

MANCHESTER COLLEGE

Education Department

LESSON PLAN by: Lauren Bailey and Angela MacInnes

Lesson Title: ReQuest and Story Drama Length: 20 minutes

Age or Grade Intended: Fourth Grade

Academic Standards:

- .Reading 4.7.1 – Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- Reading 4.7.7 – Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- Reading 4.7.17 – Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Performance Objects:

- Using questioning strategies, the student will respond to questions asked with 75% accuracy.
- Given a story, the student will create a reenact of a scene with 100% accuracy.

Advanced Preparation by the Teacher:

- Materials needed for each student:
 - A copy *The Ugly Duckling*
 - Worksheet
 - Pencil

Procedure:

Introduction/Motivation:

- Ask the students, what do you do to help you understand what's going on in the stories that you read? (Knowledge Question)

Step-By-Step Plan

1. The first teacher reads the first page aloud to the class. The second teacher asks a question about the first page and the first teacher answer the question. This is the ReQuest Reading Strategy. (Linguistic Intelligence)
2. The second teacher reads the second page aloud to the class. The first teacher asks a question about the second page and the second teacher answers the question.
3. Split the students into pairs. (Interpersonal Intelligence)
4. Pass out and explain the worksheet to the students. (Linguistic Intelligence)
5. The students will read three-four pages of the book together using the reading strategy.

6. Have each pair to join another pair (so the students are in groups of four).
7. The students will pick one page to reenact of the story. This is the Story Drama Strategy. The groups will be given three minutes to work on putting together their drama. (Kinesthetic Intelligence)
8. Each group will present their story drama for the class.

Closure:

- What did you learn from asking your partner questions about the story? (Application Question)
- What did you learn from acting out the story? (Application Question)
- Which activity did you like the best? Why? (Evaluation Question)
- What was your favorite part of the story? (Evaluation)

Adaptations: The student with the learning disability will work with a student who excels in reading. The student who excels will read the entire passage. The worksheet will have questions written out for the student with the learning disability to ask.

Enrichment: The student will create a list of reading strategies he uses to help the class excel in reading.

Self-Reflection: