

Unit Title: Reading: Toolbox for Understanding

Grade Level: 3rd grade

Subject Area: Literacy

Duration/Length/Number of class periods: initially 5 days, but eventually ongoing throughout the year

Description: To begin, the focus will be on story elements (characters, setting, & plot). Students will use knowledge they learn about story elements to help them develop a deeper understanding of fictional text. This skill will be added to a digital “Toolbox” that students will use independently during WIN (What I Need) time to continually practice reading strategies. This “toolbox” and lessons can be used over multiple disciplines (reading, science, health, and social studies), but will be mainly used with the reading curriculum and the weekly text.

Established Goals (National, State, Local):

3.1.1.1 Ask and answer questions to demonstrate understanding of a 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.

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

6c Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What Enduring Understandings are desired?

Readers need and use a range of skills to be a successful reader.

What Essential Questions will be considered?

Why is the character important in the text?

How does knowing the setting help a reader understand the text?

How does knowing the plot help a reader understand the text?

Students will know / be able to:

Students will be able to identify the characters, setting & plot from a fiction text.

Students will be able to use characters, setting & give examples of how changing one element would change the story.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards

Step 1- Introduce toolbox to students. Discuss (using the Story Element Anchor Chart) what story elements are and why they are needed in fiction text.			X		Seesaw Google Slides	Google Slides	
Step 2-After reading <i>A Fine, Fine School</i> , work as a class to create a response to the story elements (characters, setting and plot) of the text. (Found on Seesaw- see below.)	X				Seesaw	Seesaw	
Step 3- Students will complete the Seesaw activity “Ormie- Story element/challenge”	X				Seesaw	Seesaw	6a/c
Step - 4 Students will use the toolbox during WIN time to reflect on their self-selected reading and complete the story element button on the toolbox.	X				Seesaw		6a/c
Future Steps- Additional reading strategies will be added to the toolbox as they are taught in class.				X			

Materials, tools and resources:

Houghton Mifflin “Journeys” reading curriculum.

Seesaw

Google Classroom

["Ormie" by Arc Productions | Disney Favorite - YouTube](#)

Activity Library

Community School & District **My Library**



 Ms. Engebretson
 

Student Instructions

Story Elements Template

Use the template to identify the characters, setting and plot for the story you read.
Either use the text tool, or the pen, or record your voice to tell the story elements.

Students will edit this template



Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

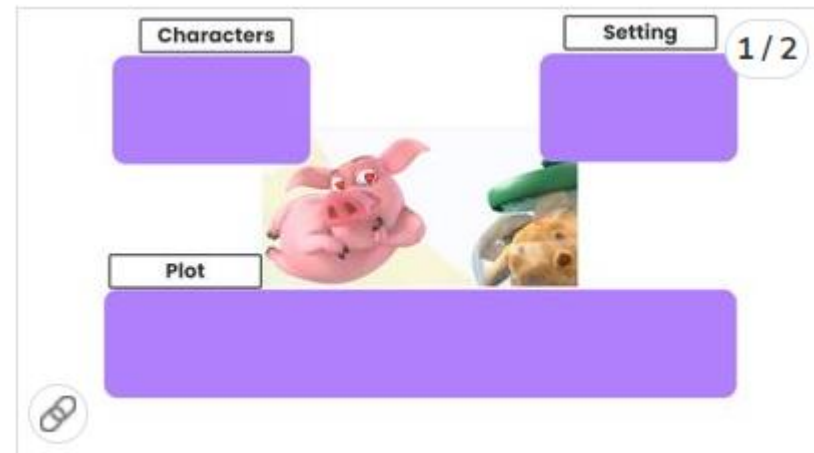
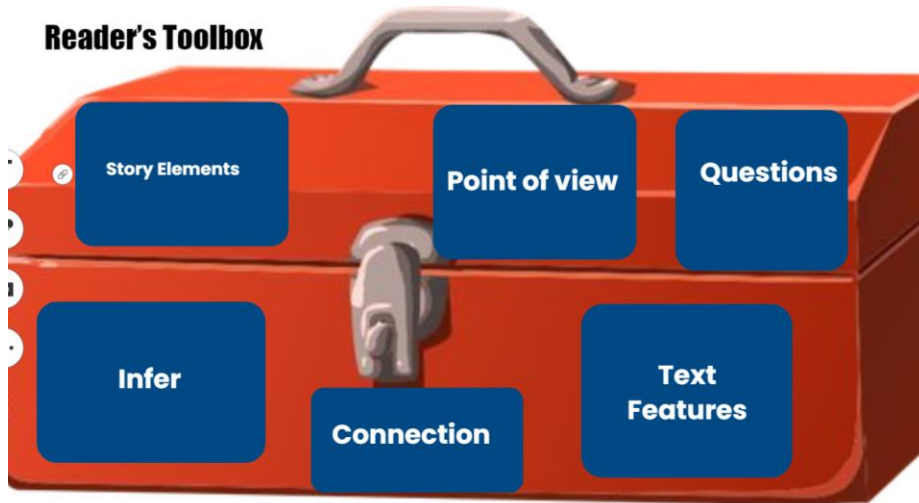
How to Use Seesaw Activities

Show

Unit Plan Author: Dawn Engebretson 3rd grade Rockford Elementary Arts Magnet School

Additional credit given to: Jodi Johnson, Laura Reimann

Reader's Toolbox



Why are story elements important?

Choose one element to change (character, setting, or an event). Write or record 2-3 sentences on how this would change the story