

Big Blue Blocks and Literature Analysis

Common Core State Standards – English Language Arts

Reading Literature

CCSS.ELA.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA.RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA.RL.3.7 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).

CCSS.ELA.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Speaking and Listening

CCSS.ELA.SL.3.1 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.

CCSS.ELA.SL.3.2 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.

CCSS.ELA.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CCSS.ELA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

1.4 Writing

CCSS.ELA.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA.W.3.3b Use dialogue and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA.W.3.3c Use temporal words and phrases to signal event order.

CCSS.ELA.W.3.3d Provide a sense of closure.

Third Grade Unit Plan: Literature Analysis

Essential Questions: How does changing the setting of a story impact its events? Why does an illustrator choose certain colors and media?

Unit Objectives:

- Students will be able to

Reading

- Ask and answer questions about the text, referring to text to support responses.
- Explain how a story's central message is conveyed in text.
- Describe how a character's actions contribute to the sequence of events.
- Identify nonliteral language and explain its effect on the story.
- Refer to specific scenes of a text when describing the events of the story.
- Explain the author's point of view.
- 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).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Speaking & Listening

- Engage in collaborative discussions about grade-level texts.
- Determine the main idea and supporting details of a text read aloud.
- Retell a story with relevant details.
- Create engaging recordings of stories that demonstrate fluid reading at an understandable pace, adding visual displays to emphasize certain details.
- Speak in complete sentences in order to provide clarification.

Writing

- Write a narrative to develop imagined events.
- Establish a narrative situation and organize events in a natural sequence.
- Use actions to show a character's feelings and response to a situation.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Materials Required:

Stories: Two illustrated stories written by author, preferably written about the same character. The stories must have uniquely different settings from one another. The illustrations should capture mood and each story ideally represents a different mood.

Big Blue Blocks

- 105 Piece Big Blue Blocks Set

- 70 Piece Medium Blue Block Set
- 500 Piece Small Blue Block Set

Student journals and pencils

Chart paper and markers

20 Cards to fit Medium Blue Block Squares

An index cards for each student

Tablets for recording photographs and videos

Access to a classroom smart board or a copy machine

<i>Title</i>	<i>Standard(s)</i>	<i>Lesson Description</i>	<i>Assessment</i>
<p><i>Day 1:</i> <i>Story 1 Read-Aloud</i></p>	<p>CCSS.ELA.RL.3.3 CCSS.ELA.RL.3.5 CCSS.ELA.RL.3.7 CCSS.ELA.RL.3.9 CCSS.ELA.SL.3.1 CCSS.ELA.SL.3.2 CCSS.ELA.SL.3.6</p> <p>Materials:</p> <p><i>Story 1</i></p> <p>Three-column chart</p> <p>Means for students to draw and write about the story</p>	<p>Summary: Teacher will engage thinking and read aloud <i>Story 1</i>. Class will discuss the main character and plot of the story, practicing speaking in complete sentences. Teacher will begin the three-column chart and record key events as students share. Then students will discuss how illustrations enhance the story.</p> <p>Before reading: Introduce the story <i>Story 1</i>. Draw attention to the author and illustrator of the story before beginning the read-aloud.</p> <p>Ask: “What questions might you ask yourself while you’re listening to the story?” (Do not answer these questions; the exercise is intended to engage students’ metacognition of their own analysis process.)</p>	<p>Pre-assessment: Setting</p> <p>Draw the setting of the story. Write a sentence answering the question: How is the setting important to the plot (or events) of the story?</p>

		<p>While reading: Pause to think-aloud how the protagonist’s actions show what the protagonist wants (motivation).</p> <p>After reading: Ask: “What did the protagonist want? What obstacles did the protagonist encounter?”</p> <p>First establish the beginning of the story, ideally referencing the protagonist’s primary motivation.</p> <p>Then model speaking in complete sentences and referring to the applicable scene.</p> <p>“In the scene where Jasmine is tending to the school garden, the stubborn weeds are a problem she overcomes by using the weed tool.”</p> <p>Use the sentence stem: “In the scene where _____, [problem] [solution].”</p> <p>Three-column chart: On a three-column chart, write the key events on the left, in the <i>Story 1</i> column.</p> <ol style="list-style-type: none"> 1.) Beginning, establishing the protagonist’s motivation. 2.) Key Event (obstacle, solution) 3.) Key Event (obstacle, solution) 4.) Key Event (obstacle, solution) 5.) Protagonist Achieves Goal (resolution) 	
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		<p>Work with the students to find an illustration from the story that represents an important scene from the story. If your class had to show another class the main idea of the story with just one illustration, which illustration would be best? You may wish to scan this image to send in Day 3's message home.</p>	
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<p><i>Day 2: Build Setting and Retell Story 1</i></p>	<p>CCSS.ELA.RL.3.2 CCSS.ELA.SL.3.2 CCSS.ELA.SL.3.4 CCSS.ELA.SL.3.5</p> <p>Materials:</p> <p>Groupings: Recommend 3 students per group</p> <p><i>Story 1</i></p> <p>Sequence of Events Notes Index Cards Tape Medium Kids Building Blocks Set Small Blocks Set Tablet Assessment prompt</p>	<p>Summary: Class will review <i>Story 1</i> sequence of events. Students will be assigned roles and grouped in threes. Students will build the setting, write, and record an interview about the key events.</p> <p>Review: Review the sequence of events from yesterday's discussion notes.</p> <p>Ask: "How does the author show us the main message of the story?"</p> <p>Number the sequence of events, refining the notes where necessary to reflect the plot of the story. You may wish to limit the number of events to about five.</p> <p>Assign group roles: Writer/Recorder, Builder/Interviewer, Builder/Analyzer</p> <p>Write: Assign one Writer/Recorder per group to write one of the numbered events on a card. Adhere each card to a Medium Kids Building Blocks Set square block.</p> <p>Build: While students are writing the events, have the Builder/Interviewer and Builder/Analyzer collaborate in small groups to build the setting of the story using Small Blocks. The Writer/Recorders should place their square blocks in sequence at a location that everyone can easily view or access. (Keep these blocks and their notes safely</p>	<p>Teacher Observation: Setting and Referencing Scenes from the Text</p> <p>Teacher circles room making note of participation and understanding of setting and plot.</p> <ol style="list-style-type: none"> Collaborate with your team to build or represent the setting of the story using Small Blocks. <p>(Note: Adjust this prompt as needed. If there are multiple key scenes, you may wish to distribute scenes amongst groups.)</p> <ol style="list-style-type: none"> Discuss with your partner: What did the protagonist want? What obstacles did the protagonist encounter? <p>The Builder/Interviewer will interview the</p>
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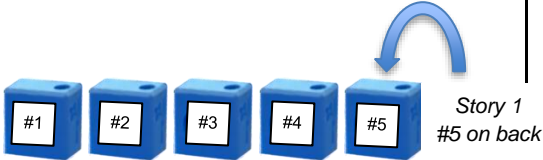


		<p>in the classroom as they will be used again in future lessons.)</p> <p>Record: The Builder/Interviewer will interview the Builder/Analyzer about the setting. The Writer/Recorder will record the interview. Students may refer to the square block notes.</p> <p>After recording the interview, ask each Writer/Recorder to photograph their group’s model of the setting.</p>	<p>Builder/Analyzer about the setting. The Writer/Recorder will record the interview.</p> <p>(Note: Pause here to model an interview between students if they don’t already know how to do this. You may liken it to pair-share where one student is asking the other student two or three questions.)</p> <p>(Note: Give an opportunity to the Builder/Interviewer s to think of their own questions. If any student asks critical thinking questions, share these aloud with the whole group as a model of deep thinking. Suggest other questions, such as ‘Could [event from story] happen if the story was set in [a different location, season, etc.]?’)</p>
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			<p>(Note: Make note of any Builder/Analyzer who references a specific scene from the story to illustrate or provide context for their response. Share these statements with the whole group as evidence of CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon.)</p>
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<p style="text-align: center;"><i>Day 3</i> <i>Story 2 Read-Aloud</i></p>	<p>CCSS.ELA.RL.3.1 CCSS.ELA.RL.3.5 CCSS.ELA.RL.3.7 CCSS.ELA.RL.3.9 CCSS.ELA.SL.3.1 CCSS.ELA.SL.3.6</p> <p>Materials:</p> <p style="text-align: center;"><i>Story 2</i></p> <p>A digital scan of the story to display on the class screen or on student devices.</p> <p style="text-align: center;">Think-Pair-Share pairings</p> <p style="text-align: center;">Cards</p> <p>The five medium square blocks with sequence of events from Day two.</p>	<p>Summary: Previous <i>Story 2</i> and make connections between the author and illustrator of <i>Story 1</i> and <i>Story 2</i>. Reflect on how illustrations enhance the meaning of the text and show more about the setting and mood. Students will refer to specific scenes when discussing the story. Record key events on the three-column chart and the Medium Square Blocks.</p> <p>Before reading: Introduce the story <i>Story 2</i>. Draw attention to the author and illustrator of the story before beginning the read-aloud.</p> <p>Ask: “Do you recognize the author and illustrator? What similarities might this story have with <i>Story 1</i>?”</p> <p>While reading: Pause to look at two or three illustrations throughout the story. Use the term <i>scene</i> when referring to specific parts of the story.</p> <p>Ask: “How does this illustration make you feel? Why? Why do you think the illustrator chose to use these colors? These materials?”</p> <p>Ask: “Does the illustration show any additional information that isn’t included in the text? How does the illustration show what’s happening in this scene?”</p> <p>After reading:</p> <p>1.) Have students think-pair-share to the prompt: “What can you ask your partner about the end of the story? Challenge:</p>	<p style="text-align: center;">Teacher Observation: Setting and Referencing Scenes from the Text</p> <p>Continue your observational notes on setting and referencing specific scenes from the text, making an intentional effort to listen in and interact with students you were unable to observe on Day 2.</p> <p>3.</p>
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		<p>Try to think of a smart question that begins with the words “How does ____.” [Give thinking time.]</p> <p>“Now turn to your partner. Partner A will ask Partner B their question. Challenge: Partner B, when you answer, try to begin with “In the scene where _____”</p> <p>(Make observational notes as indicated in <i>Assessments</i>.)</p> <p>2.) (Optional) Have students think-pair-share to the prompt: “What can you ask your partner about the setting of the story? Think of a question that begins with the word ‘How’. [Give think time.] Now, this time Partner B will ask the question and Partner A will respond.”</p> <p>Ask: “What does the protagonist want to get or achieve? What is an obstacle the protagonist overcomes? How does the protagonist achieve their goal?”</p> <p>First establish the beginning of the story, ideally referencing the protagonist’s primary motivation.</p> <p>Then model speaking in complete sentences and referring to the applicable scene.</p> <p>“In the scene where Jasmine is tending to the school garden, the stubborn weeds are a problem she overcomes by using the weed tool.”</p>	
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		<p>Use the sentence stem: “In the scene where _____, [problem] [solution].”</p> <p>Three-column chart: On the three-column chart, write the key events on the right, in the <i>Story 2</i> column. These events should closely match those on the square blocks.</p> <ol style="list-style-type: none"> 1.) Beginning, establishing the protagonist’s motivation. 2.) Key Event (obstacle, solution) 3.) Key Event (obstacle, solution) 4.) Key Event (obstacle, solution) 5.) Protagonist Achieves Goal (resolution) <p>Write student responses on cards. Like on Day 1, organize student ideas into about five sequential key events. Turn around the square blocks from Day 2 and have students adhere the sequence of events from <i>Story 2</i>.</p>  <p>Discuss: Send students into small groups to discuss which illustration from the story best captures the central message of the story. (Optional: Each group sends</p>	
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		<p>a representative to the front to share which illustration their group chose and why.) Work with students to come to a consensus; guide them to choose a scene that best captures the main idea or the resolution of the story.</p> <p>Moving forward, the students will continue working in small groups. Half of the groups will work with <i>Story 1</i> and half will work with <i>Story 2</i>.</p> <p>Message Home: We are reading <i>Story 1</i> and <i>Story 2</i> this week. The students are discussing how the setting of a story influences the events of the story. They are also analyzing story illustrations for how they add to the text, setting, and mood of the story.</p> <p>Here is an image from each story. On [date that you will be working on <i>Day 5</i>], the students will be building these scenes with their Big Blue Blocks. [Group 1 student names] will be building scene #1 and [group 2 student names] will be building scene #2.</p> <p>You may wish to view your child's image together and choose one or two objects that reflect the mood or details of the scene. Sample objects include objects from the illustration or that would be found in such a scene, objects or props that share the mood of the illustration, or bedsheets in a color that matches the mood of the scene (so students can drape them over portions of their Big Blue Block structures and create enclosures).</p>	
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		<p>If you'd like to send your objects with your child before <i>Day 6</i>, your child can use the objects to enhance their scene. Ideas include:</p>	
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<p><i>Day 4: Compare Story 1 and Story 2</i></p> <p><i>Build and Write About Scenes</i></p>	<p>CCSS.ELA.RL.3.1 CCSS.ELA.RL.3.5 CCSS.ELA.RL.3.7 CCSS.ELA.RL.3.9 CCSS.ELA.SL.3.1 CCSS.ELA.SL.3.2</p> <p>Materials:</p> <p>Small Blue Blocks</p> <p>Three-Column Chart</p> <p>Journals or Clipboards with Paper</p> <p>Pencils</p> <p>Tablet or Camera</p>	<p>Summary: Students will compare <i>Story 1</i> and <i>Story 2</i>. Then they will build a model of a scene from their respective stories. Students will draw and write about their models using shared writing. Then students will share and explain their drawings using complete sentences to refer to the specific scene.</p> <p>Review: In whole group, ask students to turn to their partner to briefly discuss the events of <i>Story 1</i>, <i>report back</i>, and then <i>discuss the events of Story 2</i>.</p> <p>Compare: Ask for similarities between the two stories' plots, settings, and illustrations. Write relevant similarities in the middle column of the three-column chart.</p> <p>Build: Students will form two groups: <i>Story 1</i> and <i>Story 2</i>. Using Small Blocks, students will collaborate to build a scene representative of their respective stories. This scene likely matches the representative illustration chosen from the story.</p> <p>It is possible to further divide students to create multiple scenes from the story, but on Day 5, students will collaborate to build only one scene – the scene that matches the representative illustration.</p> <p>Discuss: As the teacher rounds the room, ask students to discuss their scene. They should reference the setting and which events happened here. Make a point to interact with students for whom you've</p>	<p>Observational Notes: Continue Observational Notes</p> <ol style="list-style-type: none"> 1.) Describe and compare plots of stories. 2.) Explain the relationship between scene and plot. <p>Shared Writing in Journal:</p> <p>Draw and write about the scene model.</p>
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		<p>yet to record adequate observational notes.</p> <p>Model Shared Writing: Bring students to the front of the class and create a circle of about six students. Join the circle so you can model for the whole class how to do the shared writing activity.</p> <p>Explain that the students are going to draw a quick sketch from one of the stories' scenes. You may wish to set a timer for the drawing. Explain that each student may look at the student to their right and left for ideas while they are writing.</p> <p>Model quickly drawing a scene on the paper in your lap, pretending to look at an imaginary drawing on the laps of the students to your left and right. Explain that the students feel happy inside that their friend is admiring their drawings and getting ideas for their own drawings.</p> <p>Then explain that you will write a sentence about the drawing. Again, you may wish to set a timer. Model beginning to write your sentence and then looking at the students to your right and left as you gather ideas for your writing.</p> <p>Shared Writing: Have students sit in a circle around or in front of the model they've built. Remind students that they will first draw the model and may look at the students to their left and right for ideas. Once the timer stops, they will then begin writing about their model.</p>	
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		<p>Have group helpers pass around pencils, clipboards and paper, or journals.</p> <p>Begin the timer.</p> <p>Share: If time allows, have students share their drawings with a peer.</p> <p>Document: Assign a recorder to photograph the structure their group has built.</p> <p>Collect: The drawings and photographs can be used to build Day 5's scenes.</p>	
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<p><i>Day 5: Build and Act Scenes</i></p>	<p>CCSS.ELA.RL.3.2 CCSS.ELA.RL.3.3 CCSS.ELA.RL.3.7 CCSS.ELA.RL.3.9 CCSS.ELA.SL.3.1 CCSS.ELA.SL.3.2 CCSS.ELA.SL.3.4 CCSS.ELA.SL.3.5</p> <p>Materials:</p> <p>Big Blue Blocks</p> <p>Materials to enhance setting and reflect mood</p> <p>Three-column chart</p> <p><i>Story 1 and Story 2</i> groupings</p> <p>Index cards with the letters A, B, and C - enough cards for each student to be assigned a letter</p>	<p>Summary: Students will build a scene from their story using Big Blue Blocks. They will enhance their scene using materials from school and home. Students will consider the mood and setting of their scene. Students will be divided into groups of three and assigned roles. The students will collaborate to build a prop using the Big Blue Blocks, then the actor will act out an event from the story. Then the play will be performed in front of the whole group.</p> <p>Build: Have students review the drawings of their models.</p> <p>In their <i>Story 1</i> and <i>Story 2</i> groups, students will build the setting of the story using the Big Blocks.</p> <p>Add materials: Allow time to complete and perfect the structures before adding materials. Students may add any materials sent in by caregivers.</p> <p>You may also wish to provide a collection of materials that students can choose from. Refrain from providing materials directly. Allow students to choose materials that match the setting and mood of their story.</p> <p>Photograph each structure when completed.</p> <p>Review events: Call students to discuss their setting with a partner from the opposite group. Then review the story events from the three-column chart.</p>	<p>Scene Building</p> <p>Students collaborate to build their scene, incorporating setting and mood.</p> <p>Take a photograph of each structure as evidence.</p> <p>Scene Acting</p> <p>Student A acts a scene from their story. Then all Student As perform the five events for the class.</p> <p>Photograph the small groups with the props they have built.</p> <p>Record each play.</p>
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		<p>Show the square blocks as you review the events: first <i>Story 1</i> and then turning the blocks to show <i>Story 2</i>.</p> <p>Build props: Explain to students that five will act the key events of the story. Assure them that each student will get a chance to act.</p> <p>Explain that the actors will each act one of the scenes from the story. They may each play the protagonist in different key scenes or, if there are enough characters, they may all play one character throughout each scene.</p> <p>Show students how they may use a Big Blue Block as a prop. A prop is something the character uses to show what is happening or to show their personality and motivations. For example, a mandolin may be made using a Lil' Cheese and Plug to show that the character loves music so much that she carries around an instrument wherever she goes.</p> <p>Group students in threes; give each group a scene from the story to act out and assign each student the letter A, B, or C. Letter A will be the first actor from each group. The students will build a prop together in their small groups.</p> <p>Circle to photograph small groups with their props. Have students hold up their group letter so you can reference their assignments when regrouping on Day 6.</p>	
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		<p>Act: When finished building their props, the actors practice acting their scene. Multiple actors can practice at once, if practical, performing for their small groups.</p> <p>Perform: Call the whole group to the <i>Story 1</i> structure. Have the five actors act events 1-5 sequentially. Refer to the Square Blocks as they act their event. Record the perform. Then switch to <i>Story 2</i> and record. Remind students that all students will have a chance to act this week.</p> <p>If practical, leave structures up for Day 6.</p>	
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<p style="text-align: center;"><i>Day 6: Act Events of One Story in the Scene of the Other</i></p>	<p>CCSS.ELA.RL.3.1 CCSS.ELA.RL.3.2 CCSS.ELA.RL.3.3 CCSS.ELA.RL.3.5 CCSS.ELA.RL.3.9 CCSS.ELA.W.3.3</p> <p>Materials:</p> <p>Big Blue Blocks</p> <p>Setting/ Mood Materials</p> <p>A, B, C Small Groupings (refer to photographs from yesterday)</p> <p>Square Blocks with Events</p> <p>Event Cards: Each event written on a separate card to pass out to today's actors.</p> <p><i>Example: Story 1, Event #3, Jasmine pulls weeds from garden</i></p> <p>Tablets to record the play</p>	<p>Summary: Students will rejoin their small groups. A second student will become the actor today. The students will swap events: <i>Story 1</i> events will be performed in the <i>Story 2</i> scene and vice versa. Students will build their props using Big Blue Blocks and collaborate to adapt their event to the setting. Students will record the scene in their small groups and write the adapted scene in their journals.</p> <p>Build: Have students rebuild their structures if necessary.</p> <p>Discuss: Regroup students in their small acting groups. Explain that this time, Student B will be the actor. The catch is that Student B will be acting an event from the other story. However, they will continue to use their own setting.</p> <p>Note that they may adapt the change to work in their setting but may not use magic or fantasy to do so. Provide an example.</p> <p>Pass out the cards with the events from the other story. Have each small group review the event and build a prop.</p> <p>Act and Record: Have Student B practice acting their event. Assign an observer from each group to record the play.</p> <p>Circle to ask how the event changes in their new setting. Is it possible for these events to take place in this setting? What</p>	<p>Observation: Connecting Plot and Setting</p> <p>Scene Acting Student B acts a scene from the other story.</p> <p>Assign a student from each group to record their group's play.</p> <p>Collect journal entries. Evaluate for an understanding of how events relate to the setting of a story.</p>
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		<p>must change to make their event possible? Ask how realistic these changes would be in an actual story.</p> <p>(Optional adaptation: Have the group gather around one structure and play with turning the Square Blocks to change the events as the students are acting, requiring students to change course while acting.)</p> <p>Write: Students write their adapted scene in their journals.</p> <p>Example: Jasmine discovers a forgotten envelope that has fallen behind the mail drop in the post office. Flowers have started sprouting from the corners of the envelope. Jasmine realizes that someone had tried to mail a packet of seeds.</p>	
<p><i>Day 7:</i></p> <p><i>Act Alternative Versions of the Story</i></p>	<p>CCSS.ELA.RL.3.4 CCSS.ELA.RL.3.6</p> <p>Materials:</p> <p>Big Blue Blocks</p> <p>Setting/Mood Materials</p> <p>A, B, C Small Groupings (refer to photographs from yesterday)</p> <p>List of figurate language from the</p>	<p>Summary: The third student from each group will act out a scene this time. The student will change the scene by acting from the perspective of a different character, acting figurative language from the story as though it were literal, or acting out a problem from the story but changing the solution.</p> <p>Point of View: Discuss with the students the point of view of the story; both 1st, 2nd, and 3rd point of view and from which character's point of view the story is told. Ask why they think the author didn't write from another point of view.</p> <p>Figurative Language: Have students find examples of figurative language</p>	<p>Recording:</p> <p>Acting Alternatives to the Story</p>

	<p>story, written together in class</p>	<p>from the story. Write these on a large chart paper.</p> <p>Student C Acts: Returning to the Big Block scene from the previous two days, explain that Student C will have their turn to act.</p> <p>This time, student C will get a choice:</p> <ul style="list-style-type: none"> • Act the story from the perspective of a different character. • Act out some figurative language from the story as though it were literal. • Or think of one problem the protagonist encountered and act out a different solution to the problem. <p>Model each example. Then brainstorm several ideas together with the class. Have students turn to their small group partners and discuss the idea Student C wants to act. It could be an idea from the brainstorm or a novel idea.</p> <p>Have students build props and practice the scene.</p> <p>Circle to record.</p>	
<p><i>Days 8-10:</i></p> <p><i>Rewrite the Story</i></p>	<p>CCSS.ELA.RL.3.2 CCSS.ELA.RL.3.3 CCSS.ELA.RL.3.4 CCSS.ELA.RL.3.6 CCSS.ELA.RL.3.7</p>	<p>Summary: Students will engage in the class’s established writing process to write a new narrative based on changes to the original story. Students will perform a short play of one scene from</p>	<p>Summative Assessment:</p> <p>Students write a new version of their</p>

	<p>CCSS.ELA.RL.3.9 CCSS.ELA.W.3.3 CCSS.ELA.W.3.3a CCSS.ELA.W.3.3c CCSS.ELA.W.3.3d</p> <p>Materials:</p> <p>Journals or writing process templates</p> <p>Medium or Small Blue Blocks</p> <p>Art paper and an assortment of media suitable for an illustration</p>	<p>their story using the Small Blue Blocks. Students will create an illustration of the scene, showing mood by use of color or media. Students will share their stories, illustrations, and plays with peers or caregivers.</p> <p>Prewriting: Using your established writing process, brainstorm ideas with the students for how they can write their own version of the story using ideas from the past few days:</p> <ul style="list-style-type: none"> • Changing the setting and events of the story • Changing the point of view • Changing solutions • Changing figurative to literal <p>You may wish to have students do this activity in the shared writing circles like on Day 4.</p> <p>Draft: Applying your established writing process, help students to organize the ideas for their story.</p> <p>CCSS.ELA.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA.W.3.3c Use temporal words and phrases to signal event order.</p>	<p>story, using ideas that they have explored over the past few days.</p> <p>Recordings: Students act out their stories in a puppet show.</p>
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		<p>CCSS.ELA.W.3.3d Provide a sense of closure.</p> <p>Revise and Edit: Have students build a scene from their story using Medium or Small Blue Blocks. They may use blocks as puppets of the story’s characters.</p> <p>Put on a play of once scene from their story for a partner. Do the setting and events make sense the way they’ve been written?</p> <p>Students work with their partner to revise and edit their writing.</p> <p>Illustrate: Students create an illustration of one scene of the story, choosing color to represent the mood.</p> <p>Publish: Students publish their final story. Students may wish to put on a full play using Medium or Small Blue Blocks.</p> <p>Share: Share stories, photographs, and recordings with another class and with home.</p> <p>(Optional) Put on a play for peers from another class or for families.</p>	

Day 4

Compare Story 1 and Story 2

Build and Write

Standards	<p>1.3 Reading Literature</p> <p>CCSS.ELA.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> • CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon. • CCSS.ELA.RL.3.7 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). • CCSS.ELA.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <p>1.5 Speaking and Listening</p> <ul style="list-style-type: none"> • CCSS.ELA.SL.3.1 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. • CCSS.ELA.SL.3.2 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.
Materials	<ul style="list-style-type: none"> • Small Blue Blocks • Three-Column Chart • Journals or Clipboards with Paper • Pencils • Timer • Tablet or Camera

<p>Learning Objectives</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about the text, referring to text to support responses. • Refer to specific scenes of a text when describing the events of the story. • 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). • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. • Engage in collaborative discussions about grade-level texts. • Determine the main idea and supporting details of a text read aloud.
<p>Anticipatory Set</p>	<p><i>Activate Prior Knowledge:</i></p> <p>Review: Students will turn to their partner to briefly discuss the events of <i>Story 1</i>, report back, and then discuss the events of <i>Story 2</i>.</p> <p>Compare: Ask for similarities between the two stories’ plots, settings, and illustrations. Write relevant similarities in the middle column of the three-column chart.</p> <p><i>Preview Lesson:</i> Explain that students will collaborate to build a scene from either <i>Story 1</i> or <i>Story 2</i> using the Small Blue Blocks. Then they will draw and write about their scene. Ask students which <u>illustration</u> best represents each story. Encourage students to use the term <u>scene</u> when responding. Prompt students to discuss how they might best represent the <u>setting</u> of this scene using the Small Blue Blocks.</p> <p>Build: Students will form two groups: <i>Story 1</i> and <i>Story 2</i>. Using Small Blocks, students will collaborate to build a scene representative of their respective stories. This scene likely matches the representative illustration chosen from the story.</p> <p>It is possible to further divide students to create multiple scenes from the story, but on Day 5, students will collaborate to build only one scene – the scene that matches the representative illustration.</p>

	<p>Discuss: As the teacher rounds the room, ask students to discuss their scene. They should reference the setting and which events happened here. Make a point to interact with students for whom you've yet to record adequate observational notes.</p>
<p>Teaching & Modeling</p>	<p>Whole group: Bring students to the front of the class and create a circle of about six students. Join the circle so you can model for the whole class how to do the shared writing activity.</p> <p>Explain that the students are going to draw a quick sketch from one of the setting they've built. You may wish to set a timer for the drawing. Explain that each student may look at the student to their right and left for ideas while they are writing.</p> <p>Model shared drawing: Model quickly drawing a setting on the paper in your lap, pretending to look at an imaginary drawing on the laps of the students to your left and right and at a Small Blue Blocks model in front of you. Explain that the students feel happy inside that their friend is admiring their drawings and getting ideas for their own drawings.</p> <p>Model shared writing: Then explain that you will write a sentence about the drawing. You will use words like <i>scene</i>, <i>setting</i>, <i>problem</i>, <i>character</i>. Again, you may wish to set a timer. Model beginning to write your sentence and then looking at the students to your right and left as you gather ideas for your writing.</p>
<p>Guided Practice</p> <p>Check for Understanding</p>	<p>Shared Writing: Have students sit in a circle around or in front of the model they've built. You may want to post a list of the target terms: <i>scene</i>, <i>setting</i>, <i>problem</i>, <i>character</i>.</p> <p>MODIFICATIONS FOR RELUCTANT WRITERS: Some students struggle with their writing. If you need to keep this private from other students, or if the student may be embarrassed about sharing their writing, employ a modification as needed.</p> <ul style="list-style-type: none"> • Seat the students in an open circle with the student on the end next to a coteacher. In this way, only the coteacher is getting ideas from the student's paper. The coteacher should also get ideas from their other side so as not to single out the student.

	<ul style="list-style-type: none"> • Ask the student to draw the model on a piece of construction paper so you can keep it for your records. • Prepare some key words in advance for your student to refer to as they write. These words may be written on the left side of their journal so they can write on the right side. • Preteach the activity so the student already has a sentence prepared in the journal. <p>Remind students that they will first draw the model and may look at the students to their left and right for ideas. Once the timer stops, they will then begin writing about their model.</p> <p>Have group helpers pass around pencils, clipboards and paper, or journals.</p> <p>Begin the timer.</p> <p>Circle to coach students on how to get ideas from their partners' papers. If a student seems reluctant to share because they are protective of their work, encourage them to smile and feel glad that their peer likes their ideas.</p> <p>NOTE: You know your students best. If a student is embarrassed about their writing, you can reassign them to another task, such as drawing a picture of their model for you on a separate card so you have it for your records, or rewriting the block organization labels to help you and the class.</p>
<p>Independent Practice</p>	<p>Share: Have students share their drawings and read their writing to a peer from another group. Prompt students to use the sentence stem when introducing their writing.</p> <p>“I wrote about the scene where [main character] [encounters or solves] [problem].”</p> <p>Record the discussion or take observational notes.</p> <p>Document: Assign a recorder to photograph the structure their group has built.</p>

	<p>Collect: The drawings and photographs can be used to build Day 5's scenes.</p>
<p>Evidence of Learning</p>	<p>Small Blue Blocks Structure (Photographs, Observational Notes)</p> <ul style="list-style-type: none"> ● Engage in collaborative discussions about grade-level texts. ● Determine the main idea and supporting details of a text read aloud. ● 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>Journal Entries</p> <ul style="list-style-type: none"> ● Determine the main idea and supporting details of a text read aloud. ● Refer to specific scenes of a text when describing the events of the story. ● 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>Discussion (Recording, Observational Notes)</p> <ul style="list-style-type: none"> ● Ask and answer questions about the text, referring to text to support responses. ● Refer to specific scenes of a text when describing the events of the story. ● Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.