

Unit Plan for 3rd grade ELA

Emilia Dvorak

Professor Dr. Becky McTague

Concept: I will be teaching three lessons on fables. Fables are an important way to teach children about morals, develop their critical thinking, and broaden cultural awareness.

In this unit plan scenario, I have already introduced the Fables unit to my class. (30 min) In this introduction I asked "Have you ever heard a story that taught you something important? What was it?"- This was followed by a discussion and a brief explanation of fables stemming from Aesop to world fables- "Fables are short stories that teach us important lessons about how to live and treat others." Following this, the students will watch a 10-minute *Aesop and Sons* video from the television show, *Rocky and Bullwinkle*. "Next class we will start our fables unit. We will start by reading *The Tortoise and the Hare*."

Throughout the following lessons in my unit plan, my students will engage with the curriculum material through visual, kinesthetic, and auditory learning. They will also participate in group discussions and writing reflections. I will offer various options of how they would like to demonstrate and explore their learning, which I will assess primarily through formulative assessments.

I plan for the unit to take two weeks, covering 7 different fables. It will end with a summative assessment in which they have one or two 60-minute ELA periods and two take-home nights to complete. This assessment will be to create a fable of their own. This fable will have animal characters with specific traits, a problem or conflict for their characters to solve, and a clear moral or lesson at the end of the story. The fable will contain at least 2 paragraphs and 3 pictures illustrating the beginning, middle and end of their fable. Our last lesson in the unit will be the students presenting their fables to the class.

Summative Assessment

	Beginning (1)	Developing (2)	Meets (3)	Exceeds (4)
Characters	Characters are incomplete or confusing.	Characters are present, but lack traits or clarity.	Characters are clear with some personality traits.	Characters are creative, well-developed, and have distinct traits.
Conflict/Problem	Conflict is missing or unclear.	Conflict is present, but resolution is unclear.	Conflict is clear and resolved.	Conflict is engaging, relevant, and

				resolved thoughtfully.
Moral/Lesson	Moral is missing or unclear.	Moral is present, but not clearly connected.	Moral is clear and connected to the story.	Moral is meaningful, clearly stated, and connected to the story.
Creativity/Presentation	Shows little effort or engagement.	Shows minimal effort or lacks originality.	Shows effort and thought in writing or artistry and presentation.	Demonstrates originality and effort in writing or artistry and presenting the fable.

ECHD Lesson Plan 1

Items	Content
Title of Lesson	Aesop's Fable: "The Tortoise and the Hare"
Subject/Domain	ELA
Lesson Duration	60 minutes
Learning Objectives	1. Students will recount the main events of a fable. 2. Students will determine and discuss the moral of the story. 3. Students will connect the fable's lesson to their own lives through creative expression and discussion.
Curriculum Standards	• RL.3.2: Recount stories, including fables, and determine their central message, lesson, or moral. • RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events. • W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
Key Vocabulary/Academic Language	Hare, Tortoise, Persistent, Humble, Arrogant, Confident, Lesson, Swift, Slow, Steady.

Materials Needed	• Illustrated version of Aesop's fable, <i>The Tortoise and the Hare</i> • Drawing paper and crayons/colored pencils. • Writing journals. • Tortoise and Hare name tags (for extension activity)
Introduction (15 Minutes) (attention getter)	1. Brief review of what we know about fables 2. Read <i>The Tortoise and the Hare</i> to class 3. Discuss what happened in the story, identify characters as a class and describe their characteristics, tying in vocabulary
Procedure (35 minutes) (Middle)	Students will choose between 2 activity options. (I will put on some music to accompany their work and monitor noise level.) • Art Activity: Students will create drawings depicting the beginning, middle and end of the story, and label 3 qualities for each character using vocabulary from our introduction discussion (e.g., "slow but steady" and "overconfident"). They will title their drawing with the moral of the story. • Writing Activity: Students will write a personal anecdote (at least 5 sentences.) where they either worked "slow and steady" at something like the tortoise, or a time they rushed through something, like the hare. They will then describe what the outcome was, and how it made them feel.
Questions to support and deepen children's learning	"Why do you think the tortoise won the race?" "What can we learn about taking our time to do something well?" "Can you think of a time when persistence and hard work helped you succeed, even if it was difficult?"
Closure (10 minutes)	Students will come back together to share their work and discuss "What can we learn from <i>The Tortoise and the Hare</i> ? Why is this lesson important?"
Extension activity	Class Activity: Do you see yourself more at a turtle or as a hare? Students will pick a name tag that corresponds with their current perspective and join either the turtle or the hare group. Together they will discuss why they feel more like one animal than the other.

Accommodation and adaptations	• Include several laminated print-outs of the story for children to review. • Provide Writing or Artistic options for our main activity. • Students can pull up audio version of the story to re-listen to on the epic! reading app
Assessment (formative)	• I will observe participation during the read-aloud and discussion. • I will collect and observe drawings for understanding of the story's key moments and vocabulary. • I will review available journal entries for clarity in expressing the moral and personal connections.

ECHD Lesson Plan 2

Items	content
Title of Lesson	Greek Fable: "The Dog in The Manger "
Subject/Domain	ELA
Lesson Duration	60 minutes
Learning Objectives	1. Students will determine and discuss the moral of the story. 2. Students will connect the fable's lesson to their own lives through creative expression and discussion 3. Students will practice and reflect on acts of kindness and collaboration.
Curriculum Standards	• RL.3.2: Recount stories, including fables, and determine their central message, lesson, or moral. • RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events. • W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
Key Vocabulary/Academic Language	Selfish, Greedy, Possessive, Selfless, Gracious, Kind, Fair.

Materials Needed	• Illustrated version of Greek fable of <i>The Dog in the Manger</i> • Writing journals. • Art supplies for group work (e.g., glue, scissors, magazines, colored paper, markers).
Introduction (20 minutes) (<i>attention getter</i>)	1. Begin by reading the Emily Dickinson poem as a hint to our fable today: “If I can stop one heart from breaking” 2. We will discuss the meaning of the poem. “What do you think this poem is telling us about how we treat others?” 3. “Today we’ll read a Greek fable about kindness and fairness—and what happens when we don’t let others enjoy something we don’t need.” 4. Read <i>The Dog in the Manger</i> to class. Discuss together what happened in the story, identify characters as a class, and describe their characteristics, tying in vocabulary
Procedure (30 minutes) (Middle) – step by step	Collaborative Artistic and Written Group Activity: How can we use kindness and fairness in our classroom every day?” • Divide students into small groups (4 students) • Provide art supplies for each group, but intentionally include limited and different materials per group (only a few glue sticks and scissors, limited markers, various stickers or magazines per group) • Encourage sharing and teamwork. • “How can you make sure everyone in your group gets a chance to contribute?” • Each group will create a small collage board with pictures and drawings. They will write 5 ideas or feelings on their board about what kindness or sharing can look like in our classroom.
Questions to support and deepen children’s learning	“What is the dog’s behavior, and how does it affect the ox?” “What do you think the dog could have done differently?” “Can you think of a time when someone didn’t share with you or when you didn’t share with someone else? How did that feel?”
Closure (10 minutes)	The class will come together to present their work. We will also discuss how their group showed kindness and teamwork while creating their collage.
Extension activity	The students will write and reflect in their journal on either prompt: • “What is one kind thing you can do for someone else today and why?” or

	• “What are some examples of kind words or deeds you’ve seen someone do recently and how do you think they felt?”
Accommodation and adaptations	• Students can choose to participate as either artist or author on their collage board. • If a student does not want to participate in the group activity, they can independently start the extension activity. • Include several laminated print outs of the story for children to review.
Assessment (formative)	I will observe participation during the read-aloud, discussion, and activity. I will evaluate group collaboration and the content of the collages for understanding of kindness and teamwork. I will review available journal entries for clarity in understanding the fable’s moral and personal connections.

ECHD Lesson Plan 3

Items	content
Title of Lesson	Indian Fable: “The Four Friends and The Hunter”
Subject/Domain	ELA
Lesson Duration	60 minutes
Learning Objectives	1. Students will recount the main events of the fable. 2. Students will determine and discuss the moral of the story. 3. Students will identify and appreciate their own unique talents and skills, and gain understanding about how individual strengths can contribute to group success.
Curriculum Standards	• RL.3.2: Recount stories, including fables, and determine their central message, lesson, or moral. • RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events. • W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Key Vocabulary/Academic Language	Unity, Resourceful, Brave, Unique, Cunning, Friendship.
Materials needed	• Illustrated version of the Indian fable <i>The Four Friends and the Hunter</i> • Writing journals. • Props for acting out the characters in the story: deer horns, mouse ears, a crow beak, a turtle shell and hunting cap.
Introduction (15 minutes) (attention getter)	1. I will introduce the story with a game: The class will split in groups of 6 and work together to untangle their "Human Knot." (As seen on Zoom.) https://www.youtube.com/watch?v=LyM9k8vrMwY 2. I will then read the fable, <i>The Four Friends and the Hunter</i> 3. Together as a class we will discuss the moral of the story using vocabulary to describe qualities they showed.
Procedure (40 minutes) (Middle) – step by step	Acting and Writing activity: • Acting: I will pick 5 volunteers to act out the story while I read it again, pausing to discuss how each animal's working together was necessary how each animal was able to contribute. • Writing: In their writing journals, students will write about the moral of the story and connect it to their own experiences. Prompt for writing: (5 sentences minimum) The moral of <i>The Four Friends and the Hunter</i> is that Unity is strength- Through working together and combining unique skills, individuals can overcome challenges that would be insurmountable alone. "How did one animal specifically contribute to helping the turtle?" "Is there a skill or talent you have that can help your family, your friends or your community?"
Questions to support and deepen children's learning	"Why did the four friends succeed where the hunter failed?" "What does this story teach us about the importance of using our strengths?"
Closure (5 minutes)	Students can be selected or volunteer to share their journal entries.

Extension activity	We will work together as a class to make a list of real-life examples where different skills or talents are needed by each person to support the big picture. ie., on a ship, performing a medical operation, being in a theatrical production.
Accommodation and Adaptations	• Students will only participate in the acting or game activity if they'd like to. • Include several laminated print outs of the story for children to review.
Assessment (formative)	• I will observe participation during the read-aloud, discussion, and acting. • I will review all journal entries for clarity in understanding the fable's moral and personal connections.