LESSON PLAN

Name: Mathew Faas                                                                  Date: Tues., Oct. 8, 2002
Time: 8:00-9:00 a.m.
Content Area: Reading, Writing/Language Arts                        Unit Topic: Chapter Books
Today’s Lesson: Chapter Reviews of Henry and Ribsy                       Grade Level: 4

LESSON RATIONALE

NYS ELA Learning Standards:
  Standard #1: Language for Information and Understanding

Key Ideas:

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.

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

Instructional Objectives:

1. Students will be able to write and illustrate an expression of their favorite part in chapter three of Henry and Ribsy on a large poster board. (Synthesis)

2. Students will give a two-minute oral presentation of their posters. (Evaluation)

Adaptations:

- Prewritten chapter three outline will be available for those children with grapho-motor difficulties.

Materials:

- Pencils, Crayons, Markers
- Poster board or large draft paper

LESSON OPENING

Anticipatory Set:
Review Chapter Three
- Explain and discuss some of the main points in chapter three.
Say: “Now that we have finished reading chapter three, who can tell me what some important parts of this chapter were? Yes, those are all important parts in chapter three. There were a lot of exciting events taking place throughout this chapter. I want you to think of what part of the chapter was your favorite and why. As you are thinking about what your favorite aspect was, I am going to walk around and give each of you a poster board and markers. On this poster board you will explain your favorite part of the chapter using pictures, words, and phrases. You will have approximately twenty minutes to work on your posters. When the posters have been completed, each of you will stand up and give a brief oral presentation of what your favorite part was, explaining your poster design and why it was your favorite part of the chapter.”

LESSON BODY

Activities
- After discussing the main ideas and events of chapter three, ask if they had a favorite part in the chapter and then explain to the students that they are going to create a visual representation of their personal favorite part in chapter three.
- Once you have explained what their task is, show them an example of a visual chapter summary that has already been made. (modeling)
- Ask if there are any questions about the task or about the story before they begin. (check for understanding)
- Have students begin creating their poster. (guided practice)
- Allow students to have twenty minutes to complete their posters.
- Once each student has finished and is ready to go, have them start to do their brief oral presentation.

Closure:

“It is amazing to see how creative and artistic you all are with your posters. You all have some fantastic favorite parts in chapter three. I am going to be hanging each of your posters on the wall in the hallway so that all the other classrooms will be able to compare their favorite parts of the chapter with your favorite parts. We may do this activity again in a later chapter, so as we continue to read the chapters pay close attention to find out what your favorite part of the chapter will be.” Collect each group’s poster and the crayons and markers they used.

LESSON FOLLOW-UP

Independent Practice:
Have children share details of the chapter and project with their families and friends. Put out some other books that have been written by the same author for them to look at and read.

Evaluation:
- What did I want the children to learn?
  - To be able to recall, describe and explain their favorite part in chapter three.
  - To be able to work individually to plan and create a finished project.
  - To generate concepts within a chapter of the story and express them in creative manners.
• To communicate what they felt was their favorite concept in the chapter and why.

How will I know they learned it?
• Discussion and generation of ideas among the class and during poster creation.
• The finished project and their explanations of what the things on their poster signify.

LESSON RESOURCES

References for student use:
- Books by Beverly Cleary