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Educational Psychology 230  
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## Lesson Plan

**Lesson:** Changing the End of a Story

**Length:** 45 minutes

**Age or Grade Level Intended:** 2

### **Academic Standard(s):**

2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.

### **Performance Objective(s):**

Given a set of props, the students will dramatize an alternative ending to one story when observed.

Given alternative endings to a story, the students will write 1–2 sentences to explain why they prefer a particular story ending.

### **Assessment:**

I will divide the students into 4 groups. The group members will act out an alternative ending to the story in front of the class.

Students will write and submit to me 1–2 sentences to explain why they prefer a particular story ending. This short assignment will help me assess how well they understand the impact of changing a story's ending.

### **Advance Preparation by Teacher:**

- Gather enough props for all groups: a purple object, a large box, 2 sets of mouse ears
- Obtain the book *Alexander and the Wind-up Mouse* by Leo Lionni
- Divide the class list into groups, and list the groups on a sheet of paper attached to a clipboard (so I don't have to think about groupings on lesson day). Leave space to comment on their participation and understanding.

### **Procedure:**

#### **Introduction/Motivation:**

Ask the students, "Have you ever looked ahead to the end of the book you are reading?" "Have you heard about a movie and said to a friend who has seen it:

‘Tell me how the movie ends?’ ‘Why or why not?’ Discuss any examples the students offer.

### **Step-by-Step Plan:**

1. Tell the students you will read aloud a book called *Alexander and the Wind-up Mouse* by Leo Lionni.
2. Tell them what the story is about. (Two mice — their differences and different problems)
3. Invite the students to think about how the mice fixed their problems, and how else the story might have ended.
4. Read *Alexander and the Wind-up Mouse* aloud to the students.
5. Stop reading after the wind-up mouse is packed up with other old toys. Ask, “Now what do you think Alexander will do?”
6. Discuss students’ ideas and the possible consequences of those ideas.
7. Finish reading the story. Review Alexander’s actions and the resulting ending.
  
8. Tell the students you are going to divide them into groups of 3–4 students for 10 minutes.
9. Give the following instructions before dividing them up: You must imagine that Alexander had made a different decision. Work together to think of an alternate ending to the story. (Bloom: Synthesis) Then plan how to act out your alternate ending using the props I give you. I suggest you play some of the following parts: narrator, Alexander, the wind-up mouse, the lizard, possibly the boy. After 10 minutes of group time, each group will take a turn performing your ending for the whole class.
10. Dismiss the students into the groups as outlined on the prepared sheet.
11. Give each group the following props: a purple object, a large box, 2 sets of mouse ears.
12. During the 10-minute group work session, listen in on group planning.
  
13. After 10 minutes, call for the students’ attention.
14. Have the groups present their alternate story endings. (Gardner: Bodily-kinesthetic intelligence) After each presentation, write on the board a very short summary of the group’s alternative ending.

### **Closure:**

Ask the students to place their props in a designated space and return to their seats. Briefly review the published ending and the students’ invented endings (refer to summaries on blackboard). Ask the students to write 1 or 2 sentences about which ending they prefer and why. (Bloom: Analysis) (Gardner: Linguistic intelligence) Collect the students’ writing after they have finished.

## **Adaptations/Enrichment:**

### **Student with Learning disability in reading comprehension**

Since I will be reading the story aloud, I will not have to accommodate a reading comprehension disability for comprehending the story. However, when the students are writing about their preferred story endings, if the student with the disability forgets some of the different story endings, my notes on the blackboard may not help. So I will briefly check in with the student to make sure he or she remembers enough alternative endings to choose from.

### **Student with ADHD**

Place the group with the ADHD student in a strategic location to minimize distractions to that student and to other groups. Ten minutes of group time might be way too long for the student with ADHD. Check on this group. If the ADHD student is bored, offer to let him or her refer to the story book during group time. If the student cannot sit through the presentations, ask him or her to come to the blackboard and write or draw the brief summary after each one.

### **Student with Gifts and Talents in Creativity**

This open-ended activity should allow the gifted student to express creativity. In the instructions, tell all students that they go beyond a simple plot change and add dramatic detail such as music (hum music to match the mood of the scene).

### **Self-Reflection**

#### **Write out the questions that you will use to evaluate yourself.**

Did the activities take the amount of time I expected them to take? Any surprises? How did I handle students who seemed to be off task? Was I able to assess the students by observing them and reading their sentences? What would I change for next time? Were the groups the right size?

### **Sources**

[http://www.indianastandardsresources.org/files/eng/ela\\_2\\_3\\_2.pdf](http://www.indianastandardsresources.org/files/eng/ela_2_3_2.pdf)