

Dawa F Sherpa
Date: May 8, 2005

Title of Book: The house Gobbaleen

Author's name: Lloyd Alexander

Publisher: Puffin Books

Reading level

Activity idea: original

copyright year: 1995

genre: fantasy

Synopsis of story: a man named Tooley thinks he has the worst luck in the world. However, his cat, Gladsake, assures that he's no more or less lucky than anyone else, but he still complains. He decides that the only thing to do is to attract one of the Fair Folk and leaves them some food. One day Hooks, a round-bellied, round-cheeked little man shows up in his door and Tooley thinks he has brought the luck with him. He treats him real good and feeds him all the time. Soon he is sick of listening to his orders and he's tired. Gladsake comes with an idea to make Hook leave from their house.

Standard: 4.3.2. Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

Activity: students will be divided in a group of four. Each group will be assigned pages and they have to explain the main events happened in those pages. After this activity they will know what had happened in the story. Now, students will be divided into two groups. Each group has to come up with 10 questions. When they are ready, they have to ask questions to each another.

Standard: 4.5.1. Write narratives (stories) that

- Include ideas, observation, or memories of an event or experience
- provide a context to allow the reader to imagine the world of the event or experience
- use concrete sensory details

Activity: students will do prompt writing on how 'Lucky I am' they have to write from their memories the times they felt they were lucky and why. They have to plan before they start their writing which has to include ideas, observation.

Title of Book: Child of Faerie

Author's name: Jane Yolen

Publisher: Little, Brown and company

Reading level

Activity idea: www.eduref.org

copyright year: 1997

genre: fantasy fiction

Synopsis: it is a tale of friends from different world, one from the faerie land and one from the human land. They met in the dusk of Hallow's eve and both of them try to convince each other to be the part of their world. They soon realized it is difficult to leave their land but even though their worlds are completely different, they become friends forever and meet once a year on Hallow's eve.

Standard 4.4.2 select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

Activity: Since the story is told in poem, students will get to write a poem about a person like. The students will write a word or phrase to each of the following question.

1. What time of day is this person?
2. If this person were a fruit, what kind would he/she be and why?
3. What kind of shoe is this person?
4. If this person could be described by a song, which one would it be?
5. What metal item represents this person?
6. If this person were a car, what kind would he/she be?
7. If this person could live in another time period, which one would he/she live in and why?
8. List a sound effect to describe this person.
9. List a personal effect of this person.
10. What land form is this person?
11. What color is this person?
12. List one word to describe this person.

When all of the questions have been answered, students use the descriptive words or phrases to construct a poem about the person. [Students should use most of the ideas that they brainstormed, and they are encouraged to include other descriptive words/phrases as well.]

4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

Activity: Inferring Character Traits by Donna Calder <http://www.eduref.org>

Materials

- Overhead, transparency, chalkboard
- Large piece of drawing paper
- Pencils or markers
- Writing paper

Reread the book if necessary.

Ask: Who is the main character?

Do: Write that name in the center of a large piece of paper.

Ask: What is he/she like?

Do: Write descriptions under the name, then draw a box around the name and all descriptors.

Ask: Who else is important in the story?

Do: Write their names evenly spaced around the center box.

Ask: How does the main character feel about them?

Do: Write responses on arrows running away from the center box toward the outer boxes.

Ask: How does each minor character feel about the main character?

Do: Write responses on arrows running from the outer boxes toward the center box. Have the students select a character from the story and write a bio poem about that character.

Format to follow:

First name _____

Four traits _____

Related to _____

Cares deeply for _____

Who feels _____

Who needs _____

Who gives _____

Who would like to see _____

Resident of _____

Title of Book: Lucy Steps through the Wardrobe

Author's name: C.S.Lewis

Publisher: Harper Collins Publishers

Reading level

copyright year: 1997

Activity idea:

genre: fantasy fiction

Synopsis: Four children whose names were Peter, Susan, Edmund and Lucy were sent far into the country to stay at the professor Kirke. The very first morning, Lucy stepped through a magical wardrobe into the mysterious land of Narnia. She meets Mr. Tumnus, who told her about the wicked witch and her spell over Narnia that makes it always winter and never Christmas. When she comes back through the wardrobe and told the others about her adventures, no one believed her.

Standard: 4.2.3 make and confirm predictions about the text by using prior knowledge and ideas presented in the text itself, including illustration, titles, topic sentences, important words, foreshadowing clues(clues that indicate what might happen next) and direct quotation.

Activity: while reading the book, I will stop and make them fill the prediction worksheet. On that worksheet they will be asked what made them come up with the prediction. They will be paired up with a partner and they will see if their prediction matches. Once they share the predictions to the class, I would read further and they will find out if their prediction matches with the book.

Standard: Evaluate new information and hypotheses(statements of theories or assumptions) by testing them against known information and ideas.

Activity: Changing the ending of a book.

After reading the book to the students, discuss what had happened in the land of Narnia. Tell the story now they are going to change what had happened with Lucy. Brainstorm some ideas of what could have differently. Let the students write and illustrate it. When the students' work are completed allow the students to share how they ended Lucy's adventure in the land of Narnia.

Title of Book: Aslan

Author's name: C.S.Lewis

Publisher: Harper Collins Publishers

Reading level: 3rd grade

Activity idea: <http://www.lessonplanspage.com/printables>

copyright year: 1998

genre: fantasy fiction

Synopsis: Four children whose names were Peter, Susan, Edmund and Lucy were sent far into the country to stay at the professor Kirke. When Lucy comes from the wardrobe nobody believes her. But one day all four kids go into the land of Narnia. They meet the beaver their who tells about the white witch. Edmund gets kidnapped by the white witch. Peter gets helped from Aslan, the king, and saves Edmund from the witch.

Standard: 2.6.5 use commas in the greeting and closure of a letter(love, or your friend,) and with dates (March 22, 2000) and items in a series (tony, steve, and bill).

2.6.6. use quotation marks correctly to show that someone is speaking.

2.5.7 capitalize all proper nouns(name of specific people or things, such as Mike, Indian, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles(Dr, Mr., Mrs, Miss) and initials in names

Activity: Placing Human Punctuation Marks Adapted from a lesson by Patricia Gruver @ <http://www.lessonplanspage.com/printables/PLAHumanPunctuationMarksIdea35.htm>

Materials

- Sentence strips prepared with sentences from the story on them. (Separate the direct quote in the sentence from the other words in the sentence.
- 8 – 4x6 Index cards
 - *Period
 - *Comma (2 or 3)
 - *Quotation marks (one for the beginning and one for the end)
 - *Question mark
 - *Exclamation point

Procedure

Read the story to the students. Divide the students into groups of at least 5. Give each group a set of sentence strips. Give them time to decide where the punctuation should go. Having the groups go one at a time they should stand at the front of the room holding the sentence strip and putting the proper punctuation in the proper places. If the class agrees with the placement and it is correct have another group repeat the process with their sentence strip. Groups may be given more than one sentence strip.

Standard:2.2.5 Restate facts and details in the text to clarify and organize ideas

Activity: Sequence Story Quilt

Creator: Renee Goodman at <http://www.lessonplanspage.com/printables>

Materials needed:

- 6 small squares of different colored construction paper with holes punched in the middle of each side.
- Pieces of yarn or string about 2 inches in length

- Crayons or markers
- 1. Before reading the story do a short mini-lesson about sequence or order of events. Tell the students that while they are reading (or listening) to the story to pay very special attention to the order that things happen in the story.
- 2. After reading, and discussing the story list the events of the story on the board. (More than 6)
- 3. Give each student 6 paper squares and some pieces of yarn. The students should then write a sentence with a picture on each square that tells what happened in the story.
- 4. The students should put the squares in order as to how the events they have chosen happened in the story and then they can tie their quilt squares together.

Title of Book: A picture Book of Sojourner Truth

Author's name: David A.Adler

Publisher: Holiday House, Inc.

Reading level: 3rd grade

copyright year: 1994

genre: historical fiction

Synopsis: Sojourner Truth was born into slavery. She worked for many master before joining a religious community called the 'kingdom of god'. When she was free she renamed herself Sojourner and decided to visit different places and preach. She spoke out on religious issues, the evils sides of slavery, and rights of women. She became a well-known abolitionist for the rights of African Americans in the United States.

Standard: 2.1.3 Identify individuals who had an impact on the local or regional community

Activity: A Sojourner Truth Doll –idea from Mrs. Curless

Students will be asked to make a Sojourner Truth doll. They can make a paper doll or make changes to the doll that they already have. They are the sellers so they have to sell the doll and in order to sell the doll; they have to write specific features of the doll, which can be related to the life of Sojourner Truth. They have to read the book and write down things they think is specific about her life and it can be the features of the doll.

Standard: 2.1.2. Identify changes that have occurred in the local or regional community

Activity: students will develop recognition of differences and similarities in objects and how that transfer to people and relates to our relationships with each other.

<http://www.lessonplanspage.com/OBlackHistoryMonthAppreciatingDiversity45.htm>

material needed:

- objects such as peanuts, apples, etc.
- scenarios typed out to role-play (or this could be done verbally)

PROCEDURES:

- 1) Give all students the same object such as a peanut (in shell), an apple, a banana, etc. that has similarities and differences.
- 2) Have students (get to know) their object by observing it carefully.
- 3) Have students put their object on a table.
- 4) Mix them up and then have students one by one come and pick out their object.
- 5) Discuss how the students recognized their object.
- 6) Discuss how people have similarities and differences.
- 7) Give some scenarios of when students encounter each other (in the hall, lunchroom, after school, etc.) and possible situation where students could have a problem or potential embarrassing circumstance.
- 8) Have students role-play positive ways of responding to others who may be different.

Title of Book: The value of caring: The story of Eleanor Roosevelt

Author's name: Ann Donegan Johnson

Publisher: Value communication, Inc Publishers.

Reading level: 4th grade

copyright year: 1977

genre: historical fiction

Synopsis: this tale is about Eleanor Roosevelt, wife of Franklin D Roosevelt, who was elected president twice. He had polio and his wife always stood besides him. As a first lady she was an energetic and outspoken representative of the needs of people suffering from the Great Depression. The story is based on events of her life that brought changes in the life of many.

Standard: 4.1.7. explain the roles of various individuals, groups, and movements in the social conflicts leading to the civil war.

Activity: Women in American History.

<http://lessonplanspage.com/SSWomenAmerHistory45.htm>

While the students are in groups of four they will read a chapter form Great Women in American History and and then they will give a presentation on the chapter they read to the class.

Materials: 1. A costume of Betsy Rose.

2. A banner that says, "Great Women In American History."

3. The book, Great Women In American History.

4. Copies of several Chapters form Great Women In American History.

(Enough copies so that each group has a different chapter.)

Procedures:

I. Introduction: Before starting class, the teacher should put up the banner in front of the classroom. Then the teacher dress up like Betsy Rose should enter the classroom. She will the tell the students her life story based on the facts found in Great Women In American History. However, the teacher will not tell the students who she is suppose to be because the students are to guess who she is.

II. Development: 1. The students will be divided into groups contain four students in them.

2. Then the each group will be given a copy of one of the chapters from the book, Great Women In American History.

3. The groups will then read their chapter which is about some women in American History.

4. Next, the groups will plan how they want to present their women to the class.

5. The groups will get ready for their presentations.

III. Closure: The different groups will put on their presentations that they prepared for the class.

Assessment: Use a rubric to grade the students presentations of their women. Make sure and check that they tell the important facts about their women in a creative way to the class.

Standard: 3.5.1. Give examples of how the local community is made up of many individuals, as well as many different groups.

Activity: original idea

Since the book is about a caring Eleanor Roosevelt and how she contribute her life in giving others. As she said, "You get more joy out of giving joy to others and show put a good deal of thought into the happiness you are able to give."

Now the students will make a bulletin board on the 'value of caring'. Each student will get a get an index card and they will write how they will contribute to the community as an individual or

as in group. They can just write a key word or short phrases. I can make the big tree and all those cards can be in branches. This activity will reflect on the value of caring. And they can know the different ways they can give to the community.

Title of Book: Sweet Clara and the freedom quilt.

Author's name: Deborah Hopkinson

Publisher: Alfred A. Knopf

Reading level: k-3

copyright year: 1993

genre: historical fiction

Synopsis: As a seamstress in the Big House, Clara knows she's better off than the slaves who work the fields. But slavery has separated Clara from her mother, and she can never be happy without her. Clara dreams that they will be reunited one day and run away together. Then Clara hears two slaves talking about how they could find the Underground Railroad if only they had a map. In a flash of inspiration, she sees how to use the cloth in her scrap bag to sew a map of the land - a freedom quilt - that no master will ever suspect is a map to freedom.

Standard: 2.3.7 Use a variety of information resources to identify ways that the physical environment influences human activities in the community.

Activity:

<http://oncampus.richmond.edu/academics/education/projects/webunits/diversity/clara.html>

Take a field trip with your class to a plantation house, touring the grounds and learning the surrounding history. Concentrate especially on the places where the slaves were made to live and work. Upon returning to the classroom, break students into small groups and have them each choose a topic connected to slavery. Take time in the library for them to research their topics (which might include slave auctions, living conditions, working conditions, etc.). Allow them to share what they've learned with the class through a descriptive presentation, re-enactment, or any other creative method. As a closing activity, you might choose to have an African-American storyteller who specializes in period folklore to come make a presentation to the class.

Standard: 3.4.1. find ideas for writing stories and description in conversation with others; in books, magazines, or school textbooks: or on the internet.

3.4.4. use various reference materials(such as dictionary, thesaurus, atlas, encyclopedia, and online resources.)

Activity: from Dawn Rota. www.lessonplanspage.com

after discussing the book and the life as a slave as a whole class, I will ask the students to independently complete a creative writing assignment. Using the overhead projector, I will write the heading "On the plantation". I will list the following topics:

- a. identify yourself and your family by name
- b. Describe your plantation, your "owners", and your home.
- c. Describe your job
- d. Describe your form of recreation
- e. Tell why want to escape

I will ask the students to imagine themselves as a slave child. I will turn off the lights, ask the children to put their heads on their desks for a few minutes to visualize their plantation, their family, their life. Further, I will ask the students to try to imagine how they feel about their life. When the majority of students appear to be ready, I will ask turn the lights back on, and ask them to record their visions in their journals. I will instruct the students that their stories must be based on facts we have discussed, but I will encourage them to be creative and to include other elements

within reason. They will be allowed to use the dictionary and any of the related books in the library.

Title of Book: Paul Revere's midnight ride

Author's name: Stephen Krensky

Publisher: Harper Collins Publishers

Reading level: grade 2-4

copyright year: 2002

genre: historical fiction

Synopsis: A lot of people know that Paul Revere took a midnight ride to warn the colonists that the British soldiers in Boston were heading for Concord to capture munitions. What everyone doesn't know is how dangerous the ride was and the many risks Paul Revere took along the way. In this dramatic and true story, Revere's daring and dedication are revealed as one of the first heroic acts of the American Revolution.

(<http://www.stephenkrensky.com/paulrevere.html>)

Standard: 3.1.3. Describe the role of specific communities in the development of the region.

3.1.4. give examples of people, events, and developments that brought important changes to the local community or region.

Activity: Colonial jobs pictionary(<http://lessonplanspage.com/SSColonialJobsPictionary25.htm>)

Lesson Objective: Students will learn the names of the important trades in an early colonial town.

Materials:

-A jobs card for each group of six students. This card (preferably a sheet of 8.5 x 11 paper) will contain brief descriptions of each trade.

-A cup/bag/hat containing scraps of paper on which are written the names of various colonial trades

I used the following trades for this lesson: blacksmith, brickmaker, cobbler, cooper, silversmith, apothecary, candlemaker, milliner, miller, gunsmith, wigmaker, founder, basketmaker, cabinetmaker, carpenter, saddler, printer & binder

This page from the Colonial Williamsburg website is a good resource for information on these trades:

www.history.org/Almanack/life/trades/tradehdr.cfm

Introduction...

Ask students where items such as candles, sweaters, shoes, knives and forks, and medicines are made today. Their answer will probably be factories, or something along those lines. Explain that colonial towns did not initially have factories, and that any goods that people used had to be made within the village.

Next...

Divide the class into groups of six; give each group a jobs card. Tell the group to take turns reading the job descriptions to one another, and to try to learn the names for as many colonial trades as they can during the next ten minutes. Explain that the class will then be playing a game using these trades.

After ten minutes...

Explain the rules for Pictionary. Each team will in turn send a member up to the blackboard.

That member will pick a card from the hat, read the name of the trade, and then draw a picture representing that trade on the blackboard. The members of this student's team have ONE minute to guess which trade their team member is drawing. If they guess correctly, their team receives

TWO points. If they guess incorrectly, the other teams may guess what the trade was. If another team guesses correctly, that team receives ONE point.

Make sure that students understand the importance of respect for their teammates. Remind the class that if a team fails to guess what its teammate was drawing on the blackboard, they should not blame that child, but rather accept their bad luck with good humor.

Standard: 2.1.5 Develop a simple timeline of important events in each student's life.

Activity: from Kimberly D. Rogers, <http://lessonplanspage.com/SSPersonalTimeline23.htm>

Students should be told before-hand to bring in photos that represent them or events in their life. Then, explain to students that one way to portray historical information is with a timeline. Events are depicted in chronological (time) order and are labeled for easy reference. Tell students that they are going to construct their own timeline of their life history. Have an example of a previously constructed (preferably your own or a former student's) timeline for students to view.

1. Have students look through magazines and cut out any other pictures that represent them or an event in their life.
2. Have the students arrange these events in "time-order".
3. Discuss with students how each picture represents them. This may be done in groups.
4. Explain to students how to construct a timeline:
 - information is in time order
 - information is labeled with a date
 - information is visually represented as being connected
 - pictures and photos correspond to information being presented
5. Have students construct their own timelines using paper or posterboard, photos, pictures, and markers or their choice of writing utensil.
6. Divide students into groups to share their completed timelines with their peers. Students could also present their timelines to the class. After students have shared their timelines, they will write in their journal about the most significant event that they have portrayed on their timeline.

Title of Book: Finding Providence, The Story of Roger Williams

Author's name: Avi

Publisher: Harper Collins Publishers

Reading level: grade 3-4

copyright year: 1997

genre: historical fiction

Synopsis: it is the story of Roger Williams, the devout Puritan preacher who was driven from the Massachusetts Bay Colony in 1635 because he stood up for the separation of church and state. This biography is told through the first-person narrative of Williams' young daughter, who witnesses the court case in Boston where Williams is accused of preaching for religious freedom and against the Europeans' right to Indian land. The court has judged him guilty and he is to be sent back to England. But he runs away from home to the woods and he survives with the help of his Narraganset Indian friends and goes on to found the settlement of Providence.

Standard: 4.1.5 Use a thesaurus to find related words and ideas.

4.1.6 Distinguish and interpret words with multiple meanings(quarters) by using context clues(the meaning of the text around a word).

Activity: idea from <http://lessonplanspage.com/SSNativeAmericanVocabulary3.htm>

students will be able to discuss the history of Native and to see Native American influences in everyday language. Ask the students some questions to introduce the topic. What does the name Native American mean? (It describes the groups of peoples who have been living in the Americas before and since the Europeans arrived.) Where did Native Americans live? (All across the land we call the United States.)

Make a Native American words booklet. Write the following words on the chalkboard: Condor, cougar, raccoon, skunk. Ask students to tell what the words have in common. (They are animals.) Then let them describe each animal. Can also use these words: bayou, kayak, parka, and corn. Explain that the words have one more important thing in common: they all come from Native American language. In fact, many of the words we use come from the hundreds of languages spoken by different groups of Native Americans. Hand out vocabulary sheets. (Should have the words with a picture of what the word is). Let students know these words also come from Native American languages. Have students define each of the words shown there, using a dictionary for help.

Have students complete their booklets by cutting the word entries apart and gluing each one onto a piece of construction paper. They can then make a cover, alphabetize, and staple the pages together.

Standard: 4.2.4 Evaluate new information and hypotheses(statements of theories or assumptions) by testing them against know information and ideas.

Activity: idea from www.eduref.org

After reading the story now it is the time for the students to tell the story. They will use paper bags(replace of leather) to create stories that resemble old Indian leather paintings. This activity will have the students think about what life was like in an Indian tribe and how they communicated their stories on to their children.

Material needed:

- Brown Paper bag
- Crayons or Markers
- Brown Paint
- Paint Brush
- Newspaper
- Tub of Water or a sink

Procedure:

- Soak paper bag in water .
- Carefully open it into one piece
- Crush the bag into a tight ball to ring out the water
- Carefully smooth out the bag and let it dry on newspaper
- Decide on the story that you want to tell
- Think of some pictures that would accurately portray your story
- Draw the pictures on the dried paper bag with crayons or markers
- Rip fringes on the sides of the bag
- If desired, paint over the crayoned picture with thinned brown paint (one half paint, one half water).
- Write up a paragraph telling your story and attach it to the back of the leather paintings. Others can try to figure out your story and then check to see if they are close.

Title of Book: The Stranger
Author's name: Chris Van Allsburg
Publisher: Houghton Mifflin Company
Reading level: grade 3-4

copyright year: 1986
genre: fantasy fiction

Synopsis: farmer Bailey hits a man with his truck. He takes him to his house but the man had already lost his memory. Time passes by but the stranger doesn't know who is he or where he came from. The stranger becomes concerned when he compares the orange and red leaves of autumn across the hill with the green leaves of the Baileys' trees. Soon he can think of nothing else but the drab green leaves, until one day he pulls a leaf from a tree and blows on it. It immediately turns orange. The stranger remembers who he is and he goes back to where he is from. As he leaves they notice that the leaves have all turned and the air is cold and crisp. Every autumn thereafter, the trees at the Bailey farm stay green for a week longer than the trees to the north, and then change overnight. In the frost on the farmhouse windows the Baileys read the words.

Standard: 4.2.6. Distinguish between cause and effect and between fact and opinion in informational text.

Activity: a "hand" made autumn tree. In the book, every autumn since the stranger's visit, the same things happens at the farm. The students will get to make a autumn tree.

Idea modified

from http://www.eduplace.com/tview/pages/s/The_Stranger_Chris_Van_Allsburg.html

1. Have children trace their hands on pieces of orange, yellow, and red construction paper and cut them out.
2. Roll the fingers of each hand on a pencil so they curl downward.
3. Tear a large tree trunk out of a brown piece of bulletin board paper. Tear some brown branches to stick out from the tree. (Tearing instead of cutting gives the tree a textured and more realistic look.)
4. Paste the tree on a background or a bulletin board.
5. Have students glue the paper hands on the branches of the tree, and on the background falling through the air and on the ground.
6. Display the tree with a catchy title such as "1C's 'Handsome' Tree" or "Our 'Hand' Made Autumn Tree."

Standard 1.3.6 Observe and record the physical processes related to weather on a daily basis.

Activity: idea from www.lessonplanspage.com

This activity will teach students about the seasons. They will learn about the quantity and forms of precipitation associated with the different seasons.

Materials: old children's or nature magazines, scissors, glue, construction paper, tape. Student get into small groups Pictures of different season will be put on tables along with construction paper. Students arrange pictures into 4 piles, one for each season. Fold construction paper into 4 equal parts. Make a collage with the pictures, keeping the 4 season in their own part on the paper. Give

the students another sheet of paper. Cut four shuttered windows in the paper. The cuts will correspond to the placement of the seasons in the collage. The students then lay the cut out paper over the collage and tape the edges to the collage.

Ask for volunteers to share their collages. Have them describe how water looks during each of their seasons.