

**Shaina Clark**

**Lesson:** The “Somebody, Wanted, But, So” Chart

**Length:** 45 minutes

**Grade Intended:** 3<sup>rd</sup> Grade

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

**Performance Objective:** Given a “Somebody, Wanted, But, So” chart, the student will identify a problem and solution accurately according to my example.

**Advance Preparation:** I will have to have my example of what I want to see on the “Somebody, Wanted, But, So” chart prepared. I will have to have enough “Somebody, Wanted, But, So” charts printed off for each student to have a copy. I will have to have enough of “The Great Kopak Tree” books for each student to have a copy. I will have to have a copy of the book on my desk to read to the class and have the CD player on my desk with the classical instrumental CD in it ready to play.

**Procedure:**

**Introduction/Motivation:** “Good morning students. Have any of you ever had a problem before? (Bloom’s: Knowledge) How did you solve that problem?” (Bloom’s: Knowledge) (Allow some students to answer) “Well today we are going to read ‘The Great Kopak Tree’ as a class and do a chart over it in order to find a problem and solution in the story.”

**Step-by-Step Directions:**

- 1) First, I will put a copy of the book and the “Somebody, Wanted, But, So” chart on each student’s desk.
- 2) Then, I will have all the students go to the back of the room and sit in the reading circle.
- 3) Next, I will read “The Great Kopak Tree” out loud to the students and show them the pictures on each page. (Gardner: Verbal/Linguistics, Visual/Spatial, Interpersonal)
- 4) When I have finished reading the story I will have the students go back to their desks.
- 5) I will explain what to do on the “Somebody, Wanted, But, So” chart, telling the students what each part means. (This will also be on their charts) (Gardner: Verbal/Linguistics)  
Somebody: The person that wants or needs something.  
Wanted: The thing that the person wants or needs.  
But: Something that is keeping the person from getting what they want or need.  
So: Is the solution to the problem.
- 6) Then, I will tell the students to fill out the chart using their book as an aid. (Gardner: Logical/Mathematical, Intrapersonal)
- 7) While the students are working on their chart, I will press play on the CD player and have classical instrumental music playing softly in the background while they work. (Gardner: Musical)
- 8) I will walk around to make sure that the students are understanding the chart and to ask if they have any questions. (Gardner: Interpersonal)

- 9) When the students are finished they have to turn in their charts to me on my desk. (This is when I am assessing them. Below is my example of what I will be looking for in how accurately the students completed the assignment.)

<b>Somebody</b>	<b>Wanted</b>	<b>But</b>	<b>So</b>
<b>Somebody</b> is the person who wants or needs something.	<b>Wanted</b> is the thing that the person wants or needs.	<b>But</b> is something that is keeping the person from getting what they want or need. (The Problem)	<b>So</b> is the solution to the problem.
man	To cut down the Kopak tree	The animals didn't want him to	The man decided not to cut down the tree and left the forest
One of the animals	The man to not cut down the tree	The man wanted to chop down the Kopak tree	The animals talked the man into not cutting down the tree and he left the forest

- 10) When all the students have finished I will turn the music off.

**Closure:** I will ask the students “What did you learn today?” (Bloom’s: Knowledge) “What is your opinion of some of the different characters in ‘The Great Kopak Tree’?” (Bloom’s: Evaluation) I will also ask the students “Why do you think it is important to find a problem in a story and then find a solution to it?” (Bloom’s: Analysis) Then I will explain to the students that tomorrow we will be doing another “Somebody, Wanted, But, So” chart but over a different story called “The Ugly Duckling.”

#### **Adaptations/Enrichment:**

**Student with a Learning Disability in Reading Comprehension:** I will make adaptations for this student by reading the book and directions out loud to the class. Also, I will check on the student to see if he/she needs help or has questions. If this student is not up to reading level, I may allow the student to use an easier book to use to fill out the chart.

**Student with ADHD and Emotional Disabilities:** To help this student I will have a list of check points on the board. I will tell all the students to check off when they have finished each item in order to keep them on task. I will try to keep this student from getting overwhelmed by helping them break down the assignment one part at a time and asking if he/she has questions or needs help. Also, if I see this child getting frustrated and upset, I could ask him or her if they need to go get a drink.

**Student with Gifts/Talents in Math and Reading:** This student can have the option of putting more than one problem and solution on their “Somebody, Wanted, But, So” chart. Also, this student will have a copy of the book on their desk to read. If the student needs more of a

challenge, then I would allow him or her to read a different story and fill out a “Somebody, Wanted, But, So” chart over that book.

**Self Reflection:**

1. **How does your lesson engage students?** My lesson will engage students by getting them hooked by having a good introduction. Also, it will engage the students because I am reading out loud to them. I will engage the students by choosing an interesting book for them and allowing them to fill out a chart to it. Also, I will be softly playing music in the background, which is proven by studies to improve brain function.
2. **How will it allow students to use higher-order thinking skills?** Filling out the chart will be a challenge for the student to use higher-order thinking skills. They will have to use reading comprehension and problem solving skills in order to find the problem in the story and the solution to the problem.
3. **What additional information would you want about the student you selected before planning additional lessons? Why?** I would want to know if this student has any disabilities because it would be beneficial to know if I need to make any adaptations for that child in order to understand the lessons. I would also want to know the child's classroom work to make sure that the student was not just having a bad day during the ISTEP test, or that he or she just did not feel very well. I would also want to know the child's other in class test scores and home work, to better understand if maybe the child just struggles with taking tests but knows the material.