Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation:
This instructional task focuses upon the use of a quality piece of children’s literature as a framework for the development of listening, speaking, and viewing skills. The included learning activities emphasize the importance of using oral language to inform, persuade, or entertain, as highlighted in Georgia Performance Standard, ELA3LSV1.

This instructional task is based upon the suggested picture book Mr. Griggs’ Work by Cynthia Rylant; 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' understanding of how the author, using oral language, informs, persuades and entertains the reader/audience.

Activities contained in this instructional task include the reading of the above-mentioned text, student classroom performances, discussions of applicable text-to-text, text-to-world, and text-to-self connections, opportunities for self-reflection, and student responses to the literature under study.

Grade, Subject, Topic, Author(s):
3rd Grade, Response to Literature, Performances to Inform, Persuade, and Entertain
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
Each session of this instructional task will vary in length of time required. See each mini-task for specific information. The content should be taught over a series of days, most likely 3 separate class sessions. This instructional task has been subdivided into 3 mini-tasks, which are described below.

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.
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Standards

Focus Standard/Element(s):
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
c. Uses oral language for different purposes: to inform, persuade, and entertain.

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.
f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
i. Makes connections between texts and/or personal experiences.
p. Recognizes the author’s purpose.
ELA3W1-The student demonstrates competency in the writing process. The student:
a. Captures a reader’s interest by setting a purpose and developing a point of view.
b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
d. Uses organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers).
e. Begins to use appropriate structures to ensure coherence (e.g. transition words and phrases, bullets, subheadings, numbering).
g. Begins to develop characters through action and dialogue.
h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.
l. Writes a persuasive piece that states a clear position.
ELA3C1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
e. Speaks and writes in complete and coherent sentences.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
b. Recalls, interprets, and summarizes information presented orally.
d. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
- What are the purposes of using listening, speaking, and viewing skills?
- Why is it important to listen critically and respond appropriately to oral communication?
- Why do I need to speak in a manner that guides the listener to understand important ideas?
- How can I produce a piece that informs, persuades, and entertains the listener?
- How do other authors and speakers produce texts that inform, persuade, and entertain?
Knowledge:

- Purpose of exhibiting good listening, speaking, and viewing skills.
- Importance of active or critical listening.
- Appropriate oral responses to a text.
- Ability to speak in a manner that guides the listener to understand important ideas.
- Characteristics of texts that inform, persuade, and entertain.

Skills:

Students will:

- Recognize and perform active listening.
- Create a piece/skit that informs, persuades, and entertains the listener.
- Make meaningful responses to literature.
- Distinguish how effective authors/speakers produce and present texts to inform, persuade, and entertain.

Balanced Assessment for Task

Assessment Method/Type:

Teacher Observation:

- For example, teachers will monitor and facilitate the class’ generation of informative, persuasive and entertaining statements, as well as record student involvement during class discussions of the text during both the text opener and after a teacher reading of Mr. Griggs’ Work. (See attached Teacher Observation Checklist-Group Discussions/Literature Response & Teacher Career Project Scoring Rubric).

Student-Generated Products:

- Specifically, Student Career Project Scoring Rubrics, Book Rating Scales, and Completed Play Scripts.

Description/Directions for Assessment:

- Teacher Observation Checklist-Group Discussions/Literature Response —While teacher observation should be ongoing in the elementary classroom, teachers should particularly take note of student responses and involvement during the text opener and in response to the suggested text, Mr. Griggs’ Work by Cynthia Rylant. (Teacher observations may also be recorded in a variety of other ways, including anecdotal notes on mailing labels, sticky notes, etc.)

- Teacher and Student Career Project Scoring Rubrics —During Mini-task 3/Day 3, students will complete and perform their skits based the content of the suggested text, Mr. Griggs’ Work by Cynthia Rylant. Students and the teacher will evaluate student work based upon a given set of criteria (see Skit Criteria and Overview) using the rubrics mentioned above.

- Book Rating Scale —During Mini-task 1/Day 1 the teacher will read the suggested text. Students will answer questions using the attached Book Rating Scale. These responses will aid the teacher in assessing student understanding, as well as providing insight for the teacher as to the students’ responses to the literature.
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***More information about these assessment activities is also included in the “Procedures” section below. Samples may also be found in the included attachments.***

**Procedures, Directions, and Resources**

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

**Mini-task 1 (Day 1—30-45 minutes)**

**Opening:**
The teacher will begin with a text opener. Students will respond orally to the question, “What are some responsibilities of a postmaster? Would working as a postmaster be a job that you would enjoy? Why or why not?” Students should think, then pair and share their responses to this question. In this manner teachers encourage children to make text-to-self and text-to-world connections with the book under study. After sharing time, the teacher will introduce students to the picture book, *Mr. Griggs’ Work* by Cynthia Rylant. In this book a postman reflects upon his love for his job. (This is the suggested text, however another quality picture book may be substituted as well.) The teacher will ask students to listen for 3 major types of information:

- How does the author inform the reader about the job of a postmaster?
- How does the author persuade the reader that Mr. Griggs enjoys his job?
- How does the author entertain the reader with this story?

**Worktime:**
The teacher will read aloud from the suggested text. During the read aloud, the teacher will pause for discussion of the 3 above-mentioned questions. A class chart may be kept chronicling student answers. An example of a class chart is included (see Class Chart—Inform, Persuade, and Entertain). Because this task is a part of the *Response to Literature* unit which occurs at the end of the 3rd grade year, students should already have been exposed to texts which inform, persuade, and entertain. This task should, therefore, tap into students’ prior knowledge.

**Closing:**
In conclusion, the teacher will review the text with students. He/she will inform students that the 3 above-mentioned guiding questions will be used again in tomorrow’s lesson. While teacher observation should be ongoing in the elementary classroom, teachers should particularly take note of student responses, involvement, and accuracy in answering these questions, as well as student participation in the earlier text opener and their responses to the text (see Teacher Observation Checklist-Group Discussions/Literature Response). Students may also complete the attached Book Rating Scale, in response to the suggested text.

**Mini-task 2 (Day 2—90 minutes)**

**Opening:**
The teacher will open the lesson by reviewing the suggested text and the chart made in class on Day 1. During the review, the teacher may use a highlighter or pointer to distinguish between the 3 chart columns which correlate with the 3 areas of focus for this task—informing, persuading, and entertaining an audience.
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Worktime:
The teacher will divide students into cooperative groups for this portion of the lesson. Each group will be asked to choose a career/job. This job will become the focus of today’s mini-task. Using the attached Skit Criteria and Overview, each group will create puppets, scenery, and a skit script about a selected job. Throughout the completion of this assignment, students must keep in mind that their scripts and performances should be designed to inform the audience about this job, persuade the audience that this is a good job to have, and entertain the audience with the puppet performance(s) and general skit storyline. (These plays will not be performed until Day 3.)

It is recommended that this mini-task be broken into the following specific time frames for the students. Recommended times are as follows:
- 10 minutes—Brainstorming/Team Planning
- 20 minutes—Puppet design using paper plates, paper sacks, construction paper, popsicle sticks, etc.
- 20 minutes—Scenery design using posterboard, chart paper, or bulletin board paper (see attached Sample Puppets and Scenery)
- 30 minutes—Script writing (Models of plays and skits may also be available for student reference during this time. Additional time may be given for writing if needed.)

Closing:
In closing, students will be given the opportunity to conference with the teacher about their work from today. Teachers should read and discuss skits with students to ensure that they meet and/or exceed expectations for this assignment. Materials should be put away neatly and in a designated secure place, in order to be readily available for tomorrow’s practice and performance time(s).

Mini-task 3 (Day 3—45 minutes)
Opening:
Mini-task 3 will begin with a large group review of the class chart from Day 1, as well as the skit criteria distributed by the teacher on Day 2. The teacher should provide students with any necessary reminders about skit performances.

Worktime:
Students will conclude work on their scripts. Teachers should also provide students with approximately 15 minutes of “practice time.” Once all groups have completed their Skit Criteria and Overview Checklists, groups will begin their performances. Students should be encouraged to act as active listeners while other groups are presenting. During group performances, the teacher should be assessing student work and active listening using the attached Teacher Career Project Scoring Rubric.

Closing:
In closing, the teacher should review the skit activity. Students will be asked to offer feedback to each other. For example, students may be asked to share how they saw or heard other groups using persuasion in their scripts. Class cheers may be offered for each response. For example, “Let’s give Group A the firecracker cheer for reminding us that reporters get to travel all over the world. What a great benefit to a job in journalism!” Each student should also complete the attached Self-Assessment Career Project Rubric.
Resources, Materials, and Equipment:

Materials and Equipment:

- Suggested Text, Mr. Griggs’ Work by Cynthia Rylant, or another high-quality picture book containing information about a given career.

- Scoring Rubrics (Teacher and Student)
- Book Rating Scales
- Art Supplies for Puppets and Scenery
- Chart Tablet
- Markers
- Pencils
- Construction Paper
- Items such as: Popsicle Sticks, Paper Plates & Paper Sacks
- Poster Board or Bulletin Paper
- Notebook Paper

Resources:
The following web sites are very useful and may be used throughout the course of this study.

- http://pangea.tec.selu.edu/~mdupuis/persteacher.htm (This is a fun web quest for students to explore. Great tool for reviewing persuasive writing and providing additional enrichment!)
- http://www.stamps.org/kids/kid_StampFun.htm (Students may visit this web site to learn more about stamp collecting, as referenced in the suggested text, Mr. Griggs’ Work.)
- www.kids-space.org/HPT/1a/11a.html (Students may work online to produce their own plays about a group of forest creatures.)

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

Remediation:

- Students may work cooperatively with the teacher as they participate in additional Reader’s Theatre activities. The teacher should assist in reviewing active listening, public speaking, and the format for writing and reading a script.
- Students and the teacher will participate in shared writing pieces that inform, persuade, and entertain. Online practice may be done at www.kids-space.org/HPT/1a/11a.html, where students work online to produce their own plays about a group of forest creatures.
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Extensions/Enrichment:

- [http://pangea.tec.selu.edu/~mdupuis/persteacher.htm](http://pangea.tec.selu.edu/~mdupuis/persteacher.htm) is a fun web quest for students to explore online. It is a great tool for reviewing persuasive writing and providing additional enrichment!

- Students may visit [http://www.stamps.org/kids/kid_StripStampFun.htm](http://www.stamps.org/kids/kid_StripStampFun.htm) to learn more about stamp collecting, as referenced in the suggested text, *Mr. Griggs’ Work*. Students may devise plans for beginning their own stamp collections, as well as create budgets for adding various stamps from around the world.

- Students may survey various adults about their careers, including questions such as:
  - What do you like best about your job?
  - Did you have to participate in any special training to do your job?
  - Did you have to interview for your job? Describe the interview process.

  Information should then be shared in the form of a report or visual display.