Lesson Plan

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Content Area Language Arts

Unit Topic Shared Reading

Today’s Lesson Dr. Seuss’s Oh, the Places You’ll Go!

Grade Level Fifth Grade

LESSON RATIONALE

New York State Learning Standards and Key Ideas:

Standard #2. Students will read, write, listen, and speak for literary response and expression.

Key ideas:

1. Listening and Reading—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.

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 literacy expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Instructional Objectives:

1. Given Oh, the Places You’ll Go! students will make predictions about what is going to happen in the story based on the cover. (4)

2. Given Oh, the Places You’ll Go! students will compare what really happened to what they predicted. (2)

3. Given Oh the Places You’ll Go! students will make a new cover for the book based on what was read to them. (3)

Adaptations:

1. Partner students up.

2. For the more enriched students have them write their own version of Oh, the Place’s You’ll Go!

Materials needed:

- One copy of Oh, the Place’s You’ll Go!
- Construction paper
- Markers
- Lined paper
- Pens
LESSON OPENING

Anticipatory Set: “Okay, since today is going to be one of your last days as a fifth grader I thought I would read this book to you (show book) because it has a lot of meaning in it and since you are going to be moving up to Middle school I thought it was perfect. It may seem a little silly for me to read a Dr. Seuss book to you, but even today I often pick it up to read.

Do you remember what it felt like on your first day of school? Were you excited? Scared? Happy? Curious? Did you feel like you were growing up? I want you to try and think about how you felt then and compare it to how you feel now, now that you are going to be moving on to a bigger school where you are going to have to make important choices. Is it the same feeling or is it different?

Now think about what you might want to be when you grow up. Where you want to live. Think about all of “the places that you will go.” (talk about some of the ideas that they have for themselves)

Before I read the book, what do you think it is going to be about based on the cover and the title?” (Write down the student’s ideas on the board)

Let’s read the book and find out!

LESSON BODY

Activities: After having the read the book to the students, they are going to say what really happened and compare those things to what they had predicted would happen. After making the comparisons between what was predicted and what really happened, each student is going to get a piece of construction paper and draw a new book cover for Oh, the Places You’ll Go! The new cover can be based on what happened in the book or based on their own lives and where they are going to go. The new cover will let the teacher know that they understood the book because if they did not understand the book then they would not be able to make a new cover.

Modeling: The teacher will show the students the new book cover that she has come up with for herself.

Check for Understanding: “So what is a prediction? How close were your predictions?”

Closure: “Ok, today was a fun day and I hope that you all have thought about what it means to be leaving elementary school and moving up to middle school.”
It’s a big world out there and soon you are going to be a smidgen of a step closer to seeing it all. Just remember that they place you will and can go are endless!”

LESSON FOLLOW-UP

Independent Practice: “Now go home and write a your story of the places you are going to go. Have at least four pages dealing with where you are going to go to school, what you are going to be, where you are going to work, and where you are going to live. Draw pictures to go along with each page.”

Evaluation:
(a) What did you want the children to learn? I wanted them to think about the fact that they are growing up and there is a world of opportunities for them out there.

(b) How will you know that they learned it? I’ll know that they thought about it based on the covers to their books and what they have said in their new story.

LESSON RESOURCES

References for student use: Dr. Seuss’s Oh, the Places You’ll Go!
References for the teacher use: Lesson Plan