LESSON RATIONALE

N.Y.S. English/Language Arts Learning Standards

Standard 1: Students will read, write, listen, and speak for literary response and expression.
   Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
   Key idea 1: Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Standard 4: Students will read, write, listen, and speak for social interaction.
   Key idea 1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how to talk varies in different situations.

Instructional Objectives

Students will:
1. Predict how the story will unfold [application]
2. Give their opinion about major issues (running away and being angry at someone) and characters in the story, supported by evidence from the author [analysis]
3. Draw on personal experiences to relate and compare the story to real life situations they may encounter [comprehension]
4. Compose a letter to one of the characters in the story about a time when they were angry. [evaluation]

Adaptations:

- For student with emotional disturbance: Teacher will provide clear and concise verbal instructions. Directions will also be written down. Behavioral expectations will be covered prior to the lesson. During writing activity, teacher/aide will circulate and provide support as needed.
- For student with sight impairment: Student will be seated directly in front of teacher and a large print book will be used.

Materials:

- Student's writing folder's, paper, pencils
LESSON OPENING

Anticipatory Set:
"Good morning! Today, we are going to talk about relationships. Think about what you think the word relationship means." [Wait 10-15 seconds]
"Now, I would like you to turn to a neighbor and share what you think relationship means. You may also share and example of a relationship that you have with your neighbor as well." {interpersonal intelligence}
"Okay, let's have a couple of you share what your idea of a relationship is." [call on 3-4 children]
"That's right, you usually have good relationships with people that you really care about like your family and friends. Well, that is very good. Now have any of you ever got angry at someone that you really care about?" [allow children to think about this for about 10-15 seconds]
"Good, now just because we get mad at someone doesn't mean that we don't care about them, right? Well, today I would like to read you a story that deals with these topics of relationships. So, let's start!"

LESSON BODY

Activities

1. Display the cover of Runaway Marie Louise. Read the title aloud (pointing). "Now, what we can we see by looking at the pictures on the cover of this book?" [Call on 2-3 students to share]

"Wow, it looks like there are atleast two of every animal except for the one in the middle. Now, I bet that little animal in the middle is Marie Louise. She looks very lonely. I think that she may have runaway. " What do you think? [modeling] Let's start the story and find out.

2. Prepare the students for the reading:
   ✦ As I read the first couple of pages, I want you to think about why Marie Louise might want to runaway. Call on a few students to share their predictions. Chart answers to see if their predictions were correct.

3. Read the first three pages, and then call on students to share their predictions about why she is running away. [guided practice]

4. Read up to where Amarillo is. List each of the different kinds of animals on a
chart and have students name reasons why Marie Louise could not possibly live with those animals.  \{naturalist\}
First fill in one reason for one of the animals [modeling].
Split up the class so that each have a certain animal and have them work in groups of two to fill in rest of the reasons \{interpersonal intelligence\}
Share responses \{logical mathematical\}

5. Read the rest of the story.

6. "Let's think about what Marie Louise's mother did when she found out that she was not behaving. Let's all think of one way in which the mother could have handled that situation better. " \{intrapersonal intelligence\}

Call on 2-3 students to share their responses.

7. Talk to students about any times that they have felt angry at someone. What did they do? Did they feel like running away like Marie Louise did? Talk to students about writing a letter to Marie Louise, her mother, or the person they were angry with in their lives about a time when they were mad at someone that they had a relationship with. Have them talk about how they handled the situation.

Have a copy of the format for a letter (heading, greeting, body of letter, closure) displayed on the chalkboard and individual copies for each student.

8. Students begin working - T- circulate

[Extension activity:  Draw a picture that corresponds to the story or what they have wrote- may draw a picture of different kinds of animal families, or what happened when they resolved the problem with the person they were angry at]

Closure
"I'm glad to see that everyone is doing so well on these letters. I would like you to finish these letters in class and we will share them tomorrow. Now, please put your papers and pencils away."

LESSON FOLLOW-UP

Independent Practice:
Finish writing letters.

Evaluation:
What did I want the children to learn?
✧ Make predictions about how the story was going to unfold.
✧ Give their opinion about the major characters and issues in the story
  (difference between certain animals and their habitats; resolution to problem
  in the story)
✧ Compose a letter that relates their personal experiences to those that occur in
  the book.

How will I know they learned it?
✧ Quality of their verbal responses
✧ Letter: the appropriateness and strength of the letter—rubric for grading:
  atleast ten sentences with correct punctuation, spelling, and grammar—several
  drafts will be done to perfect this

LESSON RESOURCES

References for teacher use:
✧ NYS ELA Learning Standards
✧ Handout identifying and explaining behavioral objectives and
  Bloom's taxonomy