

3rd Grade Common Core ELA Scope and Sequence

As teachers we all agree that it is important to teach SEL, but sometimes lack the extra time in our schedule to teach it. This scope and sequence reflects our commitment to providing students multiple opportunities to learn critical SEL skills while practicing 21st Century skills as provided in the Common Core ELA Standards. Every lesson includes communication practice in the speaking and listening as well as writing domains. Each unit provides opportunities for students to collaborate and apply their SEL skills to real world scenarios, using complex text and multimedia.

We trust that this scope and sequence will provide the tool you need to ensure that SEL instruction fits into your schedule and adds rigor to your ELA instruction.

	<i>U1</i>	<i>U2</i>	<i>U3</i>	<i>U4</i>	<i>U5</i>	<i>U6</i>	<i>U7</i>	<i>U8</i>	<i>U9</i>	<i>U10</i>
RI 1				x						
RI 3			x							
RI 6					x					
RI 7			x							
RI 9	x			x						
RL 1						x				
RL 3	x	xx				xx	xxx	x	x	
RL 5										
RL 6						x			x	
RL 7									x	
SL 1	xxxx	xx	xxx	xxx	xxx	xxx	xxx	xx	xx	x
SL 2	x							x		
SL 3	xx		x					x		x
SL 4										x
SL 5	x									
SL 6	x		xx	xxx	xxx	xxx	xxx	xx	x	x
W 3	x		x							
W 6	x									
W 8					x					
W10	x		x		x		x	x	x	x



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3rd Grade
Unit 1-Empathy
Lesson 1-Learn How To Explain Empathy
Teacher Guide

The focus of Unit 1 is on learning the foundational skills of empathy. This lesson introduces empathy by making the connection between what students already know about describing character traits in stories and helps them apply it to recognizing another person's feelings in real life situations.

Learning Objectives:

By the end of this lesson students will be able to:

1. Describe the emotions that a character is feeling in typical 3rd grade situations.
2. Explain the concept of empathy.
3. Describe how to practice empathy in typical 3rd grade situations.

Common Core Learning Objectives:

1. SL 1 - Engage effectively in a range of collaborative discussions.
2. RL 3 - Describe characters in a story, including their feelings.

Teacher Prep Prior to Lesson:

- Review PowerPoint lesson and prepare for animated slides. Add or alter any scenarios that best meet your student population.
- Review the Independent Practice page in the student SEL Journal and decide how to implement.
- Choose pair-share partners to facilitate more effective synthesizing for all students.
- Review any stories you have read recently where the characters practiced empathy in order to provide examples during the review portion of the lesson.

Teacher Directions:

Engagement: (slide 2) Prompt students to pair-share which Scooby Doo picture they would rather be in. Allow time for both partners to share and then call on volunteers to share and explain why. As students answer, make the connection that we can sometimes know what other people are thinking or feeling by looking at their actions or expressions and imagining what they are feeling. This skill helps us make choices about how to act around other people.

Objective: (slide 3) State the learning objective for the students. Prompt them to pair-share the learning objective. Point out that in this situation, even though we can't see the whole scene we can guess that the human is feeling sad. The dog knows this and is comforting the human by putting their head on the human's knee.

Review: (slide 4) Slide is animated. Remind students of reading comprehension skill of recognizing a character's feelings. Prompt students to pair-share what they know about recognizing a character's feelings. Use any current stories you are reading in the classroom to make the point. Use the example on the slide and prompt students to pair-share the feelings being portrayed by the cartoon dog. Be sure to have them explain their answer. Explain to students they will be using the skill of recognizing the character's feelings to practice empathy. Refer to the next slide to define empathy.

Concept Development: (slide 5) Use the animation on the slide to assist with explaining the concept of empathy. Prompt students to use their hands to make "glasses" in order to

emphasize the point that when practicing empathy you are not seeing with your eyes, but through someone else's eyes. Refer to any stories that you might have read recently regarding characters that have practiced empathy. Prompt students to pair-share the definition of empathy. One partner should use the word "shoes" in their explanation and the other partner should use the word "glasses." Call on volunteers to share the definition in their own words.

Modeling: (slides 6-8) The slide is animated to assist you in verbalizing your thought process as you talk through practicing empathy for this scenario. Notice that the dog has no grass to run around on and there are no dog toys. It doesn't look like she has any friends to play with. (click) Read the thought process for empathy.

(slide 7) Read through the thinking steps and explain how you applied it to the first scenario. Use these steps as you go through Modeling, Guided Practice and Independent Practice.

(slide 8) Continue to verbalize your thought process as you explicitly use the thinking steps to practice empathy for the second model.

Guided Practice: (slides 9-11) Read the scenario. Prompt students to think about the last time they had to stay home sick. What were they feeling? Call on volunteers to share answers. Prompt students to use the steps and pair-share which character is practicing empathy: the dog or the boy? Call on volunteers to share their explanation.

(slide 10) Have students pair-share describing the situation and what they think the subjects are doing. Prompt students to choose one of the characters and explain how they think the girl is feeling. Use whiteboards or call on non-volunteers to share what the subject is feeling. Prompt students to pair-share explaining empathy in this situation and ask students to use the word "glasses" in their explanation. Provide a sentence frame if appropriate.

(slide 11) Prompt students to pair-share what they think is happening in this scenario. Use student whiteboards or call on non-volunteers to share what they think the subject is feeling. Prompt students to see the situation through the girl's glasses and practice empathy. Call on non-volunteers to share their answers.

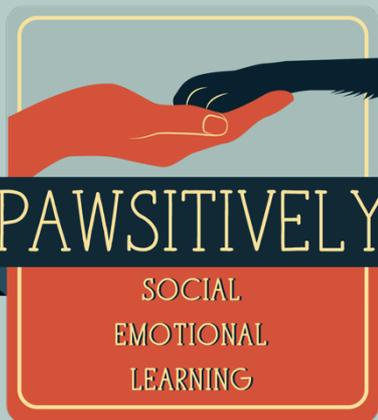
Closure: (slide 12) Have students pair-share or call on a combination of volunteers and non-volunteers to answer closure questions.

Independent Practice: (slides 13-14) Prompt students to use whole sentence answers to complete their Independent Practice in their SEL Journal. The scenarios and pictures are found on the slides as well as in the journal. If time allows, it is best to have students complete the Independent Practice while in class so you can immediately facilitate any misunderstanding of the concept. Use your discretion on differentiating Independent Practice, i.e. individual, small group, whole class.

Next Lesson: Practice empathy.

3rd Grade Unit 1 Lesson 1

Learn How To Explain Empathy



Engagement



Which Scooby Doo picture would you rather be in?

Explain why.

Learning Objective

In this lesson you will **PAWSITIVELY**
learn how to:
Explain Empathy.



Review

Think about how you identify a character's feelings in stories.

You identify a character's feelings by noticing what is happening, what they are doing with their body and what they are saying.

Describe what you think this dog is feeling.



Concept Development



Empathy is seeing someone in a situation and imagining you are in that same situation. You see what they see and feel what they feel.

We could say we are seeing the situation through their eyes.

Good humans choose to practice empathy. This helps us be more kind and helpful in all types of situations.

Modeling



"If I were seeing things through this dog's eyes I would feel sad and lonely."

Thinking Steps



1. Look at the picture or situation.
2. Ask myself: What do I think the subject is feeling?
3. Ask myself: How would I feel if I were in their situation?

Modeling



Joey had to go to the dentist to get a cavity filled.

Guided Practice



Andre had to stay home from school because he was running a fever.

His dog Boots curled up and slept next to him all day.

Which one is practicing empathy?

Guided Practice



1. Look at the picture or situation.
2. Ask myself: What do I think the subject is feeling?
3. Ask myself: How would I feel if I were in their situation?



Like to see more?

[Download](#) the entire lesson
and try it in your classroom.