LESSON PLAN

Name: Melinda Storace  Date: October 10, 2002
Content Area(s): Reading  Unit Topic: Novel
Today’s Lesson: Recalling Information from the assigned book  Grade Level: 5
Duration: 45 minutes

LESSON RATIONALE

New York State Learning Standards and Key Ideas:
   ELA 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 comprehensively.

Instructional Objectives:
1. Students will recall information from the novel read. [Knowledge]
2. Students will summarize the important information from the novel. [Analysis]

Adaptations:
Students will work in teams in order to assist those students who may require help.

Materials:
There’s an Owl in the Shower book, literature circle packets for reference, large poster paper, owl picture, colored pencils, markers, pens

LESSON OPENING

Anticipatory Set:
“Now that everyone has finished reading the There’s an Owl in the Shower, we are going to see what we can remember from the final chapters of the book. Let’s start off with 15 questions and so how good we are at recalling the information that we read last night. Once we have finished our questions we will have our activity and then I have a project that you will do that deals with the entire book. So let’s get started with the first question. Why did Leon want to bring Bardy to the Vice President?”

LESSON BODY

1. Go through the list of fifteen questions alternating between the teams. Correct answers yields one point; if incorrect, then ask the same question to the next team for two points. Points for each question goes up to five until the question is answered correctly.
2. Once each question has been asked and points have been tallied for each team, then continue to the end of book activity.
3. Ask students what the book was about. “What happened in the book?” (Wait for Response) “What were some important events that happened with Bardy?” (Wait for Response) “With Leon?” (Wait for Response) “With Borden?” (Wait for Response)
4. Pass out an owl picture and a large sheet of poster paper to each student.
5. Have students choose an important part in the book that they would like to illustrate. This picture will be done on one half of the poster paper. Pictures should be colorful and there should be no stick figures. Students will use the owl picture to represent Bardy. This should be colored, cut out, and pasted within their illustration.
6. On the remaining half of the poster, students will compose a summary of what happened in the book. Spelling should be checked and summary should be written in sentence form.
7. Allow rest of class time to work on the end of book activity. It is not homework and will be finished on Tuesday.

**Closure:**
“We have highlighted many of the important events throughout the novel. Some of these were: (wait for response). The summaries and pictures are going to be finished and shared on Tuesday. These are not homework; however, I would like you to think about what happened throughout the novel and refer to your literature circle packets and your various jobs that may help you on Tuesday when we finish the posters.”

**LESSON FOLLOW-UP**

**Independent Practice:** Posters with illustration and summary

**Evaluation:**
(a) *What did you want the student to learn?* I wanted the students to recall information from what they had read and to produce summaries on what was read in the entire novel.
(b) *How will you know that they learned it?* I will know that they were able to recall the information by the answers from the fifteen questions at the beginning of the class time, and I will know if they summarized the correct information from their posters.

**LESSON RESOURCES**

**Teacher Resources:**
There’s an Owl in the Shower by Jean Craighead George

**Student Resources:**
There’s and Owl in the Shower by Jean Craighead George, literature packets