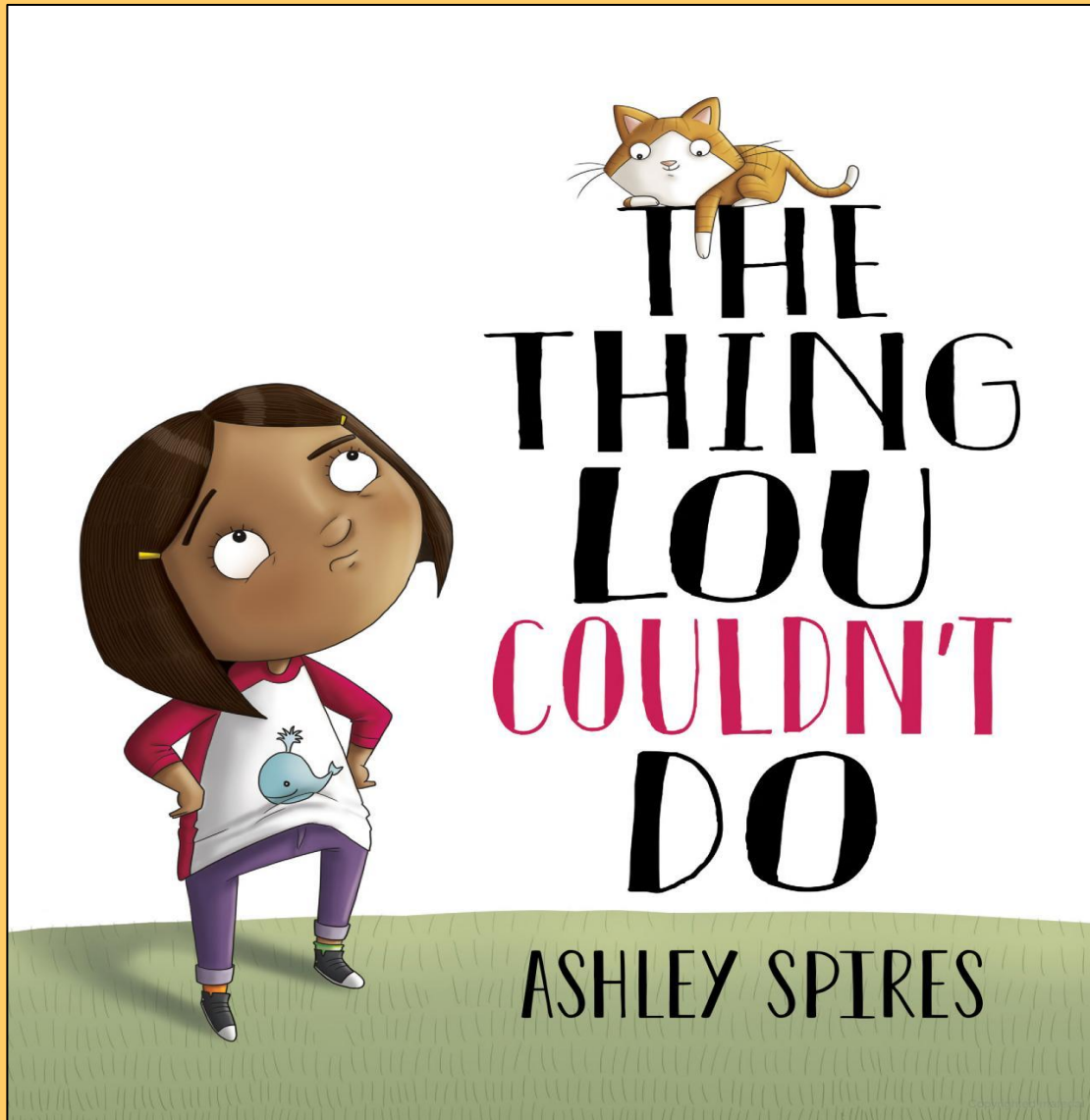


3rd Grade Lesson Plan
Live with Purpose
Strength, Work Ethic and Character



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 3 rd	Lesson: Live with Purpose-Strength, Work Ethic and Character

<p>OBJECTIVES: CCSS Literacy ELA. L3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Literacy ELA. L3.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group 															
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; copies of <i>The Thing Lou Couldn't Do</i> Comprehension Questions; copies of Summarize the Story; copies "The Thing Lou Couldn't Do" Word-Picture Match Activity Decipher the Message for <i>The Thing Lou Couldn't Do</i> Activity															
Engage: Hook the students	Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer. Perseverance means working hard to overcome or achieve something despite difficulties, failure, or opposition. T/P/S Question: Think about a time when you were faced with an obstacle or a challenge. Did you overcome the challenge on the first try or did you have to practice and keep trying? Have you overcome the obstacle? If so, how did you overcome it?															
Explore: Students make sense of a concept through observations.	Play the YouTube read aloud, <i>The Thing Lou Couldn't Do</i> , Author/Illustrator- Ashley Spires. https://youtu.be/nmG7hB_i26E?si=Vz54OHlIRX_VOVKq&t=9 Hand out <i>The Thing Lou Couldn't Do</i> Comprehension Questions. Allow students time to complete the assignment. Hand out the Summarize the Story Worksheet. Allow students time to complete the assignment. Hand out <i>The Thing Lou Couldn't Do</i> Word-Picture Match Activity. Allow students time to complete the assignment. Hand out Decipher the Message <i>The Thing Lou Couldn't Do</i> Activity.															
Explain: Teacher introduces formal vocabulary and language to students.	<table style="width: 100%; border: none;"> <tr> <td style="padding: 0 10px;">obstacle</td> <td style="padding: 0 10px;">perseverance</td> <td style="padding: 0 10px;">pirate</td> <td style="padding: 0 10px;">asteroid</td> <td style="padding: 0 10px;">determined</td> </tr> <tr> <td style="padding: 0 10px;">challenge</td> <td style="padding: 0 10px;">helicopter</td> <td style="padding: 0 10px;">trampoline</td> <td style="padding: 0 10px;">moat</td> <td style="padding: 0 10px;">work ethic</td> </tr> <tr> <td style="padding: 0 10px;">adventurous</td> <td style="padding: 0 10px;">pole vault</td> <td style="padding: 0 10px;">airplane</td> <td style="padding: 0 10px;">courageous</td> <td style="padding: 0 10px;">imaginative</td> </tr> </table>	obstacle	perseverance	pirate	asteroid	determined	challenge	helicopter	trampoline	moat	work ethic	adventurous	pole vault	airplane	courageous	imaginative
obstacle	perseverance	pirate	asteroid	determined												
challenge	helicopter	trampoline	moat	work ethic												
adventurous	pole vault	airplane	courageous	imaginative												
Elaborate: Students apply what they have learned.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.															
Evaluate: assessment.	Teachers will select which activities to use as formal/informal assessments.															
Enrichment/Service-Learning Project	<p>Explain: April is the Month of the Military Child. Explain to students that children with parents who serve in the military have different sets of challenges. Their parents may be sent on deployments overseas, they move a lot, etc. Military children must learn the skills of strength, work ethic and good character from a young age to adjust to life as a military child. Hand out The Month of the Military Child Activity. Allow students time to complete. See a list of 50 potential projects provided by the United State Air Force on the last pages of this lesson plan. Print project completion certificates here.</p>															

Wreaths Across America

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Name _____

The Thing Lou Couldn't Do Comprehension Questions

1. What do we learn about Lou and her friends at the beginning of the book?
2. What are three things Lou says she might be when she grows up?
3. Lou's friends want to play pirates. What do they plan to use as their ship?
4. What does Lou think about using the tree as the ship?
5. Despite Lou's attempts to convince her friends the tree is not a good idea; her friends decide the tree will be their ship. Lou comes up with a lot of excuses not to climb the tree, list 5 excuses she gives:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
6. When Lou runs out of excuses, what does Lou finally have to admit to her friends?
7. Have you ever given excuses for not doing something because you did not know how to do it?
At home?
With friends?
At school?

Wreaths Across America

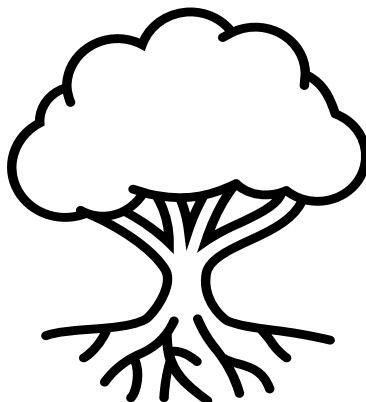
Lesson Plan

Teacher:	Date:
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8. What happens when Lou's friends offer to teach her how to climb a tree?

9. When does Lou change her mind?

10. Lou starts thinking about ways she can get into the tree without having to climb the tree. What 3 ways does Lou think she can use to get in the tree?



11. Are any of the ways Lou thinks of realistic? Why or why not?

12. What makes Lou change her mind about climbing the tree?

13. Is Lou's first attempt at climbing the tree successful?

14. What does Lou's decision to keep trying to climb the tree say about her work ethic?

15. What lesson about perseverance could we all learn from Lou?

Wreaths Across America

Lesson Plan

Teacher:	Date:
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ANSWER KEY

Name _____

The Thing Lou Couldn't Do Comprehension Questions

1. What do we learn about Lou and her friends at the beginning of the book?

At the beginning of the book, we learn that Lou and her friends are brave adventurers. They build fortresses, run faster than airplanes and rescue wild animals.

2. What are three things Lou says she might be when she grows up?

Lou says she might be a deep-sea diver, a race car driver, or a pirate.

3. Lou's friends want to play pirates. What do they plan to use as their ship? Lou's friends want to use a tree as the ship.

4. What does Lou think about using the tree as the ship?

Lou does not like the idea of using the tree as the ship because she has never climbed a tree before.

5. Despite Lou's attempts to convince her friends the tree is not a good idea; her friends decide the tree will be their ship. Lou comes up with a lot of excuses not to climb the tree, list 5 excuses she gives:

1. Lou suggests a game that is not up the tree.
2. Lou has to change her shoes.
3. Lou tries to use the couch in the house as a pirate ship.
4. Lou tells them her arm is sore.
5. Lou has to walk the cat.
6. Lou says you should not climb so soon after eating.
7. Lou stepped on a slug and its funeral is today.
8. Lou found out she is a fish, and she will be in the bathtub.
9. Lou says there is an asteroid-Run!!
10. Lou says she has a tummy ache.

6. When Lou runs out of excuses, what does Lou finally have to admit to her friends?

When Lou finally runs out of excuses for not climbing the tree, she finally admits to her friends that she can't climb the tree.

7. Have you ever given excuses for not doing something because you did not know how to do it?

At home? Answers will vary.

With friends? Answers will vary.

At school? Answers will vary.

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8. What happens when Lou's friends offer to teach her how to climb a tree?

Lou gets mad, she wants her friends to just leave her alone.

9. When does Lou change her mind?

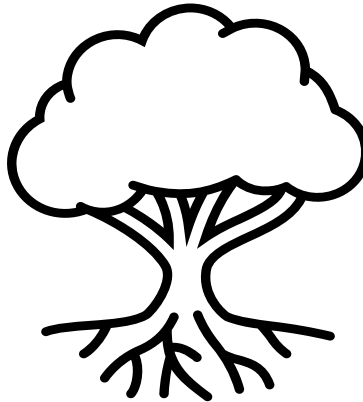
Lou changes her mind when she sees how much fun her friends are having playing pirates in the tree.

10. Lou starts thinking about ways she can get into the tree without having to climb the tree. What 3 ways does Lou think she can use to get in the tree?

HELICOPTER

TRAMPOLINE

POLE VAULT



11. Are any of the ways Lou thinks of realistic? Why or why not? Answers will vary.

12. What makes Lou change her mind about climbing the tree? Lou's friends call out to her that they need help because they are coming under attack. Lou decides to overcome her fear and try to climb the tree.

13. Is Lou's first attempt at climbing the tree successful? No

14. What does Lou's decision to keep trying to climb the tree say about her work ethic? Lou decision to keep trying to climb the tree, even if it is challenging shows Lou has a good work ethic because she is willing to keep trying!

15. What lesson could we all learn from Lou? Answers will vary.

Wreaths Across America Lesson Plan

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SUMMARIZE the STORY *THE THING LOU COULDN'T DO*

We see different sides of Lou's character in the book. List her character traits, motivations, feelings in the first box. Then answer the questions about how Lou's character influenced each section of the book.

**Lou's Character, Motivations
Feelings**

How do Lou's actions contribute to the book's beginning?

How do Lou's actions contribute to the book's middle?

How do Lou's actions contribute to the book's ending?



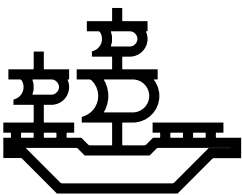
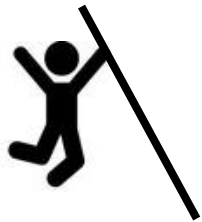
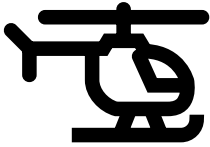
Wreaths Across America Lesson Plan

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Name _____

“The Thing Lou Couldn’t Do” Word-Picture Match

Directions: Draw a line from the list of words in the box to its picture.



fortress

pirate ship

race car driver

asteroid

airplane

wild animal rescue

helicopter

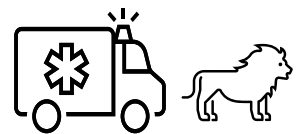
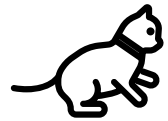
trampoline

pole vault

cat

deep sea diver

pirate



Wreaths Across America Lesson Plan

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Name _____

Decipher the Message for *The Thing Lou Couldn't Do*

Morse code uses short and long signals, called dots and dashes, to represent letters and numbers.
Directions: Decipher the message below using the Morse Code!

A	B	C	D	E	F	G	H	I
• -	- • • •	- • - •	- • •	•	• • - •	- - •	• • • •	• •
J	K	L	M	N	O	P	Q	R
• - -	- • -	• - • •	- -	- •	- - -	• - - •	- - • -	• - •
S	T	U	V	W	X	Y	Z	
• • •	-	• • -	• • • -	• - -	- • • -	- • - -	- - • •	

_____, _____
 • - - • • - • •

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Wreaths Across America Lesson Plan

Teacher:	Date:
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ANSWER KEY

Name _____

Decipher the Message for *The Thing Lou Couldn't Do*

Morse code uses short and long signals, called dots and dashes, to represent letters and numbers.
Directions: Decipher the message below using the Morse Code!

A	B	C	D	E	F	G	H	I
• -	- • • •	- • - •	- • •	•	• • - •	- - •	• • • •	• •
J	K	L	M	N	O	P	Q	R
• - -	- • -	• - • •	- -	- •	- - -	• - - •	- - • -	• - •
S	T	U	V	W	X	Y	Z	
• • •	-	• • -	• • • -	• - -	- • • -	- • - -	- - • •	

WE'RE

_____,
• - - • • - • •

UNDER

• • - - • - • • • • - •

ATTACK

• - - - • - - • - • - • - !

ALL

HANDS

• - • - • • • - • • • • • • • - - • - • • • • •

ON

DECK

- - - - • - • • • - • - • - • - !

Wreaths Across America

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(Dept of the Air Force School Liaison Program)

https://www.militarychild.org/MOMC_Toolkit

In 1986, Defense Secretary Caspar Weinberger designated April as Month of the Military Child. Military bases, cities and school districts around the world will honor these young American heroes with special events just for them. As part of this month-long celebration, local communities are invited to take part in Purple Up! Day established by your state and wear or display purple to recognize our military children.

Here are a few suggestions on how your school can celebrate the Month of the Military Child. Plan now for how you can show your support for military children in your schools. Work with your students, staff, PTA or Boosters to do recognition.

1. Kick off the Month of the Military Child with breakfast, or lunch for Military Connected Youth (MCY) in the school. Include their parents or other family members associated with the military. Don't forget to invite staff who were once military kids, too, or who may have a close family member serving our country. Ask everyone to wear purple and invite all military members to wear their uniform. PTO/PAB could pick up the tab.
2. Identify one day each week in April to highlight military families. Ideas include favorite service logo day, patriotic day, Purple day, etc. Dress-up throughout the month of April. Decorate the school with purple, purple camo, military insignias, etc.
3. Highlight April as Month of the Military Child on the school's marquee, and in staff and parent newsletters.
4. Have a daily or weekly announcement with military-connected student facts. Start with the national facts and move onto school facts. (i.e. Military Monday ... Did you know?) Followed by a public "thank you" for their service to our country.
5. Throughout the month, ask military connected kids or family members to make the announcements, or share an interesting fact about their life as a military child on the morning news show.
6. Decorate display cases and bulletin boards throughout April with military focused memorabilia, or items brought by military kids reflecting their experiences (where they have lived or traveled, family members' service memorabilia, parts of a uniform, patches, coins, models of planes etc.)
7. Create a world map and pinpoint where students and staff have lived because of their military lifestyle. This is a fantastic way to connect military kids with their peers. It's a total conversation starter when their peers say to them, "Wow! You lived in Japan?"
8. Take pics and decorate using flag as a backdrop and unique to their branch of service.
9. Decorate the school in flags, purple, and posters! Have a group of kids design posters thanking their families for their service. Have military kids make posters reflecting their experiences. Decorate with purple balloons. Have staff and students wear purple ribbons or carnations on the designated Purple UP day!
10. "Wall of Honor" Recognition: Schools are encouraged to display a "Wall of Honor" as a visual depiction of the school's military student population.
11. "Share Your Story" Project: Whether a military dependent yourself, classmate, friend, or neighbor of a military student, we are all impacted by the military community. Teachers are encouraged to incorporate Month of the Military Child recognition in their instruction by having students share their military-connection story through the visual arts, creative writing, musical composition, poetry, etc.
12. Adopt a deployed service member or unit. Create Care Packages for deployed troops. As a service project collect items from a class, grade, school group, or whole school. Packages can be sent to a student's family member or another unit identified through the school or community. Don't forget notes, card, pictures etc. For ideas of what to send contact a family member, local installation, or Red Cross.
13. As a service project adopt a deployed family. Find out what a family with a deployed service member needs help with. A class or school group can help with yard work, in home technology, childcare, tutoring, homework help, a weekend buddy, care package for the kids in the family and/or deployed member.
14. Create an atmosphere in individual classrooms to bring an awareness of MCY's lifestyle to their peers through conversations – ask questions, share experiences and point out the relatable experiences that all children have like: Talk about what it may feel like going to new school or on the first day of school, having parents leave on business trip, struggling making new friends or having to say goodbye to friends.

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15. Ask a military member (a parent or sibling of someone in the class) to be a guest speaker and share their perspective on life in the military as well as their profession.
16. Time Zone Wall: A series of clocks on a wall identifying different time zones from around the world, with a focus on where a deployed family may be, where a MCY lived in the past, or where a MCY might be moving to.
17. Story time using books about military kids' experience, the military lifestyle, being the new kid in school, or appreciating differences in one another.
18. Show-n-Tell – Have students in something military related. Examples: memorabilia from an installation or service branch, favorite airplane, book, military character, items or pictures from prior living locations, pictures or anything related to being a mil kid.
19. Have a t-shirt drawing contest for the Month of the Military Child and make t-shirts for the school to show their support.
20. Write letters or draw pictures and send to deployed family members. They “serve too” and would benefit from a class pick me up.
21. As a class service project to send thank you cards to a local military installation, a local veteran home or get well cards to service members in a local military hospital.
22. Salute to Military Children at Sporting Events - Have the announcer make a special announcement before, during or after sporting events recognizing all military children. Have them raise the flag, sing the National Anthem or recite the Pledge of Allegiance.
23. Work with your School Liaison Office and bring in Senior Leadership (Male & Female) as guest speakers in High School Classes
24. During the daily morning announcements acknowledging military such as: a. Thanking military parents/faculty b. Play music such as I'm Proud to be an American c. Read a military poem
25. Do guidance lesson H is for Honor
26. Create Bulletin Board “What does HONOR mean to you...”
27. Designate a spirit week and have activities every day such as: Monday: Flag ceremony, Tuesday: wear red, white, and blue, Wednesday: Write a letter to thank a military person, etc...(Mon- Service Branch t-shirt, Tuesday Purple, Wed Orange for Unity...
28. Invite neighboring JROTC to your campus for demonstration
29. Encourage leadership by military students in the planning and implementation of the activities.
30. Create a postcard with the banner design on one side; write your thanks and give to a military family, individually or in an assembly
31. At an assembly or recognition tea, give a certificate of thanks to each military child. Invite military leadership or principal or military parents to hand out the certificates to each child.
32. Invite military parents to visit in their children's classrooms or at an assembly.
33. Have students create “thank you” cards for class-room or main hall bulletin boards to support military children.
34. Tie yellow or purple ribbons, one per military child in the school, on a tree outside the school or attach on the walls of the lunchroom or main hallway
35. Create a Transition Center with flyers and other district, school, School Liaison resources, and community resources for parents and staff.
36. Recognize Month of Military Child in your community via district and/or school webpages, school newsletters, school, social media and community reader boards, encouraging the local paper to do an article.
37. Have students create a banner each year to hang at the school entrance, on the fence, in the commons or gym for the month.
38. Create and share your school's activities with parents, children, and community members! Tag us on social media Facebook: DAF School Liaison Program Facebook use hashtags #MoMC #milkids #milfam #PurpleUp
39. Cafeteria serves Purple Foods during MOMC

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40. Military Parade All students dress up in patriotic outfits and parade through the school; ending in the courtyard. Each grade level performs a song and the Principal delivers a short speech thanking the children and families for their service.
41. Invite students to participate in an Essay Contest to describe how they do or can better support this nation and its military community; winners could be recognized by installation leadership.
42. Bootcamp challenge – invited active-duty volunteers to conduct various games with advisory classes (i.e., relay games, sit up challenges, etc.)
43. Door Decorating Contest – Theme – The Military Child – One winner per grade level – class would receive popcorn, or some kind of treat from PTO.
44. “Purple Ball”: It’s an evening that is all about the military child. The children dress up in their nicest clothes and The active-duty parent wear the dress uniform.
45. Host a Military Art Fair: have students provide images of military life or experiences; winners could be acknowledged by installation leadership or Adopt-a-School partners
46. Host a military luncheon for active-duty parents to have lunch with their children
47. Web Site Feature - Schools can promote the Month of the Military Child on their web sites. Provide links to sites that offer resources for military families.
48. Publicize Installation/Community Events - Use the school newsletter to publicize Month of the Military Child events and activities hosted by the installation/community. Look for ways schools can contribute to these celebrations (setting up an information or activity booth, having teachers volunteer at events and activities, etc.).
49. Host an Assembly for Month of the Military Child - Hold a school assembly honoring military children. Have students write a poem about what it means to be a military child and select several student volunteers to read their poems.
50. Teachers Salute Military Children - Ask teachers at your school to make a special project with their classes such as a picture frame, bookmark, journal, etc., that ties into the Month of the Military Child.