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Professor Gust

Lesson Plan Final

12-09-08

I chose student F...

1,000 Cranes with a Pal

Academic State Standard: Reading: Comprehension and Analysis of Literary Text

3.3 Students read and respond to a wide variety of significant works of children's literature.

3.3.8 Identify the problem and solutions in a story. (Core Standard)

Performance Objectives: Students will be given the story of 1,000 Cranes in Hiroshima and will be able to write a short letter to a pen pal about the conflicts and events that took place in the story with correct word usage and sentence structure.

Assessment: Each student will write a short letter to their pen pal about something that happened in the story; their favorite part maybe. Make sure to explain that they are to use proper sentence format and word usage in their writing. Collect the letters to read through and evaluate the student on the content of the letter later before passing them off to the other third grade classroom teacher to distribute.

Advance Preparation:

- Have each student already paired with a student from the other third grade classroom.

- Each student will have a copy of the story 1,000 Cranes from their Literature Textbook
- Paper for crane making
- Envelopes
- Directions on how to make a paper crane

Procedure:

Introduction/Motivation: Ask if anyone knows what a Crane is; then show the class by holding up an example. Afterwards, tell the class that Crane making is a form of Origami which is very popular in the Japanese culture. Finish by saying they will be making their own Cranes.

Step-by-Step Directions:

- Have the class open their books to page 53 to the story of 1,000 Cranes. **Gardner:**
Bodily-Kinesthetic
- Read the story out loud to the class, after explaining that most of the names will be difficult to say.
- After you've read through the story once tell the class that this affected a lot of people and it is alright to be sad; it's a true story and there is a statue of the little girl in the city of Hiroshima for all to see.
- Tell the students to imagine having all those cranes around you with all the different colors. Then ask why did everybody decide to make her a crane? What does the

crane stand for and why 1,000? **Gardner: Visual-Spatial, Bloom: Analysis, Evaluation**

- Have the students approach the front of the room and take a sheet of paper (whatever color he/she would like) and then return to their desks to sit until everybody is ready. **Gardner: Bodily-Kinesthetic**
- Proceed by going through step-by-step the directions on how to make a crane; all the while walking around and helping those who are having difficulties. **Gardner: Interpersonal, Visual-Spatial**
- Once finished, each student should have a lovely crane to take home and show their families.
- Follow by asking if it would be easy to make a 1,000 of these cranes. Explain that each person that made a crane put a little love and hope into each step. **Bloom: Knowledge**
- Have the class then take out a sheet of paper and a pencil. **Gardner: Bodily-Kinesthetic**
- Explain to them what a pen pal is and that each one of them now has one; picked by the teacher of course.
- Each student will write a short letter to their pen pal about something that happened in the story; their favorite part maybe. **Gardner: Bodily-Kinesthetic, Intrapersonal, Verbal-Linguistic**
- Make sure to explain that they are to use proper sentence format and word usage in their writing.

- After each student is finished pass out envelopes and have the students fold their letters up and stick them in the envelope without sealing it. **Gardner: Bodily-Kinesthetic**
- Collect the letters to read through and evaluate the student on the content of the letter before passing them off to the other third grade classroom teacher to distribute.

Closure: Tell the class to go home and show their family the crane they made(maybe even teach them how to make one) explain to them the crane's significance.

Adaptations/Enrichment:

Students with a Learning Disability in Reading Comprehension: Discussing the story in class after reading it will help the student get a better understanding on what took place. If they have any questions, they can look through their text book at the pictures to help them write their letter.

Student with ADHD and Emotional Disabilities: Have the student draw a scene from the story (maybe their favorite part) as well as a short description of what is going on in the picture.

Student with Gifts/Talents in Math and Reading: The student should do well in making the crane and paying attention during the story; however, have the student write at least a page on the facts and events that took place in the story to their pen pal (where as the other students just have to write a few paragraphs or so).

Self Reflection: Being a hands-on or constructivist learner myself, those learning styles will be present in most of my lessons that I teach; including this one. There are a large percentage of students who learn best and quickest through doing examples of problems, doing a science project, or acting out a story they just read. Very few individuals learn and remember something just by reading it in a book once. For the many others (including most of my future students) being in the action and having that hands-on constructivist approach is the key to successfully learning the concept.