

**Site of Engagement Lesson: River Unit**  
 "Writing A Story from the River's Point of View"  
 Hope Yeager  
 Grade 3, South Royalton School  
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Essential Question:	What is a river and what is its connection to us?
Curriculum Standards:	<p><b>NGSS:</b></p> <p><b>Asking Questions and Defining Problems</b>        Asking questions and defining problems in grades 3-5 builds on grades K-2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>• Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)</li> </ul> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>• Science findings are based on recognizing patterns. (3-PS2-2)</li> </ul> <p><b>Scientific Investigations Use a Variety of Methods</b></p> <ul style="list-style-type: none"> <li>• Science investigations use a <i>variety</i> of methods, tools, and techniques. (3-PS2-1)</li> </ul> <p><b>Range of Writing:</b>        CCSS.ELA-LITERACY.W. 3.10</p> <ul style="list-style-type: none"> <li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</li> </ul>
Location:	Classroom discussion followed by a walk to the White River
Plan:	<p>A.) Pre-visit: Introduce concept of telling a story in the first person. Take turns with class telling brief stories from the point of view of various objects around the room. Ask students how they might tell a story from the river's point of view? Review the basic structure of a narrative (The main character wants something. There is a problem with getting what the character wants. The character finds a solution so that the character can get what they want or they change what they want.). Ask the students, "If the river is the main character, what does the river want?"</p> <p>B.) On-Site: Take the students for a walk along the banks of the White River. Ask students to observe the river. Again ask the question, "If the river is the main character, what does the river want?" And follow up with asking, "What problem might the river face in getting what it wants?" Have a discussion of what the river wants and what problems does the river face based on what we can</p>

	<p>observe about the river and its environment. Have students take photos of evidence in and around the river of what the river wants and what problems it might face.</p> <p>C.) Post-Visit: Show the class the photos students took at the river. Ask each student to explain why they took the photo: what detail did they notice about what the river wants or what problem the river faces? Have students work together to generate ideas about what the river wants and what problems it might face.</p>
<p>Outcome:</p>	<p>Students write a narrative from the river's point of view.</p>
<p>Resources:</p>	<ul style="list-style-type: none"> <li>• Elements of Narrative Story Plan (by Diana Leddy)</li> <li>• Narrative Outline (Diana Leddy)</li> <li>• iPad for taking photos</li> <li>• snowshoes (optional)</li> </ul>