

**BUILDING
BLOCKS OF
THIRD
GRADE
READING**

THEME VERSUS MAIN IDEA

date:

Objective(s):

Students will be able to differentiate between main idea and theme.
Students will be able to identify and assign character traits while independently reading.
Students will be able to compare and contrast themes from multiple stories.
Students will be able to compare and contrast main ideas from multiple stories.

Warm Up:

Present the students with a list of themes. These can include, but are not limited to:

- Family
- Courage
- Beauty
- Nature

Discuss how there are many stories that are viable to these themes.
Encourage the students to post stories that they know in the chat that have these themes attached to them.

Useful Links:

<https://quizlet.com/437142325/the-me-vs-main-idea-flash-cards/>

Instructional Time with Independent Practice (40 min)

- 1.Explain to students that theme can be more universal, hence why it can be applied to so many different kinds of stories. Main Idea on the other hand is specific to the writing that you are specifically looking at. While there are stories that can share similar main ideas, it is not as widely applied as themes can be. In stories though, you will be able to find both a theme and a main idea.
- 2.Conduct a read aloud.
 - a.Begin with a picture walk
 - b.Read the book through once without stopping for annotations and deeper thinking
 - c.Read the story through again, but this time going back and marking where there are topics that are relevant for the main idea or the theme of the story.
 - i.This is where you will want to think out loud to model strong reading skills for the students.
 - ii.This is also a time where you can discuss organizing your thoughts in notes to become a more comprehensive reader.
- 3.Once you have done the last read of the book, begin to write down your evidence for why X is the theme and Y is the main idea.
 - a.To make it more fun, you can do this as a text detective and explain to students that when you are looking for these details they are reading detectives!
- 4.Use a variety of paragraphs and short passages to determine the main ideas and themes of the stories.
 - a.After you read through these paragraphs or short stories, you can use polls to ask student what they thought the main idea or theme was.

Closing (10 min):

Ask students to use the chat to tell you the difference between main idea an theme. You can select age appropriate well known stories and ask them to answer whether the statement you make about that story is the theme or main idea.

CHARACTERS AND CHARACTER TRAITS

date:

Objective(s):

Students will be able to distinguish between first and third person point of view.
Students will be able to identify the narrator of the story.
Students will be able to identify if there are changes to the theme and main idea of a story when there is a change in narrator.
Students will be able to differentiate between flat and round characters.

Warm Up:

Begin by discussing what a character trait is and create a list of character traits - both internal and external. Have students contribute to the list in chat. As they contribute, sort these between internal and external characteristics.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Start by defining first and third person point of view for the students. Discuss why specific points of view are used in certain stories. Relate this back to the development of main idea and theme, emphasizing the role of characters in story development.
2. Define flat versus round characters, giving examples of stories where both types of characters can be seen. Discuss why characters may remain flat and how they can still be important in the overall plot development.
3. Begin with a read aloud from a first person point of view story. Prompt students to think about who is telling the story and why that is important for the overall story. Discuss the main idea and theme of the story, and determine if the narrator and other characters are round or flat.
4. Read another story, this time from the third person point of view. Ask the same questions to compare character types for the students.
5. Have students begin to develop their own character using the information discussed in the lesson. Encourage them to determine the theme and main idea they want their character to be a part of building. Have students think through how to develop their character into a round character versus a flat character.
 - a. While they are doing this, you should be doing the same thing to be able to model the thought process of a character's development.

Closing (10 min):

Encourage the students to take the character that you wrote during class to build their own story where this character is telling the story of the student's choice from either first or third person perspective.

Objective(s):

Students will be able to break apart a story based on exposition, rising action, climax, falling action, and resolution.

Students will be able to match pieces of a story into the part of the plot they match with.

Students will be able to determine the main idea and theme of a story based on the information that they collect and add to their plot diagrams.

Warm Up:

Show a picture of a rollercoaster and discuss about phases of being on a rollercoaster. Tell students that the way that a story flows is similar to the way that a rollercoaster runs. Review what the beginning, middle, and end of a story is. Tell the students how this is a basic way to break apart a story and today we are going to learn about how to use a variety of pieces within a story to better understand the overall story of a structure.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Draw a plot tent (for this lesson we will be referring to it as a plot rollercoaster). Break down each piece of the diagram and define the following for the students:
 - a. Exposition
 - b. Rising Action
 - c. Climax
 - d. Falling Action
 - e. Resolution
2. On this diagram, show the students where they could have typically broken down beginning, middle, and end. Explain to the group that now that we are focusing in rising and falling action, we will be able to make more connections about how events within a story build on each other, as well as the overall main idea.
3. Read a picture book where you can outline the plot of the story.
 - a. Do this reading twice. The first time have the students listen to the story. As they are listening, tell them to try to determine the following:
 - i. Round versus flat characters
 - ii. Point of View of the story
 - iii. Theme and/or Main Idea
 - b. On the second reading, tell them you want them to identify the exposition, climax, and resolution of the story. When they have these ideas listed on their page, have them react in the class.
4. Create a plot diagram for this story and write down the exposition, climax, and resolution. Begin to explain areas where we can see the rising and falling actions. Make sure to break these pieces down for the students to show why these would be the correct pieces of the story to put there, as well as how those actions impact the pieces of the diagram that come before and after it.
5. Have the students practice finding the plot of stories on grade level short stories.

Closing (10 min):

After the lesson, encourage them to find books around their house that they could build plot rollercoasters for. Discuss how as readers they are now able to make further connections within stories to be able to gain knowledge on not only the plot, but also the characters in the story, decisions made by the author, and more!

MYTHS, FABLES, AND FOLKTALES

date:

Objective(s):

Students will be able to differentiate between myths, fables, and folktales.
Students will be able to determine the moral of a story.
Students will be able to identify words with prefixes.
Students will be able to make connections between myths, fables, and folktales from different backgrounds.

Warm Up:

Begin the class with some word work as students come into the classroom. Discuss that now that they are getting older, it is going to become more common for them to run into words that look bigger and scarier and it could be difficult for them to pronounce the word and understand the meaning. Discuss how words can have hints built into them to help them understand the meaning - prefixes are one of those hints!

Useful Links:

<https://sfpl.bibliocommons.com/list/share/399354067/1349304519>
<https://www.getepic.com/collection/27603005/fables-folktales-myths-grade-3>

Instructional Time with Independent Practice (40 min)

1. Begin by giving the students an overview of prefixes and a list of commonly used prefixes. In the chat, have them list words that they know that have these prefixes in them. As words come in, break down both the prefix and the root of the word to discuss how we can learn what a word means from this process.
 - a. Some word work that you could do to enhance the lesson could be making lists of words that have a prefix in common, connecting the root to the prefix, give a prefix and a meaning to allow students to determine the root word that belongs, etc.
2. Once the students are warmed up, begin to introduce the stories that will be discussed today. Lean into the concept that stories come from a variety of background and tell the history of how stories began being passed down by word of mouth, then print, and so on and so forth until they became the stories that we know today.
 - a. During this discussion, begin to mention that many cultures told these stories as a way of:
 - i. Passing down history
 - ii. Teaching lessons to younger generations
 - iii. Passing values from one generation to the next
3. Compare and contrast the differences between fables, folktales, and myths. During these comparisons, take time to highlight some of the more famous versions of these stories.
 - a. Create a Venn Diagram during this discussion and encourage students to follow along with you and keep track of these notes as well.
4. Go through a variety of myths, fables, and folktales. Identify:
 - a. Morals that could be found
 - b. What culture these stories were passed down from
 - c. What was the author's purpose in creating this story?
 - d. How can we relate this back to the previous concepts of literature that we have discussed in prior weeks?

Closing (10 min):

Encourage the students to continue to learn about different forms of story telling and how it has impacted literature that is being written today. You can use a variety of polls at the end to check for understanding of each type of literature to make sure that the students are able to differentiate between them. You can also create polls to test the students' knowledge of prefixes and the root words that are associated to them.