

Manchester College
Education Department

Lesson Plan By: Eric Roof_____

Lesson: *The Butterfly*_____ Length: 1 day_____ Age Level/Grade Level: 6th _____

Academic Standard:

- (Writing) 6.4.3 Write informational pieces with several paragraphs that include topic sentence, and support for ideas.
- (Writing) 6.4.5 Research process and technology.
- (Social Studies) 6.1.16 1700 to present compare dangers representing political ideologies during the 19th and 20th century.
- (Writing) 6.5.8 Write summaries that contain main idea of a reading section.
- (Writing) 6.5.3 Research application

Performance Objective:

- Using the Internet the students will locate one source outlining German political beliefs.
- Using their notes from their sources, the students will write a summary with 85% accuracy on the rubric.

Assessment:

- Collect the students' summaries of the source that they will use in their research paper.
- See rubric attached for the research paper

Advanced Preparation by Teacher:

- Collect enough books of *The Butterfly*
- Reserve the computer lab for a class period so the students can do research.

Procedure:

Introduction/Motivation:

- Class today we are going to learn about Germany and what they did in World War II. Before we get into that, who can tell me when World War II was? Who fought in the war? Today you are going to read the story *The Butterfly* by Patricia Pollacco. We will talk about the Nazis and how they treated people who were not the same as them.

Gardner: Interpersonal

Step-by-Step Plan:

1. Introduce the book *The Butterfly* to the class. Write on the board the words they may need to know to understand the book like radiant, confection, and valises.
Blooms: Knowledge Gardner: Linguistic
2. Have the students partner up, they will read the book to each other. Pass out copies to each group. **Gardner: Interpersonal**
3. When the students are done reading have them discuss what they think of the Nazi's in the book? Have them guess what year this story took place in? The students will write these answers down in their writer's notebooks. **Blooms: Comprehension, Gardner: Interpersonal**
4. Have the students write the main characters in their notebook and then describe each character in three or four sentences. **Blooms: Knowledge**
5. Explain note taking and summaries when the students are done reading the story. Pick a short article to do together as a class as an example.
6. Show students the web page on summaries, have them print this page out and use it when they are writing their summaries. **Blooms: Synthesis**

The link is http://www.class.uidaho.edu/adv_tech_wrt/resources/general/how_to_summarize.htm

7. When all the groups are done reading, have them line up at the door and walk them down to the computer lab.
8. Tell the students to find information about the Germans and the Nazi's during World War II. They will write a summary of their source they find, and they will use this summary in their paper. **Gardner: Synthesis Blooms: Application**
9. The students will print out their summary and the source they found on the internet.
10. Handout the rubric that they will be graded on for them to use when they are typing their summary in word.

Closure:

- Today we read the story *The Butterfly* and learned how to make a summary of a internet source. We will continue to use these skills as tomorrow we start our literature circles over the book *Anne Frank*. After we are done reading this book, we will work on a research paper and you will use your summaries over sources to include in your paper.

Adaptation/Enrichment:

- Steve (ADHD) Have him read with a partner who will not distract him and if he does not understand have him reread the story in the computer lab by himself in the corner so he can focus and there are no distractions.
- Emily (Enrichment) Pair her with a struggling reader so she can help her partner. Have her ask her partner comprehension questions and help her answer them.
- Adam (Dyslexia) Give him his own copy of the book so he can focus on his reading and getting the words correct. Let him ask questions about words and have him read some pages out loud to you.
- Megan (Color Blind) She will be okay for this activity because we are not doing anything with color in this lesson.

Self Reflection: Today's lesson went well and the students seemed to enjoy the book that we read today. I think it was refreshing for them to get out of the classroom and go to the lab to learn how to do research. They enjoyed being on the computer. Something to work on is they would go to games on the internet when they were done or when I wasn't looking.

http://www.class.uidaho.edu/adv_tech_wrt/resources/general/how_to_summarize.htm

1. **Read** the article.
2. **Re-read** the article. Underline important ideas. Circle **key terms**. Find the **main point** of the article. Divide the article into sections or **stages of thought**, and label each section or stage of thought in the margins. Note the main idea of each paragraph if the article is short.
3. Write brief summaries of each stage of thought or if appropriate each paragraph. Use a separate piece of paper for this step. This should be a **brief outline** of the article.
4. Write the main point of the article. Use your own words. This should be a sentence that expresses the central idea of the article as you have determined it from the steps above.
5. Write your **rough draft** of the summary. Combine the information from the first four steps into paragraphs.

■ **NOTE:** Include all the important ideas.

- Use the author's key words.
- Follow the original organization where possible.
- Include any important data.
- Include any important conclusions.

6. Edit your version. Be concise. Eliminate needless words and repetitions. (Avoid using "the author says...", "the author argues...", etc.)

7. Compare your version to the original.

- Do not use quotations, but if you use them be sure to quote correctly. Indicate quotations with quotation marks. Cite each quotation correctly (give the page number).
- Do not plagiarize. Cite any paraphrases by citing the page number the information appears on. Avoid paraphrasing whenever possible. Use your own words to state the ideas presented in the article. (Adapted from Writing Across the Curriculum 4th edition, L. Behrens and L. Rosen, eds., 1991, Harper/Collins, pp. 6-7.)

In the summary, you should include only the information your readers need.

1. State the main point first.
2. Use a lower level of technicality than the authors of the original article use. Do not write a summary your readers cannot understand.
3. Make the summary clear and understandable to someone who has not read the original article. Your summary should stand on its own.
4. Write a summary rather than a table of contents.
Wrong: This article covers point X. Then the article covers point Y.
Right: Glacial advances have been rapid as shown by x, y, and z.
([see sample](#))
5. Add no new data and none of your own ideas.
6. Use a simple organization:

- main point

- main results: give the main results [See sample](#)
- conclusions/recommendations

7. Unless the examples in the article are essential, do not include the examples in your summary. If you include them, remember to explain them.

Writing a Summary Rubric

	4 Points	3 Points	2 Points	1 Point
Main Idea	Correctly identifies the main idea in a clear and accurate manner.	Correctly identifies most of main idea in a complete sentence.	Identifies an important idea but not the main idea in a complete sentence.	Identifies a detail but not the main idea.
Supporting Details	Clearly states 2 or more important details using own words or statements.	States at least 2 important details with some paraphrasing of information.	States at least 1 important detail. Demonstrates little if any paraphrasing.	Includes unnecessary details. Does not demonstrate any paraphrasing.
Conclusion	Writes a clear and specific concluding statement.	Writes an adequate concluding statement.	Writes a weak concluding statement.	Does not include a concluding statement.
Mechanics and Grammar	Contains few, if any spelling or grammatical errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many errors in punctuation, spelling and/or grammar that interferes with meaning.	Contains many errors in punctuation, spelling and/or grammar that make the piece illegible.