The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 3

Instructional/Learning Activity Task Template:

Overview

Unit Title: Narrative

Annotation:
This instructional task focuses upon the use of a narrative text to support the acquisition and understanding of vocabulary. The included learning activities emphasize the acquisition of listening, speaking, and viewing skills in support of the Georgia Performance Standard, ELA3LSV1.

This instructional task is based upon the suggested picture book Chicken Sunday by Patricia Polacco; however, other high quality picture books could be substituted as well. Teacher read-alouds should be carefully chosen. The read-alouds should have themes that reflect the lives of students. Chosen read-alouds may be at a reading level higher than the students’ instructional level so as to expose children to a more complex story structure. Through the use of such read-alouds, the teacher will help broaden and deepen the students' vocabulary knowledge and awareness of the characteristics of narrative texts.

Activities contained as components of this instructional task include the reading of the above-mentioned text, discussion of the components of text summaries, the use of a graphic organizer to summarize, and the creation of student-generated product(s) to demonstrate their understanding of the lesson.

Grade, Subject, Topic, Author(s):
3rd Grade, Narrative, Recalling, Interpreting, & Summarizing Text
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher: Each session of this instructional task will take approximately 45 minutes. These sessions have been identified as “Mini-tasks.” Content should be taught over a series of days, most likely 2 separate class periods.

It may be beneficial for the teacher to have an auditory cue, such as a train whistle or a bell, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.

Standards

Focus Standard/Element(s):
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:

b. Recalls, interprets, and summarizes information presented orally.
Complementary Standard/Element(s):
ELA3R3-The students uses a variety of strategies to gain meaning from grade-level text. The student:
   a. Reads a variety of texts for information and pleasure.
   b. Makes predictions from text content.
   c. Generates questions to improve comprehension.
   e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.
   f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
   g. Summarizes text content.
   i. Makes connections between texts and/or personal experiences.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
d. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
   • What is a text summary?
   • Why is it important to summarize text?
   • What components are essential to a thorough text summary?

Knowledge:
   • Definition of summary.
   • Identification of the components of a text summary.
   • Understanding of the importance of summarization and its relationship to comprehension.

Skills:
The student will:
   • Define summary.
   • List components of a text summary.
   • Create a summary of a narrative text through the use of a graphic organizer.
   • Demonstrate comprehension through recollections, interpretations, and summarizations.

Balanced Assessment for Task

Assessment Method/Type:
Teacher Observation:
   • For example, teachers will monitor and facilitate class creation of a Class Reference 5 Finger Summarization Chart and observe as students create their own story summaries. (See Teacher Observation Checklist—Summarization).

Student-Generated Products:
   • Specifically, attached student-completed 5 Finger Summarization Chart(s) and Oral Retelling(s) (see Teacher Observation Checklist—Summarization.)
Description/Directions for Assessment:

- **Teacher Observation-Summarization**—Using the attached checklist, teachers will monitor student involvement in the lesson, practical application of the summarization strategies learned in class, and oral summarizations during teacher conferences. (See attachment.)

- **5 Finger Summarization Chart(s)**—During Mini-task 2/Day 2, students will complete graphic organizers to summarize *Chicken Sunday* by Patricia Polacco in order to demonstrate their ability to recall, interpret, and summarize information presented orally.

***More information about these assessment activities is also included in the “Procedures” section below. Samples may also be found in the included attachments.***

**Student Work Samples (optional): N/A**

**Procedures, Directions, and Resources**

**Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:**

(This instructional task has been divided into 2 mini-tasks below. Each instructional session will take approximately 45 minutes and will guide the instructor in the teaching of ELA3LSV1 within the Narrative English Language Arts Unit.)

**Mini-task 1 (Day 1—30-45 minutes)**

**Opening**

The teacher will begin with a text opener. Students will respond orally to the question, “Do you have a favorite memory of your grandma or grandpa? Why is that memory a favorite?” Students should think, then pair and share their responses to this question. In this manner teachers encourage children to make text-to-self connections with the book under study.

**Worktime**

After sharing time, the teacher will introduce students to the picture book *Chicken Sunday* by Patricia Polacco. In this book a child reminisces about her love of Miss Eula. The child and her friends collaborate to buy Miss Eula a special hat for Easter. (This is the suggested text; however, another quality picture book may be substituted as well.) The teacher will remind students that this is a narrative text—an account of events with a complex story structure that includes setting and characters. The teacher will read the story orally to the students.

The teacher will then introduce students to the 5 Finger Summarization Method. This method depicts the critical elements of summarization in the following manner:

- The Thumb—Story Characters
- Pointer Finger—the Setting
- Middle Finger—the Problem
- Ring Finger—Major Story Events
- Pinky Finger—the Solution to the Problem
- The Hand Itself—the Author’s Purpose
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Closing
At the conclusion of the story, the teacher will review the definition of a *summary* (brief review of a text that incorporates the major components of the story or passage). The teacher may also preview activities planned for Mini-task 2/Day 2.

Mini-task 2 (Day 2—30-45 minutes)

Opening
The teacher should begin by reviewing the suggested text from yesterday, as well as the *Class Reference 5 Finger Summarization Chart*. (The teacher may also elect to reread the suggested text, rather than simply reviewing.)

Worktime
The teacher should distribute graphic organizers to the students. Students will work cooperatively in small groups or with a partner to recall and interpret story events, using the class chart from Mini-task 1 as a reference.

Closing
Students will conference individually with the teacher to orally summarize the text, using completed graphic organizers as a reference. The teacher will use the *Teacher Observation Checklist* to chronicle student responses. In this way the teacher can monitor student understanding of summarization, as well as comprehension of the suggested text.

Resources, Materials, and Equipment:

Materials and Equipment:
- Suggested Text, *Chicken Sunday* by Patricia Polacco, or another high-quality picture book for use in teaching summarization strategies.
- Chart Tablet
- Markers
- Graphic Organizers
- Pencils
- Teacher Observation Checklists
Resources:
The following web sites are very useful and may be used throughout the course of this study.

- [www.teachervision.fen.com/skill-builder/lesson-plan/48788.html](http://www.teachervision.fen.com/skill-builder/lesson-plan/48788.html) (Sample lesson plan and story map for summarizing *Play Ball, Amelia Bedelia*.)
- [www.kidbibs.com/learningtips/lt33.htm](http://www.kidbibs.com/learningtips/lt33.htm) (Great tips for teaching summarizing!)

**Differentiation for Content, Procedures, Process, and/or Learning Environment:**

**Remediation:**

- Students may work in small groups with the teacher for practice using the 5 Finger Method for Summarization. The teacher may conduct the lesson using an alternative narrative text.
- [www.teachervision.fen.com/skill-builder/lesson-plan/48788.html](http://www.teachervision.fen.com/skill-builder/lesson-plan/48788.html) offers teachers a sample lesson plan and story map for summarizing *Play Ball, Amelia Bedelia* by Peggy Parish. This will provide students with an alternative method for creating oral and written summaries.
- Students may view samples of story summaries based upon popular fairy tales. Students will be asked to look at the sample passages provided by the teacher and identify critical components of the summary, such as characters, setting, etc. Students will also be asked to add any information that they feel is missing from the summary.

**Enrichment/Extensions:**

- Each student may create his/her own graphic organizer to demonstrate the components of a thorough summary. Students are encouraged to be creative! Upon completion, each student should use his/her new graphic organizer to create a summary of one of his/her favorite narratives.
- Based upon the suggested text *Chicken Sunday* by Patricia Polacco, students will be asked to research other traditionally southern recipes. Students may collaborate to compile a southern recipe book. Furthermore, students could survey students in the class about their favorite southern dishes and graph the results. Examples of other dishes include “Hoppin’ Johns” and “Spoon Bread.”
- Students may be asked to work cooperatively to create a commercial advertising this book. Students may use props, sound effects, and costumes to present their commercial to the class or to other 3rd grade classes in the building.