

**VITAL INFORMATION**

**Subject(s):** Life Skills, Reading, Social Studies

**Topic of Unit of Study:** Elements of Literature

**Grade/Level:** 3

**Objective:** The students will be able to identify the key elements of the story (characters, plot, setting, etc.) and compare them to other stories that they know.

**Summary:** Students will be able to compare this story to themselves and their own lives. Teacher will bring all of the students to the floor to discuss similarities and differences between people with students. Students will listen to the story and teacher will ask questions throughout. After the story, the students will be able to identify the literary elements and compare/contrast to their lives. Lastly, the students will create a new character that they would like to add to the story and tell why.

**IMPLEMENTATION**

**Learning Context:** As a teacher, I am always celebrating the unique “characters” that we have in our classroom. This is just another way for me to show my kids that different is beautiful.

**Procedure:** I would have already been teaching the kids about the Civil Rights movement and about heroes such as MLK Jr. I would follow the lesson up with lessons on Rosa Parks, Ruby Bridges, and others that taught us about bravery and doing what is right.

The teacher will ask the students to talk with their tables about some of the differences and similarities that people have. As a whole group, create a T-Chart to keep track of the responses.

Next, bring the students down onto the floor to read the story. The teacher will ask for predictions and ask students about what they think along the way. The students will recognize that, even though the characters in the story had many differences, they were all friendly, helpful, and caring to Lilly and each other.

Lastly, the students will go back to their seats and create their own character that they would like to add to the story. The students will have to tell us why their character would be a good fit for the story (i.e. – likes to help people, friendly, can help you if you are hurt, gives good advice, etc.). The students will make a paper bag puppet of the character and quickly present it to the class.

**Differentiated Instruction:** I might differentiate this activity by having a special needs student collaborate with another student to create one puppet character for the story. The teacher will also be circulating the room to help the kids as they work.

**Sample Student Products:**

**Collaboration:** Students will work collaboratively & individually.

**Time Allotment:** 1 class periods. 40 min. per class.

**Author’s Comments & Reflections:** I would personally read and discuss the story the first day and then on the second day have the kids create the puppets and share. The presenting of the puppets should only be about 1 minute per child just so they can give a quick few descriptive sentences to their classmates. You could even give each child a note card to write on so that they get practice writing down some notes.

## MATERIALS AND RESOURCES

Instructional Materials: You would need the story about Lilly  
Whiteboard and marker  
Paper lunch bags  
Colored paper  
Scissors  
Glue sticks  
Markers  
Crayons  
Other art supplies (glitter, feathers, etc.)

Resources:

## STANDARDS & ASSESSMENT:

Standards:

- **AZ – Arizona Academics Standards**
  - **Subject:** Language Arts
    - **Standard:** Standard 3: Listening and Speaking
      - **Grade Range:** FOUNDATIONS (Grades 1-3)
        - **Performance Objective:** LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information
    - **Subject/Grade/Domain:** Reading
      - **Grade:** GRADE 3
        - **Strand:** Strand 2: Comprehending Literary Text
          - **Concept:** Concept 1: Elements of Literature  
Identify, analyze, and apply knowledge of the structures and elements of literature
            - **Performance Objective PO 7:** Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.
          - **Concept:** Concept 2: Historical and Cultural Aspects of Literature  
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.
            - **Performance Objective PO 1:** Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.
          - **Concept:** Concept 1: Elements of Literature  
Identify, analyze, and apply knowledge of the structures and elements of literature.
            - **Performance Objective PO 1:** Compare (and contrast) literacy elements across stories, including plots, settings, and characters.

Assessment/Rubrics:

The teacher will be anecdotally assessing the students all along the way. Students will also be assessed on their character and the presentation that they created to see if they are understanding the concept being taught.