
- Students should be able to complete tasks more quickly than kindergarteners, so make sure to provide crossword puzzles, mazes, and drawings for when students finish early

➢ **Story Boxes (adapted)**
  Common Core: CCSS.ELA-LITERACY.RL.4.2
  Concept: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
  Time: 30 minutes

  - Before handing out the worksheet, have the students determine the theme of the story and do a brief summary of the story as a class
  - Teacher should write bulletin points of the events the students recall, on the board
  - Pass out the worksheets to the students and instruct them to pay close attention to the summary they wrote, and the overall theme of the story they read as a class, because when they are filling out the worksheets for the beginning, middle, and end, they will need it to make chronological sense and keep within the theme. Essentially they will be summarizing the story, dividing into the three sections
  - Have students write down the bullet points of a summary that they came up with as a class on the back of their worksheet

➢ **Sentence Forming (adapted)**
  Common Core: CCSS.ELA-LITERACY.W.3.3.C
  Concept: Use temporal words and phrases to signal event order.
  Time: 20 minutes

  - When prepping the lesson, make sure to use sentences that contain temporal words. (e.g., after, during, on, until, before…etc.)
  - Continue on with lesson plan as described on the Frist and Second grade lesson plan

➢ **Making a Story (adapted)**
  Time: Weeklong project, 45 minutes each day

  Step one:
  - Follow through with the lesson plan time line and poster prepping and placing up in front of the class, follow through the posters as a class as directed in the First and Second grade lesson plan (Days 1-5). This can be done in One day.
  - Put all the posters up at the same time, and leave them uncovered.
  - Rather than making up a story as a class, have the students use the story you read as a class, and break it down;
      o Students will fill out poster one using the characters from the story they read as a class
      o Students will recall the beginning, middle, and end of the story. Pass out the worksheets and have the students collectively agree on the beginning middle and end, following a theme, and staying true to the summarized version of the story

- o Have students recall details of anything unexpected that may have happened in the story they read as a class, write it down
- o Have students recall how the character(s) in the story you read as a class solved their problems
- o Ask the students what the characters learned. Write it down. Then have a discussion about what lessons the *students* learned from the story
- After that activity is finished tell students that they will be making their own original stories, individually
- Make it homework for the week (or longer if needed) to write their own story just as they did as a class, but to come up with their own characters, plots, and endings

Step two:
Prep work: Make a packet.
- o Page one: Labled: "Character Development." Under this title, there will be a circle where the character's portrait will go. Under to the circle will be three boxes labeled: Who am I? What do I like/ dislike? What are my Goals?
- o Page two: How does my story start? Across the top of the page reads: "Beginning" and under that, reads: "Once upon a time…" There will be three boxes under that title, labeled: "Place: Where does your character live? Where does your story take place? Your character does something, what does your character do (in that place)? A problem arises, what is that problem?"
- o Page three: How does my character fix their problem? Directions will state that the character must go through a series of events to solve their problem, list those events on this page.
- o Page four: And then something unexpected happens! Write down that thing. There will be a space provided for the student to draw at the bottom of this page.
- o Page five: In a box, have students briefly reflect on how their character solved their first problem. Under that box reads, "How does your character deal with something unexpected?"
- o Page six: Labeled: "Wrap it All Up!"… "The end." Wrap up your character's problems with some solutions! Create an interesting ending! (Possibly unexpected!) Did your character learn anything?
- Pass this packet out to the class, and assign pages for them to complete for homework
- Each day in class (during English period), look over the students work.
- After students have filled out their packets (and have had their packets checked) they are ready to make their own story
- Have the students use their packets to write a well-flowing story of their own!
- Make a chart to put in the front of the class so you can mark the progress of your students. Example chart:

- In the case of the example above, children would move their clips as a class to the "rough draft" section, as steps one and two would be completed as a class
- Once the students have their first draft written (their first attempt at turning their packet into one fluid story), have them hand in their Rough Drafts (First Drafts), and go over them, correcting spelling, punctuation, and grammar
- Pass the corrected papers back and have students work on their final drafts
- Name clips will move along as their progress moves along (they may move their clips with permission)
- Once the student's final drafts are complete, they may draw images for their story
- Once all students have their name clips at the "Draw a Picture" level, it will be time to make covers

Step three:
- Making covers
- Pass out construction paper to each student
- Pass around the copy of the book you chose to read to the class by Becca Price, along with other books you have in your classroom, to give the students an idea of how to make a cover
- Ask the students what all the books have in common. Answer: a Title, an image, and the author's name
- Have them write their title and name on the front
- Have them draw a title picture
- Pass out three pieces of string about four inches long each, to every student in the class
- Have the students hole punch their stories
- Have the students tie each string threw the holes they just made
- Now they have "bound" books of their own

Name _____   Class _____   Date _____

Character Development

Draw a picture of your
character in the Circle.
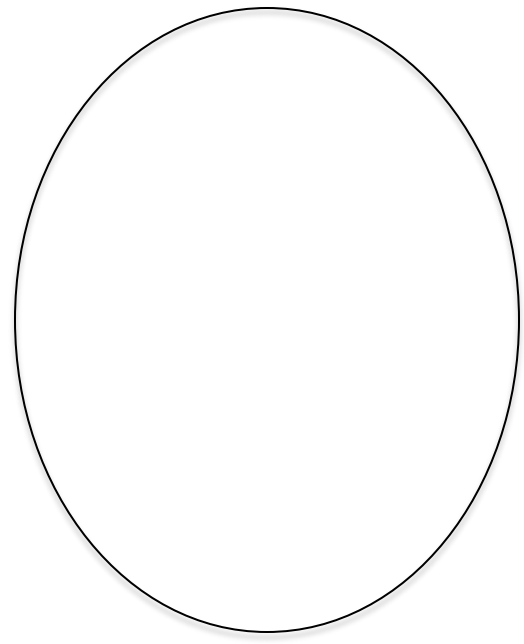
Who am I?
What is my <u>Name</u>? **_____**

What am I?

What do I...

Like:

Dislike:

What are my Goals?

❖

❖

❖

❖

❖

Name _____ Class _____ Date _____

Beginning

Once Upon A Time....

> **Place:** *Where* does your story take place (and *When*)?
>
>
>
>
> Where does your character live?

> **In that place...** Your character does something, what does your character do?

> **A problem arises!** What is the problem your character faces?

Name _____ Class _____ Date _____

A problem arises!
How does your character fix the problem?

Directions: Your character should go through a series of events to solve their problem, list those events on this page.

_____

_____

_____

_____

_____

_____

_____

_____

_____

And Then Something Unexpected Happens!

Write what it is!

_____

_____

_____

_____

_____

Draw it out!

Name _____   Class _____   Date _____

Directions: Your character went through a series of events to solve their first problem, briefly write down those events. **Note**: *You do not have to fill in every bullet point, or you may create more bullet points if needed.*

- ❖
- ❖
- ❖
- ❖
- ❖

Something unexpected happened!
How does your character deal with something unexpected?

_____

_____

_____

_____

_____

_____

Wrap it All Up!

And they all lived happily ever after. The end....

Directions: Create an interesting ending. You can end your story by having your character solve all the problems they had faced, or your ending can be unexpected (we call this a "twist"). Did your character learn anything? Write it all down on this page.

Ending option 1: How your character solved all their problems!

_____
_____
_____
_____
_____

Ending option 2: "What a Twist!" Create an unexpected ending.

_____
_____
_____
_____
_____

What did your character learn?

_____
_____
_____
_____