

Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Reading

Grade Level: 3

Number of Students: 24

Length: 30-35 minutes

Pre-Instructional:

English Language Arts Section

Meaning and Communication

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Benchmark- Early Elementary

2. Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receivers response.
5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context cues, and creating mental pictures.

Language

Content Standard 4: All students will use the English language effectively.

Benchmark- Early Elementary

3. Demonstrate the awareness of words that have entered the English language from many cultures.

Depth of Understanding

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmark- Early Elementary

1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.

3. Draw conclusions based on their understanding of differing views presented in text.

Grade Level Content Expectations

Reading-

Narrative Text: R.NT.03.03- Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.

Comprehension: R.CM.03.01- Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02- Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

R.CM.03.03- Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).

Speaking-

Spoken Discourse: S.DS.03.01-Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).

S.DS.03.02- Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.

Objectives

1. After hearing the story the students will be able to discuss the major components of the story (lesson/ moral, characters, etc.) as a class.

2. Students will be able to identify key events in the story in chronological order by retelling the story with puppets.

Materials/ Special Arrangements/ Individual Modifications

- Wargin, Kathy-jo. The Legend of Mackinac Island. Sleeping Bear Press, 1999
- Legends of Mackinac Island puppets designed by myself.

Introduction

Students will be asked to remember their lesson on the Great Lakes and where the Mackinac Bridge is located. The teacher will explain that there is also an island in the area called the Mackinac Island. The teacher will then introduce the topic of legends by defining what the word means and explain how they spread by doing an activity with the class.

2. Developmental Activities

a. The teacher will introduce the book The Legend of Mackinac Island by explaining that it is a legend. The teacher will also tell the students to pay close attention to the order of the story because they will get a chance to retell the story with puppets.

b. The teacher will ask questions about the front and back of the book and ask them to make predictions of what the story is about.

c. The teacher will read the book “The Legend of Mackinac Island” while engaging the students with questions throughout the book and bring out the correct puppets when needed.

d. The teacher will then discuss the main components with the class and ask them questions. (The teacher will ask about the lesson of the story, characters, what it means to put someone’s needs before your own, how would you describe someone who is unselfish, how do you show that you are a good friend?).

e. The teacher will then give the students the opportunity to retell the story either in groups or on their own.

Concluding Lesson

The teacher will congratulate the students for their good work and encourage them to continue to retell stories they also read on their own at home.

Follow- Up Activity or Assignment

1. Students will have the opportunity to use the puppets again in center work.

Post-Instructional

Evaluation of Student Learning

Students will be evaluated on classroom participation and group discussion.