

Literature

Community Read Alouds
General Lit.
Lit./Mythology

SAMPLE





About the Course

This course includes the following topic(s): Lit./Mythology: Grade 3, General Lit.: Grade 3, Community Read Alouds: Grades 1-12

About Community Read Alouds: Grades 1-12

This is meant to be a read-aloud for all ages to enjoy together in the afternoon at least 1 time a week. We encourage you to choose a book that is specific to your region. However, we will offer some suggestions in the Grades 1-3 Literature lessons and Grades 4+ Citizenship lessons. The suggested book titles will be available June 1st in the lesson plans.

About General Lit.: Grade 3

Accessible texts such as Charlotte's Web help students grow the delight of reading for themselves.

About Lit./Mythology: Grade 3

Continue to expose students to rich stories with either Pilgrim's Progress or classic Greek myths.



Placement & Combining Tips

General Lit.: Grade 3

Selections in General Literature are chosen to allow students to begin taking turns reading with their teacher and/or entirely by themselves (depending on reading level). If combining with younger students, make sure emerging readers still have space to practice reading somewhere in their lessons.

Lit./Mythology: Grade 3

Lit/Mythology selections are continued from Grade 2. Students can jump in at the current rotation or use Grade 2 lessons if you prefer to start from the beginning. Students in Grades 1-3 can be combined for these lessons.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	
3	General Lit.: Grade 3 1 time/week 15 min	Charlotte's Web Heart of a Samurai
3	Lit./Mythology: Grade 3 1 time/week 15 min	A Wonder Book for Girls and Boys Pilgrim's Progress: Updated, Modern English

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Literature: Grade 3				
	General Lit.: Grade 3	Community Read Alouds: Grades 1-12	Lit./Mythology: Grade 3	



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Literature: Grade 3

Grade 3 should write a narration every couple of weeks from the term's reading, or write a part and tell the rest. The video "Tips for Transitioning from Oral to Written Narration" can be found in the Quick Links. As indicated in the video, students who are not yet secure with penmanship are not yet ready for written narration. In these cases, students may continue with oral and/or illustrated narrations only. Continue penmanship, but instead of written narrations, use the time to have students work on skills that will better support their development, such as climbing on trees or playground equipment, doing household chores, working with clay or dough, and doing mazes and dot-to-dot activities.

As desired, plan for a read-aloud time. Suggestions are provided in the Community Read Aloud Quick Link, but local favorites are highly recommended whenever possible.

Term Prep & Teacher Tips

General Lit.: Grade 3

Term 3 (Heart of a Samurai): You have a few options for how to read this book. If you follow the page numbers listed in the lesson plan, you will finish parts one and two of the book (out of five). Scheduling this book in term three means students have the rest of the summer to finish the book if they would like to. However, reading pace can vary greatly at this age (or if being read aloud), and it's also fine to set a timer for 10-15 minutes of reading (allowing a few minutes for a verbal narration).

Homeschool families may choose to listen to this book on audiobook in the afternoons or in the car, which may help you finish the book during the term. If you choose this option, listen to 3-4 chapters per week to finish the book. Another option is to read a chapter or two a few afternoons/evenings a week if you'd like to finish the book during the term. Co-ops may want to assign a few chapters for home and then narrate and discuss the book during school hours. Any of these options is fine, and it's also ok if you don't finish the book, although we think you will want to—it's a fascinating story!



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Literature: Grade 3

General Lit.: Grade 3



Charlotte's Web



Heart of a Samurai

Lit./Mythology: Grade 3



A Wonder Book for Girls and Boys



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Literature: Grade 3

- ∞ [Extra Helpings](#)
- ∞ [Transitioning from Oral to Written Narration](#)
- ∞ [Community Read Alouds](#)
- ∞ [Foundations \(See Section 9: Literature\)](#)

Click THIS text
or scan the QR
code for links.



SAMPLE

Literature: Grade 3

How To Teach



Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance.



Recap

- Connect back to the previous lesson. Ask students to give a summary of what they remember. (Full narration is not necessary.)
- If students have difficulty recalling, teachers might try showing them a picture from the reading, sharing something that the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, then teachers might consider continuing anyway (with a shorter reading this time) or repeating the last lesson, depending on the reading and the nature of the book.



Introduce

- Optional: use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage out loud. When reading to pre-readers, point to the words as you read, even if it seems like they aren't paying attention.
- Move at the student's pace for the lesson time rather than a particular number of pages. It is vitally important that teachers not try to 'force feed' a student more than they can consume in one sitting.
- Students who have a difficult time sitting still or listening may benefit from a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



Narrate

- Have students retell the passage orally.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.
- Narration is a complex skill requiring the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today. Notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they

are working, and then offer whatever support they need to end on a positive note. If necessary, take a break for the day.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you could ask them what they thought about the passage or ask an open-ended question.

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Term 1

WEEK 1 15m General Lit.: Grade 3 - Lesson 1

Materials: Charlotte's Web

→ INTRO

Look at the cover of the book. Can you guess what this story will be about? Let's see if you're right!

→ READ, NARRATE, & DISCUSS

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- What did you think of what happened?

WEEK 1 15m Lit./Mythology: Grade 3 - Lesson 1

Materials: A Wonder Book OR Pilgrim's Progress Book 2

OPTION 1: A Wonder Book

PREP: Read A Wonder Book for Girls and Boys "Preface"

→ READ, NARRATE, & DISCUSS (OPTION 1: A WONDER BOOK)

"Introductory to The Three Golden Apples" p.110-112 "The snow-storm" - "made their appearance."

OPTION 2: Pilgrim's Progress Book 2

→ INTRO

In Book 1 of Pilgrim's Progress, Christian went on a journey from the City of Destruction to the Celestial City, but his wife Christiana and their children would not go with him. Book 2 is the story of Christiana and the children. As the story begins, the narrator is talking to Mr. Sagacity. "Sagacity" means great intelligence and wisdom.

→ READ, NARRATE, & DISCUSS

"Introduction" p.197-202 "Courteous companions" - "his companions."

★ TEACHER TIP

Be sure to watch the video in the Quick Links and take note of Planning and Prep before beginning any written narration!

WEEK 2 15m General Lit.: Grade 3 - Lesson 2

Materials: Charlotte's Web

→ RECAP

What happened last time?

→ READ, NARRATE, & DISCUSS

Ch.II-III p.8-16 "Fern loved Wilbur" - "no swims."

WEEK 2 15m Lit./Mythology: Grade 3 - Lesson 2

Materials: A Wonder Book OR Pilgrim's Progress Book 2

→ READ, NARRATE, & DISCUSS (OPTION 1: A WONDER BOOK)

"Introductory to The Three Golden Apples" p.113-116 "Go away," - "the mantelpiece."

→ INTRO (OPTION 2: PILGRIM'S PROGRESS BOOK 2)

Today, Christiana will talk with her neighbor, Mrs. Timorous. "Timorous" means nervous and afraid. Have you ever felt timorous?

→ READ, NARRATE, & DISCUSS (OPTION 2: PILGRIM'S PROGRESS BOOK 2)

"Introduction" p.203-209 "The next morning" - "handsome fellow."

★ TEACHER TIP

Be sure to take a second to recall where you stopped in the story last time before reading today!



Term 1

WEEK 3 15m General Lit.: Grade 3 - Lesson 3

Materials: Charlotte's Web

→ **RECAP**

What happened last time?

→ **READ, NARRATE, & DISCUSS**

Ch.III p.16-24 "One afternoon" - "he lay down."

- Do you think the goose gave Wilbur good advice? Why?

WEEK 3 15m Lit./Mythology: Grade 3 - Lesson 3

Materials: A Wonder Book OR Pilgrim's Progress Book 2

→ **INTRO (OPTION 1: A WONDER BOOK)**

The Stranger Meets Some Maidens

→ **READ, NARRATE, & DISCUSS (OPTION 1: A WONDER BOOK)**

"The Three Golden Apples" p.117-120 "Did you ever" - "serpents and dragons."

→ **READ, NARRATE, & DISCUSS (OPTION 2: PILGRIM'S PROGRESS BOOK 2)**

"The First Stage" p.211-214 "By this time," - "overtake them."

- **ILLUSTRATE** - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

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