Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Third	**Reading**		**"A Day's Work"**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five days	**Second Quarter**	PO 2. *Describe characters (e.g., traits, roles, similarities) within a literary selection* was introduced in previous grades.

Unit Description: Using the book "A Day's Work" by Eve Bunting (realistic fiction), students will know and be able to analyze the characters in a story and understand how the characters' traits can influence the main idea or message in the story.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Strand 2: Comprehending Literary Texts Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature Performance Objective 2: *PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.*
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	The summative assessment described below will be given at the end of the five-day unit. 80% of students in the classroom population will be expected to score at the mastery level of 3 or better on the attached Character Description Rubric. As a result of instruction, students will be able to write a response to the following prompt based on information given in the story "A Day's Work" by Eve Bunting: (prompt) What kind of person is Francisco? Write 3 or more sentences to describe him. What kind of person is his Grandfather? Write 3 or more sentences to describe him. Use details from the story and adjectives from your Venn diagram in your descriptions.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	Students' literature journal entries will be assessed using the attached Literature Journal Rubric. Students will be expected to score 6 out of 8 possible points. (attached) The scoring rubric for writing a character description of each of the main characters is attached. (see summative assessment)
Materials/Resources Needed *(Include all items for the entire unit.)*	A class set of "A Day's Work" by Eve Bunting, the story's CD, a literature journal for each student, and copies of the Venn diagram template are needed for this unit of study.

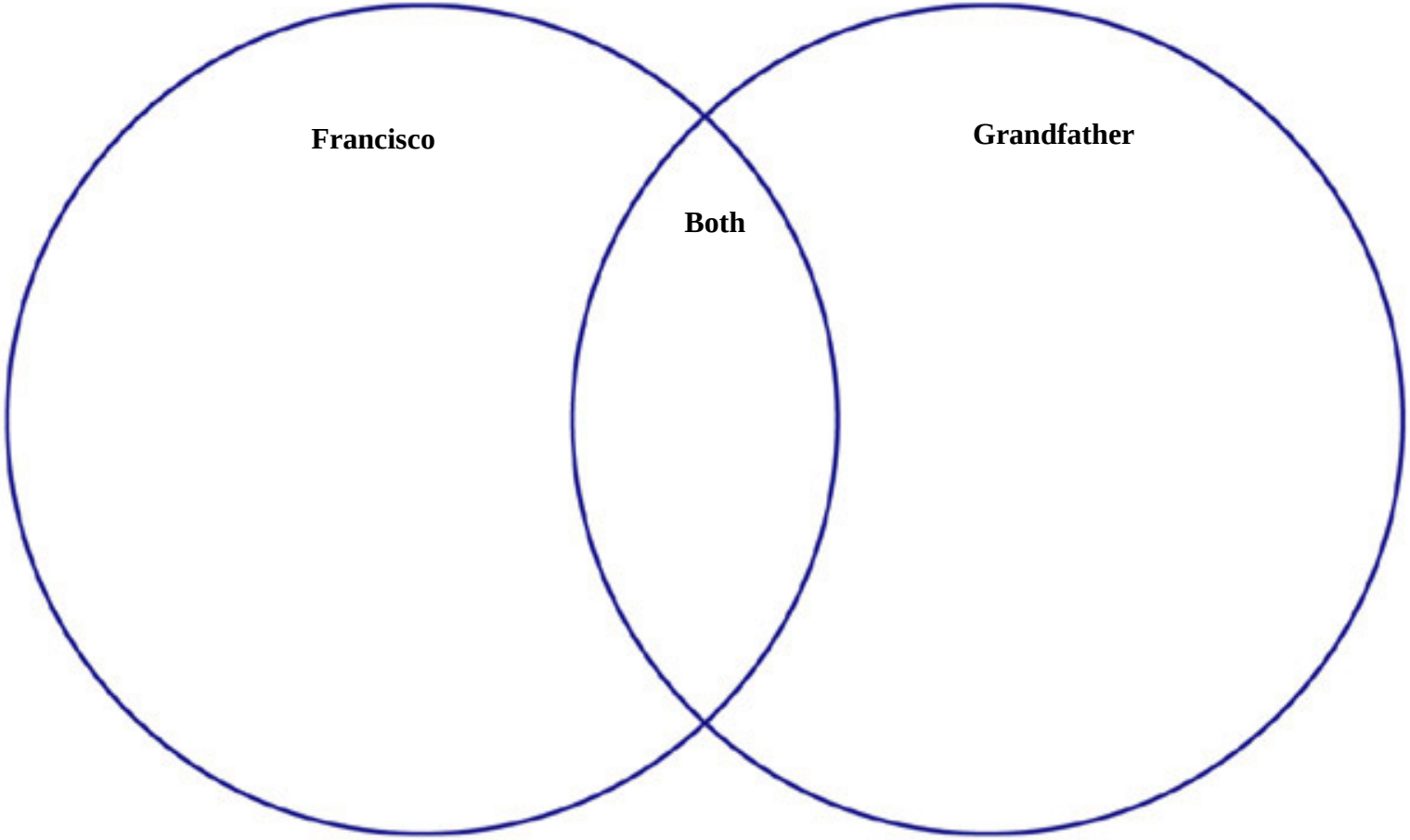
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	<u>Activate Prior Knowledge:</u> Teacher leads discussion about fiction vs. nonfiction. <u>Introduce the story:</u> 1. Teacher tells students that the story they are about to read is realistic fiction. A realistic story tells about something that could happen. The characters in the story do and say things like people we know. 2. Preview the cover of the book and ask if anyone remembers other books written by the same author, Eve Bunting. 3. "Picture walk" through the book and make predictions about story elements such as setting and characters' activities. 4. Direct students to get out their literature journals. <u>Begin reading:</u> 1.Teacher directs students to read the first 4 pages silently, giving guidance to those who need assistance. 2. Teacher writes the following questions on the board, and asks children to answer in their journals: *Who do you think are the two main characters of the s story so far? What do we know about them so far?* 3. Ask students to share	1. Teacher passes out books and asks students to get out their literature journals. 2. Prepare to play the story on CD. 2. Ask students to read along silently and listen/watch for details about Fransisco such as his actions, words, and how other characters respond to him. 3. After listening and reading along, ask them to write 3-4 of these details in their journals. 4. Encourage them to share their ideas. 5, Ask *What was one effect of Fransisco's actions on grandfather's actions?* 6. Lead a discussion about cause and effect relative to character development. 7. Collect literature journals and check for understanding (after school or during planning period.)	1. Teacher passes out books and literature journals. 2. Ask students to turn to page 12 and find the passage where Ben says, "The important things your grandfather knows already." 3. Ask student to write an entry in their journal explaining what they think this means. 4. Encourage students to share their journal entries and discuss how this passage relates to Grandfather's character. 5. Teacher models her own explanation by projecting it from an overhead or computer. 6. Ask students to go back to through the book and look for words that accurately describe Grandfather's and Fransisco's feelings and actions in the story. 7. Ask students to list these words in the journals. Assist students as needed.	1. Teacher passes out literature journals and asks students to review the words they listed yesterday in reference to character's actions and feelings. 2. Teacher creates a cumulative list of words (approximately 15) as students share their most descriptive words. 3. Teacher reviews the definition of an adjective and circles a few examples from the word list. 4. Ask students to identify more adjectives on the cumulative list as the teacher circles each word correctly identified. 5. Teacher passes out the Venn diagram template. 6. Direct students to choose adjectives from the list that appropriately describe each character or may apply to both. 7. Model the procedure by displaying a Venn diagram on the screen and writing one appropriate adjective within each segment on the diagram. 8. Assist students as needed. 9. Collect journals and Venn diagrams for use tomorrow. (Check them for understanding)	1. Teacher passes out literature journals, Venn diagrams, and books: "A Day's Work" 2. Explain to students that they can use these as resources for the piece of writing they will be doing today. 3. Pass out and explain the prompt for the **summative assessment.** 4. Explain to students that they need to work independently and do their best work. 5. Allow sufficient time for the assessment. Direct students to read or work on another activity silently if they finish early.

	their journal entries. Discuss why Fransisco and his grandfather are considered the main characters. 4. Teacher reads page 5 using oral cloze method. 5. Check for understanding by discussing events so far. 6. Ask students to finish reading the story silently. Assist students as needed. <u>After reading:</u> 1. Ask *What did the characters learn in this story?* Tell students to write their answer in their journal. 2. Ask students to share their journal entries and discuss what the characters learned. 3. Clarify understanding and bridge the main idea (lesson) to characters' actions.				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	1. Students respond by discussing what they know about fiction vs. nonfiction, what they think realistic fiction might be, and sharing their knowledge of books by the author of the story they are about to read. (Eve Bunting) 2. Students preview the book by looking at the illustrations and making predictions about the story. 3. Students get out their literature journals. 4. Read the first 4 pages silently, asking for help with words and concepts if necessary. 5. Students review the text read so far to gather information to answer the teacher's questions. 6. Write answers in their literature journals. 6. Share what they have written and participate in the discussion. 7. Read to the end of the story, asking for clarification as needed. 8. Write in their journals in response to the question: *What did the characters learn in this story?* 9. Participate in discussion about what the characters learned.	1. Students re-read the story silently while listening to the CD. 2. Listen and look for details about Fransisco's actions and how other people respond to him. 3. Write 3 or 4 of these details in their literature. 4. Participate in a discussion about the details of Fransisco's actions and effect on other people. 5. Think about the question: *What was one effect of Fransisco's actions on grandfather's actions?* 6. Participate in the discussion about cause and effect.	1. Students turn to page 12 and find the passage where Ben says, "The important things your grandfather knows already." 2. Think about what this means. 3. Explain what this means in their literature journals. 4. Share their explanations and participate in a discussion in order to understand how this relates to Grandfather's character. 5. Return to the story and look for words that accurately describe Grandfather's and Fransisco's feelings and actions. 6. Write appropriate, descriptive words in literature journals.	1. Students review the descriptive words they wrote in their journals the previous day. 2. Select 2-3 words and share them with the class as the teacher creates a cumulative list. 3. Listen to the definition of an adjective and identify adjectives from the list as the teacher circles the appropriate words. 4. Choose adjectives (circled words) from the list to write in the appropriate section of the Venn diagram in order to demonstrate their understanding of individual and shared character traits.	1. Students use their literature journal entries, Venn diagrams and books – "A Day's Work" as they complete the summative assessment. 2. Students work independently and silently.

NAME:

Main Characters in
"A Day's Work" by Eve Bunting



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Literature Journal Rubric

	4	3	2	1
Evidence of Daily Writing	All entries are carefully constructed and complete.	All entries are present, but some are incomplete or carelessly constructed.	Some entries are missing from journal.	Many entries are absent from the journal.
Evidence of comprehension and relevance	Entries display a high level of comprehension and relevance to the story.	Entries demonstrate comprehension and are related to the story.	Entries demonstrate some inaccuracies in comprehension or have gaps in relevance to the story.	Entries lack comprehension or relevance to the story.

Total possible: 8 points

Proficiency = 6 out of 8 points

3rd Grade Reading Assessment & Scoring Rubric

Summative Assessment: As a result of instruction, students will be able to write a response to the following prompt based on information given in the story "A Day's Work" by Eve Bunting: (prompt) What kind of person is Francisco? Write 3 or more sentences to describe him. What kind of person is his Grandfather? Write 3 or more sentences to describe him. Use details from the story and adjectives from your Venn diagram in your descriptions.

Character Description Rubric

4	3	2	1
Both main characters are described thoroughly. The author effectively used specific details from the story and adjectives from his/her Venn diagram.	Both main characters are described. The author used details from the story and adjectives from his/her Venn diagram.	Main characters are identified, but one character may not be described accurately. The author did not use either details from the story or adjectives from his/her Venn diagram.	Main characters are inaccurately described. Use of details or appropriate adjectives are missing.