

**MANCHESTER COLLEGE**

**Education Department**

**LESSON PLAN by: Lauren Bailey**

**Lesson: Mandala Length: 35 minutes**

**Age or Grade Intended: Third Grade Class**

**Source:** <http://www.suhsd.k12.ca.us/mvm/netlinks/1juliewolves/julielesson.html>

**Academic Standards:**

English 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.

English 3.2.3 Show understanding by identifying answers in the text.

English 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.

English 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.

English 3.2.7 Follow simple multiple-step written instructions.

English 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**Performance Objects:**

- After reading a story, the students will verbally explain the conflict in the story with 100% accuracy.
- After reading a story, the students will show at least 5 pieces of evidence that supports the conflict in the story.

**Advanced Preparation by the Teacher:**

- Materials:
  - Colored Pencils
  - Lists of Opposites
  - Circles for each student
- Books (have enough books for each child):
  - *Little Red Riding Hood*
  - *The Three Little Pigs*
  - *Three Billy Goats Gruff*
  - *Jack and the Beanstalk*
  - *Rapunzel*
  - *Hansel and Gretel*

**Procedure:**

**Introduction/Motivation:**

- Tell the students they are going to read pieces of literature about “conflict”. Each piece of literature will have opposite ideas. Read *The Three Little Pigs* with the class since it has two sides of the story. (*Interpersonal Intelligence*)

**Step-by-Step Plan:**

- After reading *The Three Little Pigs*, have the class (*Interpersonal Intelligence*) create a list (*Logical-Mathematical Intelligence*) of

- opposite ideas from the story on the blackboard (**Spatial Intelligence**) (i.e. what the pigs were trying to do in the story verses what the fox was trying to do in the story).
- Ask the class the following questions for *The Three Little Pigs*:
    - List the conflicts in the story (i.e. What were the differences between the pigs and the wolf). (**Knowledge Question**)
    - Compare two of the ideas in the story presented (i.e. Why did the wolf blow down the houses? Explain the answer from the three pigs' point of view and from the wolf's point of view) (**Application Question**)
    - Using any of the conflicts, evaluate which is the best argument for the conflict. (i.e. Did the wolf have the right to knock down the houses, or were the pigs right for not letting him in?) (**Evaluation Question**)
  - Using the list of opposite ideas (at least 5 opposite ideas), explain to the class that we are going to create (**Bodily-Kinesthetic Intelligence**) a mandala using the opposites.
  - In a mandala the main theme (or the main character) is the picture that goes in the middle of the circle. So, the picture in the center of this book could be the three houses (or whatever the class chooses to come up with).
  - Then, on the outside edge, we are going to put the conflicts that occur in the story across from each other. (**Spatial Intelligence**) On the one side we will put the ideas from the side of the pigs, and then put the opposite ideas from side of the fox directly across the circle on the opposite edge.
  - After the class has created a mandala together, each student will pick a book of their own to read and create a mandala about. (**Intrapersonal Intelligence**)
  - Remind the class that when they are done reading they need to create a list (**Logical-Mathematical Intelligence**) of opposites of at least 5 opposite ideas before they start the mandala. (**Spatial Intelligence**)
  - The students can also adding color to their mandala using their colored pencils.
  - After all of the mandalas have been made the students will share (**Linguistic Intelligence**) one conflict on their mandala with the class. (**Interpersonal Intelligence**)
- Closure:**
- We will then have a class (**Interpersonal Intelligence**) discussion (**Linguistic Intelligence**) about conflict using the same question format used earlier in the lesson.

**Adaptations:** Students can create a mandala about a book they have already read. The students can also actually read the story, but the teacher can make pictures ahead of time that the student can just glue onto their circle.

**Enrichment:** The students can also create a story of their own with conflicts in it. Then when they are finished creating their own story with conflicts, they can create a mandala for the story they have created.

**Self-Reflection:** I will know the students have successfully learned about conflict when they present the reasons for the different pictures on their mandala to the class.