

## PROHUMAN CURRICULUM - GRADE 4

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 6: COMPASSION

### LESSON 3: WRITING A NARRATIVE ABOUT COMPASSION

#### SUMMARY:

The Prohuman Grade 4 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 6, Lesson 3, “Writing a Narrative About Compassion,” students will write narratives about how they, or a character they create, have shown compassion. Students will develop real or imagined experiences or events with a narrator and/or characters. Their narratives will include dialogue, descriptions of actions, thoughts, and feeling, temporal words and phrases to signal event order, and a sense of closure.

**SUGGESTED TIME:** 20 minutes

**RELATED SUBJECT:** English Language Arts

**LEARNING OUTCOMES:**

- Demonstrate comprehension of the word compassion
- Create a narrative that develops real or imagined experiences or events  
Demonstrate understanding of standard English sentence structure and grammar

**REQUIRED MATERIALS:**

- Prohuman Grade 4 Unit 6 Worksheet 3: Writing a Narrative About Compassion

**VOCABULARY:**

**Compassion:** I see when others are hurt or need help, and I try to help them.

**ELA COMMON CORE STANDARDS MET**

CCSS.ELA-LITERACY.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓
CCSS.ELA-LITERACY.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓
CCSS.ELA-LITERACY.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	✓
CCSS.ELA-LITERACY.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.	✓
CCSS.ELA-LITERACY.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓

CCSS.ELA-LITERACY.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.	✓
CCSS.ELA-LITERACY.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓
CCSS.ELA-LITERACY.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.4.2.A	Use correct capitalization.	✓
CCSS.ELA-LITERACY.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	✓
CCSS.ELA-LITERACY.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓
CCSS.ELA-LITERACY.L.4.3.A	Choose words and phrases to convey ideas precisely.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A4	Offer examples of caring and compassionate behaviors (at home, in school, in the community)	✓
Moral Character B4	Provide an example of a friend or role model who demonstrates caring and compassion	✓
Performance Character B2	Provide an example of a friend or role model who is dependable, reliable, and conscientious (responsible)	✓
Civic Character A4	Explain why it is important for everyone to serve and contribute to their family, school, community, nation, globally	✓

Civic Character B6	Describe how a role model volunteers and contributes to the common good	✓
Self-Awareness A1	Understand and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new)	✓
Self-Management A1	Identify and develop a range of self-help and stress-reducing coping strategies (e.g., positive self-talk, deep breaths, taking a break, talking to someone about your feelings)	✓
Social-Awareness A4	Explain a time when you put yourself in “someone else’s shoes” in order to understand their perspective and point of view	✓

## LESSON PROCEDURE

Today, we will write a narrative about compassion.

- 1.) Our stories should do five things. Let’s go through all five things.
- 2.) First, our stories should orient the reader by establishing a situation and introducing a narrator and/or characters.

For example:

Antonio was having trouble with his math assignment. He became so frustrated that he began to cry. Mario sat next to Antonio and felt that he wanted to show compassion to his classmate.

- 3.) Second, our stories should use dialogue and description to develop experiences and events or show the responses of characters to situations.

For example:

“What’s wrong, Antonio?” Mario asked.

"I don't understand this math worksheet about how to multiply fractions," said Antonio. "I am so frustrated, I want to give up."

"Don't worry," Mario said, "Take a deep breath to calm down. I will help you understand it."

- 4.) Third, our stories should use a variety of transitional words and phrases to manage the sequence of events.

For example:

Then, Mario explained the steps for multiplying fractions.

"First, find a common denominator," said Mario. "Second, multiply the numerators. Third, multiply the denominators. Finally, simplify if needed."

- 5.) Fourth, our stories should use concrete words and phrases and sensory details to convey experiences and events precisely.

For example:

Mario picked up his pencil and erased the mistakes that Antonio had made. He brushed away the small pink eraser shavings. Then Mario brought over his math worksheet and set it down on the wooden desk to show Antonio how he had solved the problem.

- 6.) Fifth and finally, our stories should provide a conclusion that follows from the narrated experiences or events.

For example:

Antonio felt happy that Mario had shown compassion by helping him to understand how to multiply fractions. At first, Antonio did not understand and felt frustrated, but after Mario helped Antonio understood and said, "Thank you for your help, Mario."

7.) Now you will write your own story on your worksheet.

NOTE: Collect and keep the worksheet on the following page for the next day's lesson in which students will share their stories with a partner.

## **GRADE 4 UNIT 6 WORKSHEET 3: WRITING A NARRATIVE ABOUT COMPASSION**

**Compassion:** I see when others are hurt or need help, and I try to help them.

**ACTIVITY:** Write a story about how you—or a character you create—show compassion.

**Beginning:**

**Middle:**

**End:**