

Lesson Plan by:
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Lesson: Richie's Rocket

Length: 1 hour 45 minutes

Grade: 4th

Academic Standards:

- English/Language Arts
 - 4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.
 - 4.1.5 Use a thesaurus to find related words and ideas.
- Theatre
 - 4.6.1 Create a short dramatic scene from a piece of literature.
- Visual Arts
 - 4.7.2 Create a work that communicates personal ideas, experiences, or emotions.

Performance Objectives:

- While working in centers students will create a puzzle using ideas from a story with 100% accuracy.
- While working in centers students will create a puzzle using emotions with 100% accuracy.
- While working in centers students will create a puzzle using experiences from a story with 100% accuracy.
- When given a book, students will read a story with correct intonation 75% of the time.
- When given a book, students will read a story with correct expression 75% of the time.
- When given a word, students will write the definition of the word with 100% accuracy.
- When given a word, students will write the word in a sentence with 75% accuracy.
- When given a word, students will write a synonym for the word using a dictionary with 100% accuracy.
- When given a word, students will draw a picture of it with 100% accuracy.
- When given props, students will create a short dramatic scene from a piece of literature with 75% accuracy.

Advanced Preparation:

- Richie's Rocket, by Joan Anderson
- White paper

- Scissors
- Crayons/markers
- Construction paper
- Space themed books
- Word box
- Vocabulary words on index cards
- Space props (planets, stars, spacesuits, rocket ships, cardboard)
- Pencils
- Paper Clips
- Dictionaries
- Thesauruses

Procedure:

Introduction/Motivation:

- The teacher will have the students come to the reading area to listen to a story. **(Bodily/Kinesthetic)** She will begin by asking, “Does anyone know what a planetarium is? **(Knowledge)** Then ask, “Has anyone ever been to a planetarium?” **(Knowledge)** “What was it like when you went there? What did you see?” **(Knowledge)** (If someone doesn’t say something about a rocket, ask, “Do you think they have rockets at planetariums?”), if they do proceed to next step.)
- Then ask, “Has anyone ever been in a rocket?” **(Knowledge)** Has anyone ever made a rocket? **(Knowledge)** If you were going to make a pretend rocket, what materials would you use to construct a rocket? **(Synthesis)**
- Then tell the children that they will listen to a story that will be given by her. The story is about a boy who wants to make a rocket. Begin to tell the story.

Step-by-Step Plan:

- As the teacher tells the story, make sure to use your voice to portray the characters, use gestures and movements to illustrate movement in the story, be aware of time, make good eye contact, and be expressive.
- After the story is over, ask some questions about what happened in the story: “What kind of materials did Richie use to make his rocket?” **(Comprehension)** “What kinds of things did Richie see as he was flying to the moon?” **(Comprehension)**
- After questioning the students, tell them that they will be working in centers. Give the directions and then break them into four groups for centers. After the directions are given, allow students to go to their center.
- The students should be in each center for about 20 minutes. The centers are: Re-enactment, Puzzles, Related Books, and Word Box.
 - In the re-enactment center, students will be re-enacting a scene from the story. They will have props at the center including, planets, stars, spacesuits, rocket ships, and cardboard. **(Bodily/Kinesthetic and Interpersonal)**
 - The Puzzle center will be where students are creating a puzzle using a scene from the story. Students will draw a picture on white paper. Then

the students will glue the paper to a piece of construction paper. After that, students will cut the picture into medium size pieces to create a puzzle. When students are finished they will paper clip their pieces together and turn them into the literacy folder. **(Spatial and Intrapersonal)**

- The Related Books center will be where students will have a chance to read related books to a peer to practice intonation and fluency. The student will partner up and take turns reading from the same book. Once finished, students can choose a different book to read. **(Verbal/Linguistic and Interpersonal)**
- The Word Box center will be where students work on new vocabulary words that they heard during the story. Students will take a vocabulary word out of the word box along with a piece of paper. Then they will look the word up in the dictionary and write down the definition. Next, they will write the word in a sentence. Then they will look the word up in a thesaurus and write down a synonym. Last, they will draw a picture of the vocabulary word. After they have finished their first word, they will draw a second and so on. **(Verbal/Linguistic and Intrapersonal)**

Closure: After all the students have had a chance to work at all the centers, students will return to the reading area. The teacher should start a discussion about each of the centers. Questions that should be asked are:

- “What was your favorite center?” **(Knowledge)** “Why?” **(Evaluation)**
- “What were some of the puzzles you made?” **(Knowledge)** “Why did you choose to create that puzzle?” **(Evaluation)**
- “Did you create a re-enactment for the story that I told you?” How was it different? How was it the same? **(Analysis)**
- “Did you learn new vocabulary word in the word box center?” What were some of them? **(Knowledge)** Can you tell me the definition of one?” **(Comprehension)** “Can you use it in a sentence?” **(Application)**

After these questions have been asked during the discussion, tell the students that you are very proud of how hard they worked today. Then also tell them that they will be doing centers like this more often. Have the students return to their seats and get ready for math.

Adaptations/Enrichment:

There are many ways this lesson can be adapted to help learners. In the word box center, students who have difficulty looking up words can work with a partner. Students who have difficulty writing down information can work with a partner and have the partner write down what the student says. In the re-enactment center, students who cannot stand for a long period of time can use a stool to sit on, but still participate. In the book center, students are already working with peers, so this would be a good time for a strong reader to model fluency and intonation for those students who struggle in this area.

The lesson can also be enriched for learners. In the word box center, after the students can have looked up definition and the synonyms, instead of writing a sentence using the word, students can write a story using numerous words from the box. In the re-

enactment center, student can write a script to go along with the re-enactment that they have done.

Self-Reflection:

After the lesson, there will be many things that the teacher should reflect on to see if the lesson went well. First question that should be asked is, “Was there enough time for the students to get done what I wanted accomplished in each center?” “Were the students paying attention to the story as I told it? Was there anything I could have done differently to get the main points of the story across as I was telling it?” Did I have enough time during centers to observe and assess both the re-enacting and peer reading?”