

Unit Title: The One and Only Ivan

Grade Level: 3rd

Subject Area: Reading

Duration/Length/Number of class periods: 5 weeks

Description: Students will use the novel The One and Only Ivan to practice and find character and theme. When the novel is finished students will create an inquiry project to explain how they would free Ruby if they were a different character in the story.

Established Goals (National, State, Local):

3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.1.2.2 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.

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

3.1.5.5 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.

3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.

3.1.9.9 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).

3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

ISTE Standards-

1.D-Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

3.A-Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3.D- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6.A- Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

What Enduring Understandings are desired?

Authors use free verse to enhance literary elements and give rich meaning to words.

The theme offers opinions for students to defend.

What Essential Questions will be considered?

How do the characters change throughout the novel?

What can we learn about animals and their habitats?

To what extent would you work to free Ruby? Why? How?

Students will know / be able to:

- Understand and work through a third-grade text.
- Create a plan to free Ruby using their own choice of technology.
- Teach the theme of the story to a friend.
- Argue my point of view.
- Compare and contrast characters in the story.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p>Days 1-5- Read/Discuss pages 1-100 Students will read the section and use Google classroom to respond and work through the text. Introduce google slides.</p> <ul style="list-style-type: none"> ● Students will be introduced to Google classroom where they will respond to character prompts. ● I will also explain and show students Google Slides. <ul style="list-style-type: none"> ○ Day 1- Reading day pages 1-33 ○ Day 2- Character Convos- <ul style="list-style-type: none"> ■ Students will choose a character to describe to a friend and explain how the two characters they have chosen interact with each other. They will match with different characters to see their relationships. ○ Day 3- Reading day pages 34-66 ○ Day 4-Character responses on Google classroom <ul style="list-style-type: none"> ■ Describe a character from the story. ■ Why do you like this character? ■ How might this character change throughout the story? ■ How would you feel if you were this character? ○ Day 5- Reading day pages 67-100 (show Google Slides) 	x		x		google classroom	google classroom	1.D
<p>Days 6-10- Read/Discuss pages 101-168 Students will read the sections and use Google classroom and Google slides to respond and work through the text. I will also introduce FlipGrid.</p> <ul style="list-style-type: none"> ● Students will look at the characters. They will describe and explain the characters they connect most with. They will make 1 Google slide explaining their favorite character. 	x			x	google classroom	google classroom	1.D

<ul style="list-style-type: none"> ● I will explain and show students FlipGrid. <ul style="list-style-type: none"> ○ Day 6- Character choices and begin google slide draft including- <ul style="list-style-type: none"> ■ Character ■ Description ■ Picture ■ Important role in the story- what would be missing if they were not in the story? ○ Day 7-Reading day pages 101-134 ○ Day 8- Finish Google Slide ○ Day 9- Reading day pages 135-168 ○ Day 10-Present Google Slide & intro to FlipGrid 							
<p>Days 11-15- Read/Discuss pages 169-270 Students will read the sections and use Google classroom and FlipGrid to respond and work through the text. I will also introduce Padlet.</p> <ul style="list-style-type: none"> ● Students will begin to think about theme this week. Students will list possible themes and how they can learn from them in their lives today. ● I will also introduce Padlet. <ul style="list-style-type: none"> ○ Day 11- Reading day pages 169-203 ○ Day 12-Students will respond on Google classroom all the themes they can learn from the story. We will then share and discuss. <ul style="list-style-type: none"> ■ Describe at least 2 things you can learn from this story. ○ Day 13-Reading day pages 204-237 ○ Day 14-Students will FlipGrid a theme and what they have learned. ○ Day 15-Reading day pages 238-270- Intro to Padlet 	x			x	google classroom flipgrid	google classroom flipgrid	1.D
<p>Days 16-20- Read/Discuss pages 271-300- start Research/Inquiry Students will read through the sections and use Google classroom and Padlet to respond. We will skill/comprehension test using Google forms. We will also begin choosing characters and researching ways to free Ruby.</p> <ul style="list-style-type: none"> ● Students will connect the characters and themes. ● They will also brainstorm ideas. <ul style="list-style-type: none"> ○ Day 16- Respond on Padlet how the characters are helping Ruby <ul style="list-style-type: none"> ■ Describe a character and tell me how they have helped Ruby ○ Day 17-Reading day pages 271-300 ○ Day 18-Summative assessment using Google forms. <ul style="list-style-type: none"> ■ https://forms.gle/ebPunCHS2CuEtrGU7 ○ Day 19-Discuss project and begin research <ul style="list-style-type: none"> ■ Choose animal to research-How are they related to an elephant? How do they interact? Ect ■ Why is it important to have animal rights? ○ Day 20-Research and choose character using Classroom 	x	x		x	google classroom Padlet Research	google classroom Padlet Research	1.D 3.A

<p>■ Tell me the animal you chose to rescue Ruby. Why?</p>							
<p>Days 21-25-Inquiry/Plan/Present Students will choose Padlet, Slides, or Flipgrid to explain their plan to rescue Ruby. <ul style="list-style-type: none"> ● Students will choose their path and describe the way they would free Ruby. Why it is important? They need to have at least 3 reasons why they would rescue Ruby. <ul style="list-style-type: none"> ○ Day 21- Research and begin drafts ○ Day 22- Drafting and Publishing ○ Day 23-Publishing and begin Presenting ○ Day 24-Presenting ○ Day 25-Presenting ○ Rubric (See Opinion) - https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a1986ced-21bd-446e-ae91-267570b7ca4a </p>		x		x	Multi ple	Multi ple	1.D 3.D 6.A

<p>Materials, tools and resources: Google slides, Google Classroom, Google Forms, Padlet, Flipgrid, The One and Only Ivan</p>
<p>Unit Plan Author Brooke VanEssen Luverne Elementary-b.vanessen@isd2184.net</p>
<p>Additional credit given to: The Book Umbrella Novel Study Resource from TPT</p>