

S19 Template for Illinois Reads Final Curriculum CIEP 329
 Illinois Reads Books

Title of Book	<i>Through the Window: Views of Marc Chagall's Life and Art</i>		
Title of Unit	ELA		
Grade level (interest)	3 rd grade	Reading Grade level	3 rd grade
Lexile Level	AD800L	Guided Reading level	W
Purpose for Instruction	With this unit on Through the Window Views of Marc Changall's Life and Art students will be able to understand artist's Marc Chagall's saying "For me, a stained-glass window is a transparent partition between my heart and the heart of the world". Students will be able to identify, examine, and compare and contrast different perspective. Student will be able to understand individual's dissimilarity and as a result become open minded and aware of the richness in diversity.		
Essential Questions	How do perspective affect people decisions? How do others' decisions differ from mine? Why do others' decisions differ from mine? How do others' experiences and my own shape my perspectives of the world?		
Theme	Understanding others' perspective and understanding my own perspective		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons	<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 2. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. 5. CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) 6. CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
--	--

C. Student Learning Outcomes – Targeted unit goals

<ol style="list-style-type: none"> 1. I will identify and present the definition of text vocabulary. 2. I will identify the sequence of the story. 3. I will describe and identify where and why main character moves. 4. I will compare and contrast their decisions to that of the main character's.
--

5. I will understand the character perspective and how that influences their decision making.
6. I will reflect on their own perspective by creating their own window.

Webb's Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

D. Text Sections to be read closely with plans to support reading and discussion - identify pages

Lesson 1: 1-26
Lesson 2: 1-26
Lesson 3: 1-20
Lesson 4: 1-20
Lesson 5: 21-26
Lesson 6: 21-26

Academic Language to be supported at word, syntax and discourse levels

Tier 2

Trudging
Rabbis
Misfit
Latticed
Filly
Fiddlers
Smudges

Tier 3

Vitebsk
Plaster
Cezanne
Gauguin
Matisse
Cubists
Kaleidoscope

Bloom's Levels Addressed:

Remembering ✓
Understanding ✓

Analyzing ✓
Evaluating ✓

Applying ✓

Creating ✓

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]

1. Determine Importance (Strategies that Work Chap. 2)
2. The comprehension continuum: Retelling (Strategies that Work Chap. 3)
3. The comprehension continuum: Merging thinking with content (Strategies that Work Chap. 3)
4. The comprehension continuum: Acquiring Knowledge (Strategies that Work Chap. 3)
5. The comprehension continuum: Actively Using Knowledge (Strategies that Work Chap. 3)
6. Close Viewing (Strategies that Work Chap. 3)

Brainstorming for Lessons

Interactive activities for each lesson

1. Students will create unique "Life and Art Journal" throughout the whole Unit
2. Students will play matching game to grasp a clear understanding of the vocabulary in the text.
3. Students will create their own timelines to better understand the text.
4. Students will create a graphic organizer to identify the sequence of the main characters movement throughout the story.
5. Students will analyze Marc Changall's art work
6. Students will create their own art work

Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials

Objective:	I will identify and present the definition of text vocabulary
Procedure Lesson One:	<p><u>Introduction:</u></p> <ol style="list-style-type: none">1. Teacher will then hand out Life and Art Journals to each student. They will explain that this is to be filled out throughout the unit. (I do)2. Teacher then will assign small groups that will be used for the remainder of the Unit (I do)3. In these small groups students are then given 10 minutes to identify vocabulary words that they might not know and will add these to the vocabulary list on the 1st page of their journal. (We do)4. As a whole class we play vocabulary matching game using smart board slide 1 (We do)5. Students individually add definition to vocabulary on their list as it appears in the matching game (I do)6. Students add missing words that they are still unfamiliar about to slide 2 of the smart board (I do)7. As a class we discuss and present the definition of these unfamiliar words (We do) <p><u>Closure</u></p> <ol style="list-style-type: none">8. Students will then discuss and share their vocabulary list with their small groups. Here they will have the opportunity to add or modify their list and/or definitions.
Journal Page:	<div data-bbox="436 805 732 1130" style="border: 1px solid black; padding: 10px;"><p>Unfamiliar words:</p><ol style="list-style-type: none">1.2.3.4.<p style="text-align: right;">Page 1</p></div>
Technology Pages:	

The image displays two screenshots of a word game interface. The left screenshot shows a menu with buttons for 'Edit', 'Check', 'Reset', and 'Solve', along with a help icon. Below the menu is a table with two columns: 'Word' and 'Description'. The right screenshot shows a detailed view of the 'Trudging' word and its description, with a 'Solve button' checked and a 'Password' field.

Word	Description
Lattice	a frame or structure of crossed wood or metal strips
Misfit	walk slowly and with heavy steps, typically because of exhaustion
Trudging	a person whose behavior or attitude sets them apart from others in an
Stale	no longer fresh and pleasant to eat; hard, musty, or dry
Kaleidoscope	a shop where French pastries and cakes are sold
Patisserie	a tube that contains bits of colored glass that show many different patterns

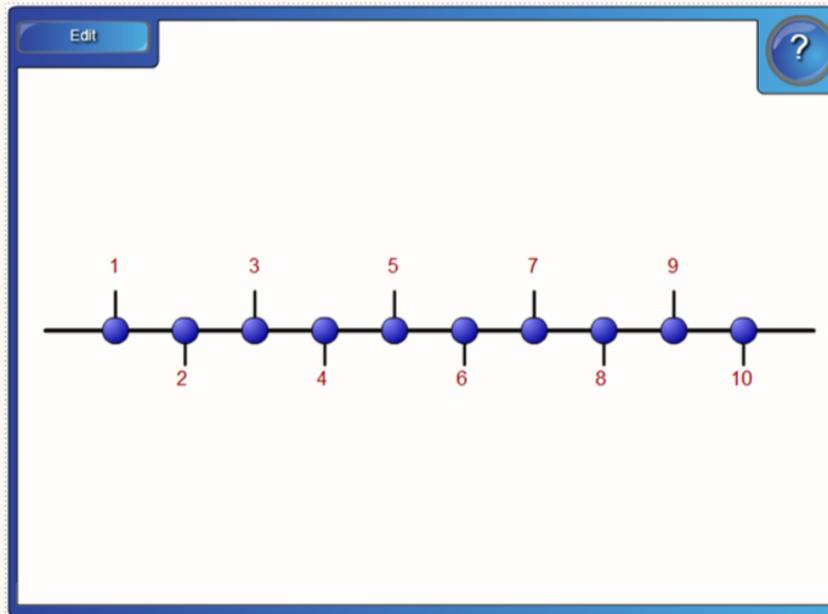
Slide 1 ^

What other vocabulary do you find unfamiliar?

Slide 2^

Objective:	I will identify the sequence of the story.
Procedure Lesson Two:	<u>Introduction:</u> <ol style="list-style-type: none">1. Teacher will introduce text “Through the Window Views of Marc Changall’s Life and Art” by reading the author’s note (located in the back of the picture book) to the class. (I do)2. Guided Reading of Through the Window: View of Marc Changall’s Life and Art (I do)3. Using Smart Board class will go over the “Through the Window Views of Marc Changall’s Life and Art” sequence on slide 3 (We do)4. Students will guess what the next main event in the sequence is and once they have done so the teacher will reveal the next event. (We do)5. Students will have a few minutes to both discuss with their small groups the main event that have just been presented, and later to write it down (with a title and a description per event) into their Life and Art Journals. (We do, I do)6. After this is done the process of guessing the next event in the timeline beginning again until the end of the story is reached. (We do)
Journal Page:	<u>Closure:</u> <ol style="list-style-type: none">7. Students will then discuss and share their timeline with their small groups. Here they will have the opportunity to add or modify their event or descriptions. (We do)
Technology pages:	<div data-bbox="428 834 657 1133" style="border: 1px solid black; padding: 10px; width: fit-content;"><p style="text-align: center;">Timeline</p> <p style="text-align: center;">Page 2</p></div> <p>Slide 3:</p>

Through the Window: Views of Marc Chagall's Life

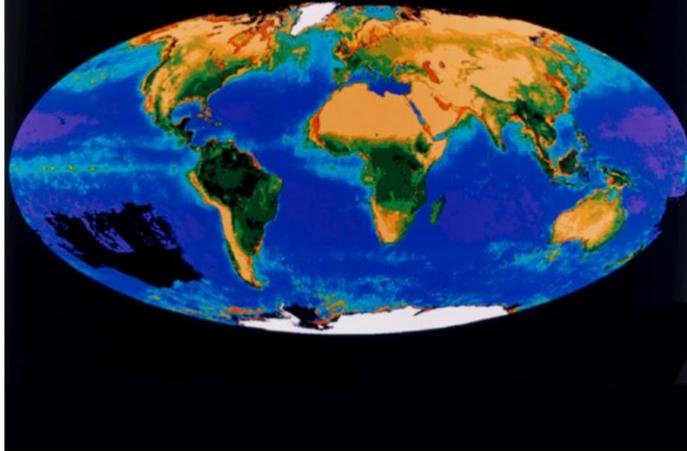


Through the Window: Views of Marc Chagall's Life

Date	Description
1	Marc Chagall live with his hardworking parents
2	March Chall discovers his passion towards art
3	Marc Chagall's artwork is said to be that of an artist " A new artist is welcomed"
4	Marc sees injustic in St.Petersburg between the rich and the poor
5	Marc's creativity is not appreciated in his homecountry so he moves to Paris were his creativity is welcomed.
6	Marc goes home for his sisters wedding and the war begins. " Soldiers replace artists in the cafes"
7	Marc lives in Russia here inequality is still not noticed. He lives here with his new wife and child.
8	Marc flees Russia as the war spreads. Leaders of this nation view him as a danger because of his artworks.
9	Marc becomes a famous artist in France but the war continues as he flees with is family to America
10	In America Marc is able to express his creativity. Here he also becomes a well know artist and inspires many people through his pieces.

Objective:	I will describe and identify where and why main character moves.						
Procedure Lesson Three:	<p><u>Introduction:</u></p> <ol style="list-style-type: none">1. As a class you will go over last lessons activity by turning back to page 2 of the Life and Art timeline activity from last class (We do)2. Students will come up with the main locations where Marc lived thought the book. (I do)3. In their same small groups students will discuss and agree on a chronological order for when Marc lived in these locations (We do)4. Each small group will then draw in different colors the route Marc took throughout his life in chronological order on the smart board map on slide 4. (We do)5. The students will individually complete a graphic organizer of the places where Marc moves and then will explain why he moved there. <p><u>Closure</u></p> <ol style="list-style-type: none">6. Students will then discuss and share their graphic organizer with their small groups. Here they will have the opportunity to add or modify their analysis. (We do)						
Journal Pages:	<table border="1"><tr><td colspan="2" data-bbox="451 803 745 876">Places Marc moves and why</td></tr><tr><td data-bbox="451 876 598 966">St. Petersburg Why?</td><td data-bbox="598 876 745 966">Paris Why?</td></tr><tr><td data-bbox="451 966 598 1104">America Why?</td><td data-bbox="598 966 745 1104"></td></tr></table> <p data-bbox="640 1104 745 1144">Page 3</p>	Places Marc moves and why		St. Petersburg Why?	Paris Why?	America Why?	
Places Marc moves and why							
St. Petersburg Why?	Paris Why?						
America Why?							
Technology pages:	Slide 4:						

Where does Marc move?



Objective:	I will compare and contrast their decisions to that of the main character	
Procedure Lesson Four:	<p>Introduction</p> <ol style="list-style-type: none">1. Teacher goes over Marc's decisions to move from St. Petersburg to Paris and from Paris to America by reviewing the Map from the last lesson (I do)2. Teacher will ask student to place themselves in the main characters shoes and ask themselves what they would have done in Marc's place. (I do)3. Student's answer the question "What would you do?" on the smartboard slide 5 by choosing one of the 4 corners/decisions and placing their name in that corner. (You do)4. In their Art and Life Journal students will copy the corresponding choice they made. (You do)5. They will then explain why they chose this decision by backing it up with their opinions. (You do)6. As a class we will answer "What did Marc choose?" on the following slide 6. (We do)7. Student's then will copy the choice Marc made into their Art and Life Journal8. Following they will explain in detail why Marc made that choice by trying to place themselves into his shoes (You do)	
Journal Pages:	<p><u>Closure</u></p> <ol style="list-style-type: none">9. Students will then discuss and share page 4 of their Art and Life Journal with their small groups. Here they will have the opportunity to add or modify their analysis. (We do)	
Technology pages:	<table border="1" data-bbox="432 902 695 1195"><tr><td data-bbox="443 919 684 1187"><p>My choice: I chose this because...</p><p>Marc's choice: He chose this because...</p><p style="text-align: right;">Page 4</p></td></tr></table> <p>Slide 5:</p>	<p>My choice: I chose this because...</p> <p>Marc's choice: He chose this because...</p> <p style="text-align: right;">Page 4</p>
<p>My choice: I chose this because...</p> <p>Marc's choice: He chose this because...</p> <p style="text-align: right;">Page 4</p>		

Other...

I would have stayed in St. Petersburg helping the misfits

What would you do?

I would have stayed in Russia and changed professions

I would have moved to another country in Europe not America

Slide 6:

Other...

I would have stayed in St. Petersburg helping the misfits

I would have moved to another country in Europe not America

I would have stayed in Russia and changed professions

What did Marc choose ?

Why?

Objective:	I will understand the character's perspective and how that influences their decision making.
Procedure Lesson Five:	<u>Introduction:</u> 1. Remember students about the process they previously did of placing themselves in Marc's shoes. (I do)
Journal Pages:	2. Using this process as a class discuss and answer questions on slide 7 about Marc's Window. (We do) a. Where he lived? b. His family c. His passions d. His worst moment e. His best moment 3. Teacher will instruct students to turn to page 5 of their notebook where they will find Marc's window artwork. (I do) 4. Teacher will instruct students to analyze the artwork with a partner. When doing so teacher will instruct them that they will need to find pieces in the work of art that relate to Marc's own life and experiences. (We do) 5. Students will individually circle the parts of the art work that they relate to Marc's life. (You do)
Technology pages:	https://blogs.timesofisrael.com/is-a-new-dutch-documentary-series-about-the-jews-any-good/
	<div data-bbox="441 755 703 1096" style="border: 1px solid black; padding: 5px; text-align: center;"><p>Marc's Window</p><p>Page 5</p></div>
	Slide 7:

Marc's Window

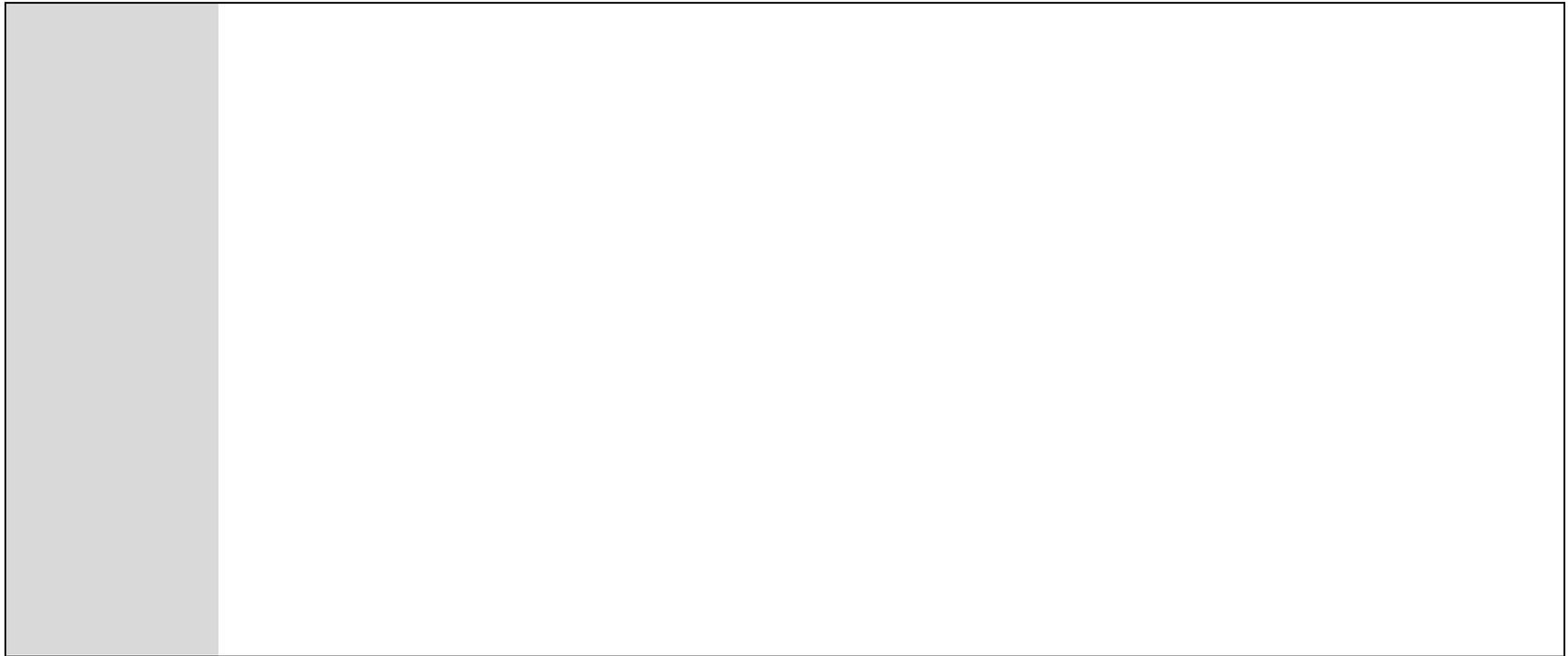
Where he lived?

His passions

His family

His worst moments

His best moments



Objective:	I will reflect on their own perspective by creating their own windows		
Procedure Lesson Six:	<u>Introduction:</u> 1. Introduce today's activity by telling students that today they will be making their own art work. (I do)		
Journal Pages:	2. Students will use the smartboard slide 7 to answer the questions that appear on page 6 of their Life and Art Journal. (You do) a. Where I lived? b. My family c. My passions d. My worst moment e. My best moment 3. Students will then share their answers to their questions with their small group. (We do) 4. Students will create their own window by drawing and coloring in page 7 of their Art and Life Journal. (You do)		
Technology pages:	<u>Closure:</u> 5. Students will share and explain artwork with the whole class.		
	<table border="1"><tr><td data-bbox="504 730 766 1055"><p style="text-align: center;">About me...</p><p>Where I live? My family My Passions My best moments... My worst moments...</p><p style="text-align: center;">Page 6</p></td><td data-bbox="819 730 1081 1055"><p style="text-align: center;">My Window</p><p style="text-align: center;">Page 7</p></td></tr></table>	<p style="text-align: center;">About me...</p> <p>Where I live? My family My Passions My best moments... My worst moments...</p> <p style="text-align: center;">Page 6</p>	<p style="text-align: center;">My Window</p> <p style="text-align: center;">Page 7</p>
<p style="text-align: center;">About me...</p> <p>Where I live? My family My Passions My best moments... My worst moments...</p> <p style="text-align: center;">Page 6</p>	<p style="text-align: center;">My Window</p> <p style="text-align: center;">Page 7</p>		
	Slide 8:		

My Window

Where I live?

My passions

My family

My worst moments

My best moments

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)

Formative Assessments:

1. Students will identify and present the definition of text vocabulary.

Unfamiliar words:

- 1.
- 2.
- 3.
- 4.

2. Students will identify the sequence of the story.

<h3>Timeline</h3>
Page 2

3. Students will describe and identify where and why main character moves.

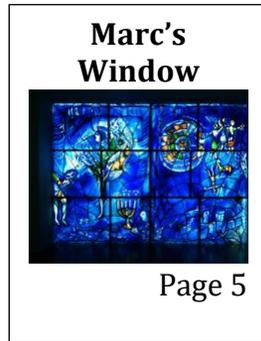
<h3>Places Marc moves and why</h3>	
St. Petersburg Why?	Paris Why?
America Why?	
Page 3	

4. Students will compare and contrast their decisions to that of the main character's.

<p>My choice: I chose this because...</p> <p>Marc's choice: He chose this because...</p>
Page 4

Summative Assessment:

5. Students will understand the character perspective and how that influences their decision making.



6. Students will reflect on their own perspective by creating their own window.

