

**Grade Three English Language Arts Mini-Unit Plan****Desired Results:****Learning Outcome:**

CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.

- a) Work through the stages of a writing process (e.g., pre-writing, drafting, revising selected draft material, sharing) and begin to write for extended periods of time.
- b) Select and use appropriate strategies (before, during, and after) to communicate meaning when writing.
- c) Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing.
- e) Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories.
- f) Create characters and events from outside students' personal environment.
- g) Write descriptions that use concrete sensory details.
- h) Begin to use excitement, humour, suspense, and other creative devices.
- j) Extend, rework, and polish pieces of writing for an audience in and beyond the classroom.

**Unit Rationale/Essential Questions:**

- How can we use writing to present our creative ideas?
- How do reading stories and the writing process help us in becoming stronger writers to present these ideas?

**Key Understandings:**

- Students will be able to listen to and comprehend various short stories.
- Students will be able to read and comprehend various short stories.
- Students will know that narratives include a setting, characters, a problem and a solution.
  - o Students will be able to identify/describe/create...

- The setting of a story
- The internal and external characteristics of the characters of a story
- The problem and solution of a story
- Students will know the difference between a protagonist and an antagonist.
- Students will know and understand each step of the writing process (pre-writing, drafting, and revising) and be able to follow each step in their writing.
- Students will be able to use a variation of adjectives and other descriptive language to create sensory details in their writing.
- Students will be able to apply their knowledge on nouns, verbs, adjectives, and adverbs in their writing.
- Students will be able to present their ideas and understandings of short stories in a written form and orally.

**Resources:****Week 1 (Days 1-5):**

Various short stories (short story books, printed from online, or photocopies)

**Week 2 (Days 6-8):**

Components of a narrative anchor charts from week 1

**Week 3 (Days 9-15):**

Writing steps anchor chart from week 2

Expert visitor (local editor, publisher, or author) – check local libraries or publishing companies

**Attached Materials:**

- Resources for short stories and suggestions for expert visit
- Components of a narrative worksheets
  - Setting
  - Characters
  - Problem and Solution
- Pre-writing worksheets
  - Brainstorming
  - Rough Draft
  - Final Copy
- Short story assessment rubric

WEEK ONE					
Timeline & Topics	Desired Results	Instructional Strategy/ELA Strands	Acceptable Evidence	Learning Experiences	Materials
<p><b>Days:</b> 1-5</p> <p><b>Topic:</b> Exploring Short Stories &amp; Components of a Narrative</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>- How to read and comprehend grade-level text</li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>- Components of a setting</li> <li>- Types of characters (protagonist &amp; antagonist)</li> <li>- Problems &amp; solutions</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Listen to and read grade-3 appropriate short stories</li> <li>- Identify and describe the setting of a story</li> <li>- Describe characters using nouns and adjectives</li> </ul>	<p><b>Instructional Strategy:</b></p> <ul style="list-style-type: none"> <li>- Direct Instruction – Explicit Teaching; Assigned Questions</li> <li>- Interactive Instruction – Anchor Charts; Discussions; Brainstorming</li> <li>- Independent Study – Reading; Worksheets/Assigned Questions</li> </ul> <p><b>ELA Strands:</b></p> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> <li>- Viewing</li> </ul>	<p>Students will complete 3 separate worksheets.</p> <p>Worksheets will focus on – Identifying and describing the setting; differentiating between the protagonist and antagonist; identify problem and solution.</p> <p><b>Assessment:</b> Formative – Observe students at work; Collect and review completed worksheets</p>	<ol style="list-style-type: none"> <li>1) Introduce short story and read it to the students.</li> <li>2) Working together, identify the setting, characters, and problem and solution – as well as characteristics for each. Create an anchor chart for each.</li> <li>3) Provide students short stories to read independently.</li> <li>4) From the short stories, students will complete worksheets provided.</li> </ol>	<p>Variety of short stories</p> <p>Anchor charts and markers</p> <p>Worksheets (Setting, characters, and problems &amp; solutions)</p>

	- Identify the problem and solution of a story				
WEEK TWO					
Timeline & Topics	Desired Results	Instructional Strategy/ELA Strands	Acceptable Evidence	Learning Experiences	Materials
<p><b>Days:</b> 6-8</p> <p><b>Topic:</b> Pre-writing and Drafting</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>- Components of a narrative</li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>- The steps involved in writing (pre-writing, drafting, revising)</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Practice pre-writing by brainstorming ideas</li> <li>- Apply their knowledge on the components of a narrative into their writing</li> <li>- Share and compare their ideas with peers</li> </ul>	<p><b>Instructional Strategy:</b></p> <ul style="list-style-type: none"> <li>- Direct Instruction – Explicit Teaching; Assigned Questions; Modelling (thinking out loud)</li> <li>- Interactive Instruction – Anchor Charts; Discussions;</li> <li>- Independent Study – Worksheets/Assigned Questions; Brainstorming; Creative Writing</li> </ul> <p><b>ELA Strands:</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Representing</li> <li>- Speaking</li> <li>- Listening</li> </ul>	<p>Students will brainstorm their ideas onto worksheets provided. Brainstorming activity will be pre-writing for students’ first draft of their own short story.</p> <p>Students will begin the first draft of their story.</p> <p><b>Assessment:</b> Formative – Discussion/Revisiting prior lessons; Observe students at work</p>	<p>1) Revisit the components of a narrative. Use anchor charts as a visual guide. 2) Introduce the steps involved in writing (pre-writing, drafting, revisiting). Create an anchor chart that highlights each step. 3) Students will begin pre-writing by completing worksheets provided. 4) Students will share their ideas orally with a peer. 4) Using the pre-writing worksheets as a guide, students will plot their story and begin writing.</p>	<p>Components of a narrative anchor charts</p> <p>Anchor chart and markers (for writing steps)</p> <p>Pre-writing worksheets</p>

	- Begin drafting their own short story				
WEEK THREE					
Timeline & Topics	Desired Results	Instructional Strategy/ELA Strands	Acceptable Evidence	Learning Experiences	Materials
<p><b>Days:</b> 9-15</p> <p><b>Topics:</b> Drafting and Revising</p> <p>Sharing</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>- Components of a narrative</li> <li>- Steps of the writing process</li> </ul> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>- How to revise their work</li> <li>- The steps that go into publishing literature</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Revise their written work</li> <li>- Peer edit each other’s writing</li> <li>- Complete a final draft of a written short story (at least 1 page) that includes all the components of a narrative</li> </ul>	<p><b>Instructional Strategy:</b></p> <ul style="list-style-type: none"> <li>- Direct Instruction – Explicit Teaching; Assigned Questions</li> <li>- Interactive Instruction – Anchor Charts; Discussions</li> <li>- Independent Study – Reading; Worksheets/Assigned Questions</li> <li>- Experiential – Visit from Expert</li> </ul> <p><b>ELA Strands:</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> <li>- Listening</li> <li>- Viewing</li> <li>- Representing</li> </ul>	<p>Students will complete writing a rough draft of a short story.</p> <p>Students will revise and edit their rough draft with the help of feedback provided (by peers and teacher).</p> <p>Students will complete a final draft of their short story, as well as a corresponding picture.</p> <p>Students will share their final drafts with their peers.</p> <p><b>Assessment:</b> Formative – Observe students at work; Collect completed rough drafts for</p>	<ol style="list-style-type: none"> <li>1) Students will complete their rough drafts.</li> <li>2) Introduce how to edit writing – checking for grammar and spelling errors, finding synonyms or adjectives to enhance writing, etc. – Refer to writing steps anchor chart for support.</li> <li>3) Students will meet a local editor/publisher/author to learn more about the publishing process.</li> <li>4) Students will complete the final draft of their story.</li> <li>5) Students will share their stories with peers.</li> <li>6) Students’ final pieces will be displayed above shelves of classroom library for sharing.</li> </ol>	<p>Writing steps anchor chart from week 2</p> <p>Expert visitor (local editor, publisher, or author)</p> <p>Sheets to transfer final draft of story</p>

	<ul style="list-style-type: none"> <li>- Draw a picture that corresponds to their story</li> <li>- Share their completed story</li> </ul>		<p>revising; Collect final drafts of stories</p>		
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**Resources:**

**Books:**

Five-Minute Stories: Over 50 Tales and Fables, *Parragon Books Ltd, 2017*

Buddha at Bedtime: Tales of Love and Wisdom by *Dharmachari Nagaraja, 2008*

Illustrated Stories From Around The World by *Lesley Sims, 2010*

**Online Short Stories:**

<https://www.kidsworldfun.com/shortstories.php>

<https://americanliterature.com/short-stories-for-children>

<https://fairytalez.com/region/native-american/>

**Expert/Guest Suggestions:**

Coteau Books

*Publishing Company*

*2517 Victoria Ave, Regina, SK S4P 0T2*

*(306) 777-0170*

Regina Public Library - Central and Children's Branch

*2311 12 Ave, Regina, SK S4P 0N3*

*(306) 777-6000*

Name: \_\_\_\_\_

# Setting

Where a story takes place

Draw the setting:

Describe the setting:

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The setting of the story is:

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Would the story change if the setting were different? How?

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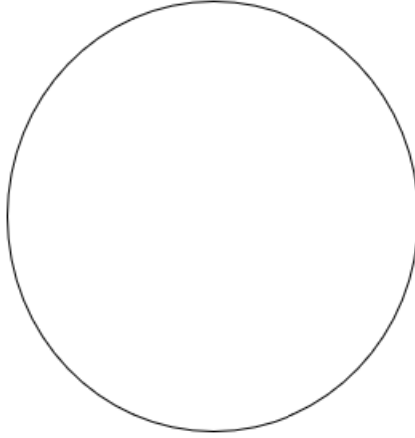
Name: \_\_\_\_\_

# Characters

Who is in the story

**The protagonist**

\_\_\_\_\_



**External characteristics**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Internal characteristics**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**External characteristics**

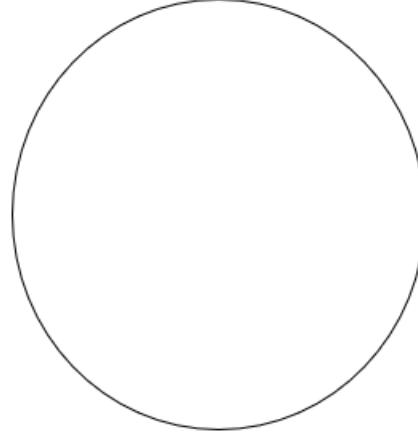
\_\_\_\_\_  
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\_\_\_\_\_

**Internal characteristics**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Antagonist**

\_\_\_\_\_



Name: \_\_\_\_\_

# Problem & Solution

What happens in a story

Problem...

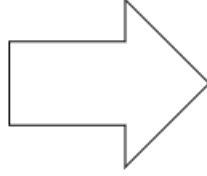
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Solution...

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# Brainstorming

## Who are your characters?

Protagonist	Antagonist
Name: _____	Name: _____
External Characteristics: _____ _____ _____	External Characteristics: _____ _____ _____
Internal Characteristics: _____ _____ _____	Internal Characteristics: _____ _____ _____

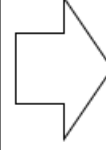
## Setting

Where will your story take place?

What are some adjectives you can use to describe the setting?

## Problem

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

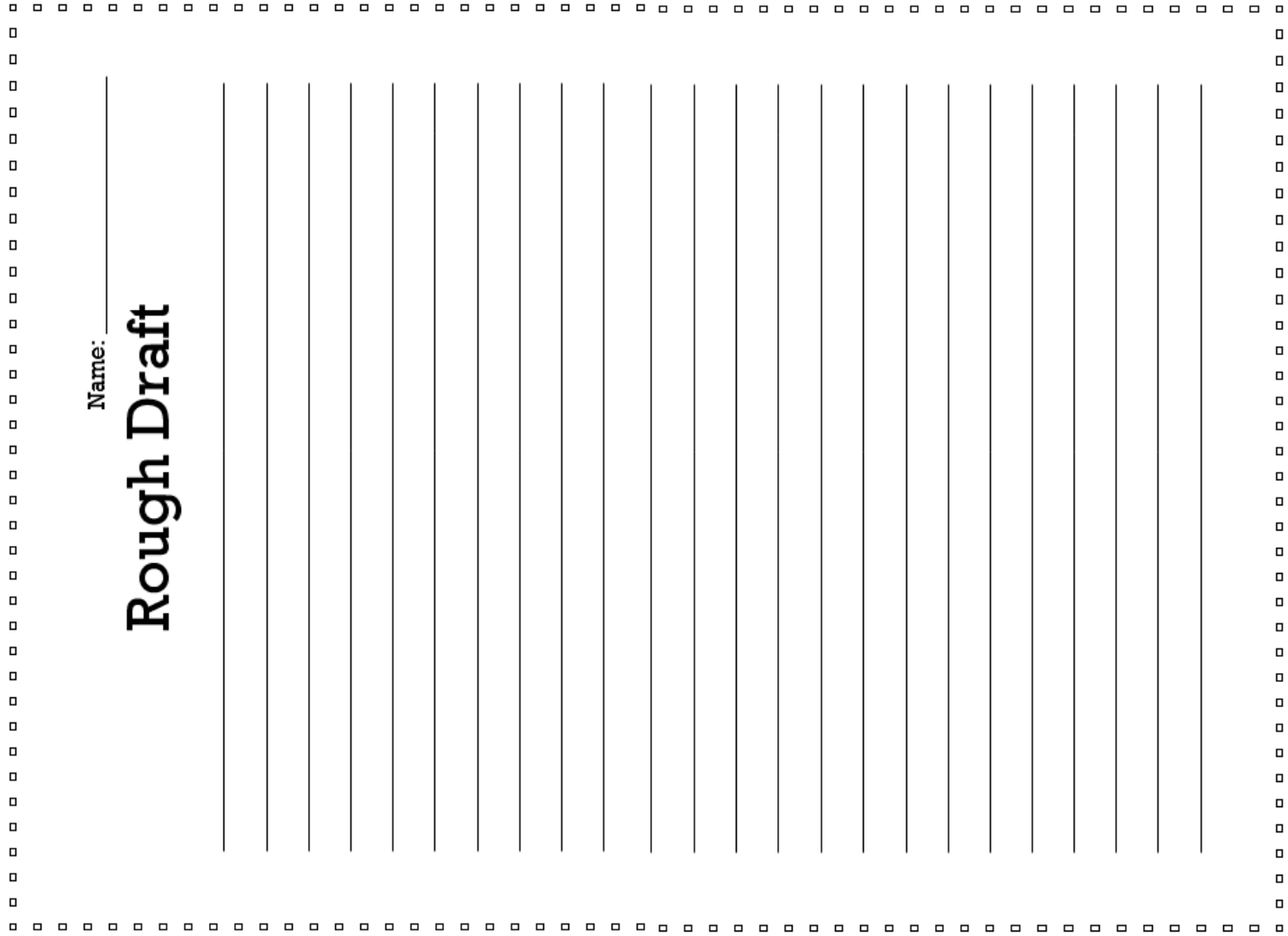


## Solution



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Rough Draft





<b>Short Story Evaluation</b>		
Student Name: _____		Date: _____
		
<b>Setting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Setting is unclear</li> <li><input type="checkbox"/> Limited description</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Setting is clear</li> <li><input type="checkbox"/> Uses adjectives and sensory details to describe setting</li> </ul>
<b>Characters</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Protagonist/antagonist is missing</li> <li><input type="checkbox"/> Characteristics of characters are not described</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Protagonist and antagonist are easily identified</li> <li><input type="checkbox"/> Uses adjectives to describe both internal and external characteristics</li> </ul>
<b>Problem &amp; Solution</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is no problem or solution</li> <li><input type="checkbox"/> Does not support problem and solution with details</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses various nouns, verbs, adjectives, and adverbs to explain the problem and solution in detail</li> </ul>
<b>Quality of Writing</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some steps are missing in pre-writing</li> <li><input type="checkbox"/> Grammatical or spelling errors are present</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows each of the pre-writing steps</li> <li><input type="checkbox"/> Little to no grammatical or spelling errors</li> </ul>
<b>Comments:</b>		

References

Brice, M. (2019). ELNG 310: Unit Planning [PowerPoint]. University of Regina.

Gay, D. (n.d.). Setting Worksheet. Retrieved from <https://www.teacherspayteachers.com/Product/Setting-Worksheet-2931326>.

Saskatchewan Ministry of Education. (2010). *English Language Arts 3*. Retrieved from <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=29>