



**Contributor:** Amy Jones **Grade Level:** 3<sup>rd</sup>

**1. Identify the standards to be addressed:**

Grade 3 – West Virginia – As of January 2024

ELA.3.1 Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.

ELA.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 literary text.

ELA.3.3 Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELA.3.13 Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood or emphasize aspects of a character or setting).

Extension standards:

ELA.3.26 Conduct short research projects that build knowledge about a topic.

ELA.3.33 Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently.

**2. Statement of the objective and lesson outcomes:**

Students will answer questions from the oral reading of the story. Students will recount at least three important events from the story. Students will describe characters traits, motivations, and feelings, and how they change throughout the story. Students will use chosen illustrations to describe the mood of the story and how the mood changes throughout the story.

**3. Materials, resources, and technology to be used by teacher/students:**

A copy of *The Biggest (and Best) Flag That Ever Flew* by Rebecca C. Jones (library/bookstore), paper, pencil, computers (if extension activity is completed).

**4. Introduction of the topic:**

This ELA lesson is about Caroline Pickersgill and the sewing of the flag that flew over Fort McHenry (The Star Spangled Banner). Activate prior knowledge with a discussion about the United States flag and how it has changed over time and lead into a discussion on the Star Spangled Banner Flag. You may choose to show a picture or project a picture of the flag.

**5. Procedure for instruction:**

The teacher will orally read the story to the class (whole/small group). As the teacher reads, you can choose to point out specific points of interest on the pages such as facial expressions, colors used in the illustrations, or mood/feelings of the pages.

When the reading is complete have a discussion about the book. Ask questions like, Where did this story take place? How do you think Caroline's mother felt when she was asked to make the flag? , Why is it important to know where Caroline and her mother lived at the time? Ask what is the main idea of this story? What are at least three important details? Describe the characters. What traits do they have? Would you consider them brave? Why do you think it's important to be reading a book about this all these years later? On pages 18 and 19 (a scene of war with the flag in the background) how does this page make you feel?

#### 6. **Lesson Closure**

On pages 18 and 19 (a scene of war with the flag in the background) how does this page make you feel?

#### 7. **Assessment of Understanding:**

Students will write the main idea of the book and three important details. OR Students may write a summary of the book.

**Extension Activities:** Teachers may choose to have students research the Star Spangled Banner and write five facts about it and share their research with the class.