

Carol Fike
Literacy Block
Heather Schilling
March 17, 2009

Lesson Plan

Lesson: Describing our Senator

Length: an hour and a half

Age or Grade Level Intended: 3rd Grade Reading

Academic Standard(s):

- Reading 3.3.6 Identify the speaker or narrator in a selection.
Writing 3.5.2 Write descriptive pieces about people, places, things, or experiences that:
- * develop a unified main idea
 - * use details to support the main idea
- Social Studies 3.2.3 Identify the duties of and selection process for local and state government officials who make, implement and enforce laws.

Performance Objective(s):

When reading My Senator and Me the students will be able to understand who is telling the story correctly on the first try.

Assessment:

The teacher will be able to test this by reading the papers that the students will write on a topic that is linked to the book.

Advance Preparation by Teacher:

- * Chalkboard / White Board
- * A Large Venn Diagram (can be drawn on the board)
- * Small cards – one per student (note card without lines)
- * The book The Senator and Me
- * Blank sheets of paper or a journal for students to write in
- * Pencil

Procedure:

Introduction/Motivation:

Discuss the following questions as a class.

How many of you have a pet? (*Bloom – Knowledge*)

What kind of things do you think a pet might be thinking about? (*Bloom – Application*)

How many of you have ever wished that you could find out what your pet was thinking? (*Bloom – Analysis*)

Step-by-Step Plan:

- 1.) (*Write down the main themes that the students say on the board so that you can use this later for comparing purposes [points 1 and 2].*) To start

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- off with before we begin our book, what happens in Washington D.C.?
What sorts of people live in Washington D.C? (*Bloom – Knowledge*)
- 2.) What is a narrator? How do we know who the narrator is?
 - 3.) Well today we are going to talk about a dog whose owner is a Senator.
What sorts of things are involved with being a senator? (*Gardner – Visual/ Spatial*)
 - 4.) Know I want you to look at the story, as we read it together, and tell me what sorts of things this senator does do as compared to what we thought that he might do. (*Bloom – Analysis*)
 - 5.) Read the book aloud to the students.
 - 6.) Who is the narrator of this story? (*Bloom – Knowledge*) How do you know?
 - 7.) Now let's compare what we thought a senator would do and what the senator in our book does. *This can be done by either drawing a huge Venn Diagram on the board or having a poster.* What now should happen is the students need to write one thing that they thought before about a senator, something that they learned about senators or one that would fit under both. (*Gardner – Verbal-Linguistic*)
 - 8.) Now have the student's trade cards. Now the student with the card needs to decide which part of the Venn diagram their card goes in. The students should take turns taking the card to the board and explaining where their card goes. And have the class check the answers. (*Gardner – Bodily-Kinesthetic*)
 - 9.) Now I would like each of you to think about other people that are involved in the story, besides the narrator. Who else is in our story? *Make a list of these people on the board.* Now do you think that the people we just listed on the board would have the same reaction to what is going on in Washington D.C. as Splash? No, because everyone has their own point of view, now what does that mean?
 - 10.) So what I would like each of you to do is take on one of these people. And write about how they feel about Washington. Be sure to use describing words so that your classmates will be able to picture your writing as you read it. What is an example of a describing word? Here is a short example. (*Gardner – Verbal-Linguistic*)

I am a janitor and I clean up the capitol building. Every day I see men and women race past me in their neutral colored suits, never saying hi to anyone. They always seem to be in a hurry no matter what hour it is. I also feel as though I am truly the only one that realizes how big this building is. There are so many nooks and crannies that seem to go on forever. However I do see people daily that are considered to be rather famous. And the gorgeous architecture, who could ask for more?

Closure:

Have the students share their writing with the rest of the class.

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What did we see in each others writings?
Who narrated the story?
What describing words were used?

We will continue to work on figuring out who is narrating the stories that we read.

Adaptations/Enrichment:

A Student with a Disability in writing – have the student record what they are thinking about and later have someone write the story down for the student. As long as the ideas are formulated that is the most important part.

A Student who is Gifted and Talented – This is your student that you need to make sure that they are remaining engaged. These are the first students to get done with things which cause them to become bored rather easily. So to challenge them. This can be done through encourage them to write a poem with describing words about their person. A poem is used because this could include rhyming and more attention to detail and word choice.

A Student with a Disability in Reading Comprehension – As a teacher for this lesson you really need to make sure that all of your students really understanding what the story is about. To help with this it might be helpful to create a map of where the dog goes on in his adventures. Making sure a connection with each place is understood.

Self-Reflection:

How did the lesson plan go?
What selections were a hit?
Which passages did they not enjoy?
Was there anything that was missing?
Anything that happened that I was not prepared for?
What went well?
What needs to be changed?