

# Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Reading

Grade Level: 4

Number of Students: 28

Length: 60-70 minutes

## **Pre-Instructional:**

*English Language Arts Section*

*Meaning and Communication*

Content Standard 1: All students will read and comprehend general and technical material.

Benchmark- Later Elementary

1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and increasing conceptual understanding.
3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.

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 context.

Benchmark- Later Elementary

3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.
4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmark- Later Elementary

1. Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.

Grade Level Content Expectations

Reading-

Comprehension-

R.CM.4.02- retell though concise summarization grade- level narrative and informational text.

Speaking-

Conventions-

S.CN.04.03- speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

Discourse-

S.DS.04.02- discuss narratives, (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.

Objectives

1. As a result of this lesson students will be able to work in groups to retell a scene by organizing themselves and the portion of the story from beginning to end. (writing out a script if needed)
2. As a result of this lesson students will be able to retell a portion of the story “Where the Red Fern Grows” by acting out the scene in their assigned groups for their classroom audience.

## Materials/ Special Arrangements/ Individual Modifications

- Chalkboard/ chalk
- Where the Red Fern Grows, by Wilson Rawls (a copy for each student, or one per group)
- Paper
- Pencils
- Group chapter assignment handout (one for each of the six chapters) Each handout will explain the scene that the group is to act out.

## **During Instruction**

1. The teacher will begin the lesson by discussing chapter 6 with the students by asking questions. (What is the Roman Numeral symbol for chapter 6?, How did Billy decide on names for his two pups?, How did Billy's parents react when he got home?, What would be a good title for chapter 6?)

## 2. Developmental Activities

a. The teacher will explain the activity to the class by telling them that they will now get the opportunity to become actors and actresses and act out a scene from one of the six chapters that they had read from the book so far.

b. The teacher will divide the students into 4 groups of five students and 2 groups of four students. Once the students are sitting in their assigned groups the teacher will hand out the chapter scene assignments to each group.

c. The teacher will then explain to the class that a member from the group will need to be the announcer for the group and introduce their group members and chapter scene. The teacher will also add that it might help the group get organized if they write out a script. The teacher will tell the students to try to keep their scenes to about 5 minutes each.

d. The students will be able to work together to prepare their scenes. (Students will be given approximately 30 minutes to work on the script or scenes. The teacher may decide to adjust this depending on how the groups progress and how they are working together.) The teacher will walk around the room to help the groups if needed.

e. After the allotted time, the groups will get up in front of the room to act out their scenes for the class beginning with chapter 1, 2, 3 and so on.

### Concluding Lesson

The teacher will ask the students if they enjoyed becoming actors and actresses for a day. The teacher will then look for feedback from the students (Did it go the way they thought it would? Did a group act out a scene in a different way than they would? How? The teacher will explain that this was a lesson to keep the story fresh in their minds.

### Follow- Up Activity or Assignment

1. Students will be reading chapter 7 out of the book Where the Red Fern Grows.

### **Post-Instructional**

#### Evaluation of Student Learning

Students will be evaluated on their behavior and participation during class.