Lesson Plan
Name: Heather Beiswenger Date: 10/8/03
Content Area: Language Arts Topic: Read Aloud
Today’s Lesson: Oh, the Places You’ll Go! Grade Level: 3

Lesson Rationale:
New York Standards:
   Standard #2 – Language for Literary Response and Expression

Key Ideas:
   1. Listening and Reading – Listening and read 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.
   2. Speaking and Writing – Speaking and writing for
      literary response involves presenting interpretations,
      analyses, and reactions to the content of 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 multilayered.

Instructional Objectives:
   1. After the teacher has read the story to the class, the students will be
      able to summarize the main idea of the story with 100% accuracy.
      (Level II Comprehension)
   2. After discussing the main idea of the story together as a class, the
      students will be able to write a story, using correct grammar, spelling,
      capitalization, and punctuation, of the places they will go in the future
      with 80% accuracy. (Level V Synthesis)

Adaptations:
   ❖ A computer will be available for the students with occupational
     therapy, if they need to type their stories.
Materials Needed:
- One copy of *Oh, the Places You’ll Go!* by Dr. Seuss
- Paper
- Pencils
- Crayons and Markers

**Lesson Opening/Anticipatory Set**

Introduce the Book
- Gather the students on the carpet where they can all see and hear the book.
- Show and discuss the title, front cover, back cover, author, and illustrations in the book.
- Encourage the student to predict what they think the book will be about and where they think the main character will go.

Say: “I have a great book to share with you today! It is about a little boy and the places he may go in his lifetime. (Show the children the book.) Can anyone volunteer to read the title of the book? (Choose a student to read the title of the book out loud.) Yes, the book is called *Oh, the Places You’ll Go!*, and can anyone see who the author of the book is? (Choose a student to read who the author of the book is out loud.) Yes, the author of the book is Dr. Seuss. Who knows of any other books that Dr. Seuss has written? (Share Responses) Great, and do you like or dislike the other books and why? (Share Responses) As I flip through the pages of the book, what do you notice about the little boy? (Share Responses) I notice that the boy goes to many different places and encounters many different characters. What do you predict the book is going to be about and what made you come up with that prediction? (Share Responses) Okay, get comfortable and lets see if we are right about our predictions.”

**Lesson Body:**

Read and Respond to the Book
- Read the book aloud to the students.
- After you have finished reading the book, invite the students to respond by asking them questions, such as:
  - Were your predictions correct?
  - How is this book like other Dr. Seuss books you have read?
  - Do you like this book? Why?
  - What is your favorite part of the book? Why?
Can you tell me what the main idea of the book is?

- Read the story again, encouraging the students to keep in mind the main idea of the story.
- After you have finished reading the book a second time, invite the students to share, aloud, some of the places they would like to go in the future. Write what they have shared on a poster board. Keep the poster visible in the classroom throughout the writing process.
- After the class has completed brainstorming, read them a story of a place that you would like to go. Use this as an example of what you would like them to do and how it should sound.
- Next, have the students respond to the book themselves by writing a story of their own about the places they would like to go in the future. Each student writes their own story about what they would like to do as a profession or just a place they would like to go to. After all of the students are done, have them switch papers with their clock buddies to review each other’s work.
- After the peer review is done, ask for any volunteers who would like to read their stories aloud. Then collect the stories and make spelling and grammar corrections to each. Also adding a personal response to each of their stories.

Lesson Follow-up:

Extend the Book
- After having given back the corrected stories, have the students rewrite their stories, making the corrections, in blank book, giving their story a title and illustrations on the cover.
- Have multiple copies of the book available for students to read independently or with a partner.
- Remind the students of the parts of the book when the boy gets into “Bang-ups and Hang-ups”, when they are having a bad day and reassure them that they will get through it just as the boy did in the book.

Evaluation:
- Of Main Idea:
  a. The children should be able to identify the main idea of the story, as being: You will be able to accomplish many things in life by making the right choices. However, sometimes bad things will happen no matter what you do, but you will always be able to get through it.
b. I will know that they comprehend the main idea in their response to the book when I ask them if they know the main idea and they are able to share what they think it is with the class.

Of Written Story:
   a. In writing their own story the children will be reinforcing their writing skills and applying the book to their own lives.
   b. I will collect their stories and correct their spelling and grammatical errors. I will also see if they understood the main idea of the story by the related content of their story. I will see if their stories had a resemblance to the structure of my example story.

Lesson Resources:
Literacy by Cooper pages 48-51 and Chapter 6