

MANCHESTER COLLEGE
Education Department

LESSON PLAN by: Candy Preston, Erica Hudson, Katie Stoneburner, Tyler Kottkamp

Lesson: Acting on the Farm

Length: 60 minutes

Grade Intended: Second Grade

Academic Standards: English/Language Arts

2.3.1 *Compare plots, settings, and characters presented by different authors.*

2.7.8 *Retell stories, including characters, setting, and plot.*

Performance Objective:

2.3.1 As a class, students will compare the stories they have acted out using a compare/contrast chart, listing at least eight observations.

2.7.8 In small groups, students will retell a story by acting out at least three scenes from the story while a narrator (teacher) reads.

Advance Preparation by Teacher:

Gather stories related to the farm theme

i.e. *The True Story of the Three Little Pigs* by Jon Scieszka, A. Wolf

Three Little Pigs by Thea Kliros

Three Little Pigs by James Marshall

The Three Little Wolves and the Big Bad Pig by Helen Oxenbury

The Three Big Pigs by Everett Morse

Locate and collect items that could be used by students as props.

Number of students needed per story

Slips of paper with different farm animal names on them according to the number needed for each story.

Procedure:

Introduction:

Ask students if they have ever read the story or heard the story of the three little pigs. Have they heard it from the wolf's point of view? What about the three BIG pigs?

Step-by-Step Plan:

1. Assign reading and acting groups by having students draw out a paper with an animal.
2. Students find group by making the sound of the animal once every one has drawn a paper
3. Pass out books
4. Students read and then choose parts within their group, take 15 minutes to read and another 15 minutes for practice.
5. Students draw numbers to see in what order they go.
6. Students act out at least three scenes from their story, while the teacher reads.

7. Pass out compare/contrast charts
8. In small groups fill out the compare/contrast charts

Closure:

As a class make a large compare/contrast chart. Talk about what was different in each story and what was the same.

Adaptations/Enrichment:

For the bilingual student(s) have the story in Spanish and English.

For the autistic student(s) have him/her put story strips in logical order of events before the students act out the story.

For the student(s) with ADHD or with a learning disability no adaptations would be needed.

Self-Reflection:

Did the students participate?

Were they excited to act out the stories?

Were they able to see the differences in the stories?

Bloom's Taxonomy:

Knowledge: Recalling the story's events.

Application: Organizing ideas and group members to act out the story.

Analysis and Synthesis: Students are comparing/contrasting the differences in the stories that are all related.

Gardner's Multiple Intelligences

Interpersonal: Students working with others to act out the story.

Bodily/Kinesthetic: Students moving and acting out stories.

Visual/Spatial: Students watching the stories being acted out.