Lesson Plan

Name: Ed Stevens
Date: 10-11-02
Content Area: Reading/Writing
Unit Topic: Fairy Tales
Today’s Lesson: Story Elements of
 Arthur Goes To Camp
Grade Level: 3rd
Duration: 9-10:00A.M.

Lesson Rationale

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

Standard 1: Students will read, write, listen, and speak for information and understanding.

   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.

   Key idea 2: 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 :Students will read, write, listen, and speak for literary response and expression.

   Key idea 1: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

   Key idea 2: Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

Instructional Objectives

Students will:
1. make one story prediction based on story/title cover illustration/events (comprehension)
2. retell the story in the correct sequence, including at least four events (comprehension)
3. identify title, setting, main characters, problem, solution (comprehension)
4. identify their favorite part of the story and tell why it is their favorite
Adaptations:
1. For student with hearing impairment: Teacher and student will wear voice enhancement devices.
2. For student with emotional disturbances: Teacher will provide clear, concise, verbal directions. Directions will also be written down. Behavioral expectations will be reviewed by the class before the lesson begins. During paired activity, teacher/aid will circulate and provide support as needed.

Materials:
1. student’s writing folders, paper, pencils
3. overhead markers; overheads
4. story stars, 20 boxes crayons

**Lesson Opening**

Anticipatory Set:

“Good morning! I’m sure most everyone has read a story about Arthur. Think in your head about what you know about Arthur and then we’ll share these together.” [Wait 15 seconds.]

“Turn to a friend next to you and share one or two things you know about Arthur”. [Wait 20 seconds while students share with a partner.]

“Let’s hear one idea from one of you”. [Pick a name randomly from name can filled with popsicle sticks with one name on each. Students may opt to share or pass. Draw enough sticks to hear from 4 students.]

“Very good! You certainly know a lot about Arthur. Today we are going to read a story about Arthur you may not have heard before. I wonder if it will be anything like the other Arthur stories you have read before. I wonder how it will be similar or different from the other Arthur stories you already know! Think about the characters, setting, problem, and solution! Let’s find out what Arthur is up to!

**Lesson Body**

Activities:
1. Display the cover of *Arthur Goes To Camp*. Read the title aloud (pointing).

   “Hmmmm….I’m thinking about this title…Arthur Goes To Camp. What do you think camp is like for Arthur? Will he like it? What does he take to camp? What does his expression on the front cover suggest he is feeling?”

   “What do you think will happen to Arthur at camp? Could that really happen? Write down one prediction that you think will happen.” (circulate and check
2. Prepare the students for the reading:
   - Retelling (define; give example)
   - Think about: setting, characters, problem, solution.

3. Read story (guided reading):
   - Read aloud the first 3 pages, then call on 3 students to share their predictions for the next section (and explain them). [guided practice: predicting]
   - Read aloud the next nine pages (up through the girls beating the boys)
     (Thumbs up, thumbs down exercise at this point)
   - Ask students:
     - “Is the problem different for the girls than the boys? What do the girls see as the problem? What do the boys see as the problem? What does Arthur see as the problem? What is one difference between Camp Horsewater and Camp Meadowcroak? Would you rather have Rocky or Becky as your counselor? Why?” (randomly ask these questions to students who have raised their hands but not spoke during this lesson).
     - What do you think will happen next? Why? [guided practice: predicting]
   - Read the next eight pages aloud. (up to the Brain and Buster figuring out it was the Horsewater kids scaring them).
   - Ask students:
     - “Have you ever been scared at camp? Did strangers from another camp do it? What was Arthur’s reaction? What kind of plan do you think Buster, the Brain, and Arthur will come up with?” (ask students who have not shared yet).

   Read the rest of the story.

4. Retell the story
   - Pair the students
   - Give directions
     - In pairs retell the story in correct sequence
     - Include at least 4 events
   - Check: ask students to put up # of fingers as to how many events need to be included [check for understanding]
   - Students work in pairs [guided practice]
   - Have 2 pairs of students verbally share retelling of story

5. Story star activity
   - Give directions:
     - Write in components of the story: title, characters, setting, problem, solution—one on each point of the star
     - In the middle, draw your favorite part of the story (and be able to explain why it’s your favorite part)
     - Find a “good choice” spot to work on this
   - Show teacher model (from different story) [modeling]
Distribute materials (cut out stars; crayons)
Students complete activity [guided practice]
Share story stars

Closure:
"Today we read a story about Arthur and camp. We made predictions. What is a prediction? We identified the title, characters, setting, problem, and solution. What was the problem? What was the solution? Tomorrow we will compare and contrast this story with other stories we've read before."

**Lesson Follow-Up**

Independent Practice:
Make a list of 5 things you would take to camp if you were Arthur.

Evaluation:
What did I want the children to learn?
Make predictions about a story/fairy tale
Identify title, setting, characters, problem, and solution of a story
Identify their favorite part of a story and explain why

How will I know they learned it?
Quality of verbal responses and explanations to support responses
Completed stars

**Lesson Resources**

References for student use:

 References for teacher use:
 NYS ELA Learning Standards