

Unit Title: Personal Narrative - Graphic novel memoirs

Grade Level: 3

Subject Area: Language Arts - Writing

Duration/Length/Number of class periods: 10 class periods

Description:

This unit asks third grade students to write memoirs that focus on real events in their lives surrounding the COVID-19 pandemic using a graphic novel format. In the third grade Memoir unit, personal narrative is expanded further by the expectation that the writer will include a reflection on the significance of the event or events depicted.

Students will have just finished a personal narrative of their choice in a traditional format. This unit will allow them to focus on one shared event and look at it from the wide range of perspectives in the classroom community.

This format will allow students to explore ways to include dialogue and thinking in a new way. Through the use of thought bubbles students will tell the internal story –their thoughts, feelings or reactions to the COVID-19 pandemic.

Established Goals (National, State, Local):

MN-3.6.3.3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: (a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) Use temporal words and phrases to signal event order. (d) Provide a sense of closure.

CCSS.ELA-LITERACY.W.3.3

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

CCSS.ELA-LITERACY.W.3.3.A

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

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

What **Enduring Understandings** are desired?

Memoirists write to say something big or important about their life.

Memoirists write stories that include internal journeys---their thoughts, their feelings and their reactions.

Memoirists use conventions in standard written English (i.e. capitalization, punctuation, and spelling) to help readers understand written ideas.

What Essential Questions will be considered?

What changes have you seen in your community, and do these vary based on an individual or cultural perspective?
 How does perspective shape or alter truth?
 Why is including thoughts important components of personal narratives?

Students will know / be able to:

Students will be able to tell a story using dialogue and thoughts to express the perspective of the characters.
 Students will be able to use transition words and a sequence of events in their writing.

Description	<u>For ma tive</u>	<u>Su m ma tive</u>	Intro duct ory Acti vity	Lear ning Acti vity	Stud ent Tech nolo gy Use d	Teach er Tech nolog y Used	<u>ISTE Stand ards</u>
<p><u>Day 1 & 2: Whole group discussion, read aloud</u></p> <p>Read stories of past pandemic experiences and perspectives followed by a discussion. Students will brainstorm important events surrounding their experience with the COVID-19 pandemic and enter their thoughts into Padlet.</p> <p>Flu: Pandemic Influenza Story Book. Roxana Schultz from Illinois https://www.cdc.gov/publications/panflu/stories/1957_schultz.html</p> <p>Tekla Garbacz from Minnesota https://www.cdc.gov/publications/panflu/stories/imtale_garbacz.html</p> <p>Introduce using the graphic novel format to tell stories and provide examples of the graphic novel format.</p> <p>Using the website epic! for examples the students can explore.</p>			X		X	X	4a

https://www.getepic.com/app/search							
<p>Day 3-5: Independent work time drafting</p> <p>Students will spend this time developing their story lines and drafting their layout and panels for their graphic novels. Students with learning needs will get extra support with special education staff in and outside of the class work time.</p> <p>Gather students in a whole group discussion and provide examples around the ways to create a story panel. https://www.getepic.com/app/read/58789</p> <p>Student s will meet and have a conversation 1:1 with the teacher by the end of the week to review the outline of their Story.</p>	X			X		X	6
<p>Week 2 - Day 1 &2: Independent work time creating and revising</p> <p>Introduce Book Creators new graphic novel format. Note: students should be familiar with the app in general prior to this lesson. Tutorial for students: https://www.youtube.com/watch?v=vMYLaGD9Xjs https://bookcreator.com/</p> <p>Students will begin to design and put their stories into Book Creator on their iPads. Spending time picking the art and design of the stories as well as adding the writing.</p> <p>Students can explore and/or work with a partner with various sites. Unsplash Pixabay ChatterPix</p>				X	X	X	6b
<p>Day 3-5:</p> <p>Mid week students will use Kidblog to share their stories and do a peer evaluation and provide feedback to each other on the progress of their graphic novels.</p> <p>Students will share their final book at the end of week 2 on Seesaw.</p>	X	X			X	X	7a

Materials, tools and resources: iPad, paper, pencil, Book Creator app, Seesaw, Padlet, epic!, Kidblog, graphic novel template, and historical perspective text.

Supporting Students with Special Education Needs: The special education teacher and general education teacher will collaborate throughout the unit to best support students with special education needs.

Unit Plan Author: Julie Ryberg, Sean Slawik - Highwood Hills Elementary

Additional credit given to: Centers for Disease Control and Prevention Website for the stories given.