Name: Ben Wilson     Date: 12/2/02
Content Area: ELA, Reading     Unit Topic: The Chocolate Touch
Grade Level: 3rd     Duration: 11:00am- 12:00pm

**LESSON RATIONALE**

**New York State Learning Standards**

**English Language Arts Standards 1, 2**

**Standard 1: Language for Information and Understanding**
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Key Ideas: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

**Standard 2: Language for literary response and expression.**
As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Key Ideas: Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

**Objectives:**

1. Students will re-read a section of Chapter 2 in the book, *The Chocolate Touch* by Patrick Skene Catling. (Bloom Level 2, Comprehension).

2. Students will write the steps of opening a box of chocolates in sequential order. (Bloom Level 3, Application).

3. Students will write a final draft paragraph about opening a box of paragraph, with proper spelling, paragraph format and punctuation. (Bloom Level 3, Application).

**Adaptations:**
Students with vision impairments- The teacher will be prepared with copies of any handouts or texts in larger print.

**Materials:**
- One copy of *The Chocolate Touch* for each student.
- Box of chocolates
- Sequence handout for each student
- Easel paper
LESSON OPENING

Anticipatory Set:

“Welcome back everyone! Way back before break, we read chapter 2 in The Chocolate Touch. Who can tell me what happened to John Midas in that chapter? What did he eat? What was strange about the chocolate box that he bought? Where did he get the box of chocolate? Do you think it was an ordinary piece of chocolate that he ate? Lets look back at the section where John opens the box of chocolate. Is the author very descriptive of the process John goes through to open the box? Have you ever opened a box of chocolates like this? Today we’re going to open this box and write down each of the steps that we go through. After that, we can enjoy the chocolate inside!”

LESSON BODY

1. Have the students open the book to the section where John opens the box of chocolates. Have one student read the section aloud.

2. Bring out the box of chocolates. Talk about the similarities and differences between our box and the box described by the author.

3. Talk to the students about putting the steps into sequential order. Talk about words like first, next, then, after that, and finally. Decide which word we should begin our sequence with.

4. Read the first step from the book again. Allow each student to do one of the steps. Have the students do the first step.

5. Write out the first step so that the students will have a model to follow.

6. Read the second step. Have another student perform the second step. Write out the second step.

7. Repeat this process until the box is opened and ready to be eaten.

8. Talk about how particular words tell us what part of the sequence we are in.

9. Explain to the students that they will re-write this in paragraph form. They will be graded on spelling, punctuation, and proper paragraph format.

10. Allow students to enjoy their pieces of chocolate.
Closure:

“Well boys and girls, we put together an excellent rough draft of how to open a box of chocolates! How was our process similar to John’s? Did we follow exactly the same steps that John did? What were the differences? Would you have opened the box in the same way? What would you have done differently? Now it’s time to put together a final draft of our procedure on lined notebook paper. You will be graded on spelling, punctuation, and proper paragraph format.

LESSON FOLLOW-UP

Evaluation:

What did you want the students to learn?

This lesson contains three objectives. The students will re-read the section of the chapter, write down the steps of unwrapping a box of chocolates in sequential order, and complete a paragraph in correct form.

How will you know they have learned it?

The instructor will know they have learned it because the students will copy the directions correctly and then complete a final draft.
Name: __________________________________________

The Chocolate Touch
by Patrick Skene Catling

STEPS FOR OPENING A BOX OF CHOCOLATES

First ______________________________________________________

________________________________________________________________________

Then ________________________________________________________

_____________________________________________________________

Next _________________________________________________________

_____________________________________________________________

After that __________________________________________________

_____________________________________________________________

Then ________________________________________________________

_____________________________________________________________

Finally _______________________________________________________

and _________________________________________________________

_____________________________________________________________