

Historical Fiction Lesson Plan – Mon March 21

Name of Lesson Plan Preparer: Christine Ammirati

Title: Character		Content Area/s: Reading	
Grade level: 3 rd		Time Frame: 75 min. 11:20-12:35	
Date: Mon. March 21, 2011			
<p>SOL: English 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</p> <p>3.5 The student will read and demonstrate comprehension of fiction. b) Make connections between previous experiences and reading selections, d) Compare and contrast settings, characters, and events, f) Ask and answer questions, g) Draw conclusions about character and plot, h) Organize information and events logically, i) Summarize major points found in fiction materials.</p>			
<p>Lesson Objectives:</p> <p>Given a read-aloud, the student will identify character traits of the main character and the historical period of the story.</p> <p>Given discussion with the teacher and peers in a small reading group, the student will recall the main ideas of the first chapter of a historical fiction novel.</p>		<p>Resources (Text & Technology):</p> <p>1- “Coming On Home Soon” by Jacqueline Woodson</p> <p>2- Books and Question packet for “Lilly and Miss Liberty” (7 copies)</p> <p>3- Books and Question packet for “Sarah Plain and Tall” (12 copies)</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. 11:15-11:30 Students share news from weekend. 2. 11:30- 11:45 Read-Aloud “Coming On Home Soon” by Jacqueline Woodson 3. 11:45-11:50 Lead brief bubble map activity describing “Coming On Home Soon” 4. 11:50- 12:10 Small Group 2: Introduce “Lilly and Miss Liberty” (see attached lesson) 5. 12:10- 12:30 Small Group 3: Introduce “Sarah Plain and Tall” (see attached lesson) 			
<p>Assessment/s (Formative/brief):</p> <p>Observe student participation in whole group discussion of the read-aloud and completion of the bubble map.</p> <p>Journal students’ reading accuracy during small group and independent reading.</p>		<p>Extension Activities: Direct students to create a bubble map for a character in their newly introduced small group text.</p> <p>Differentiation: Groups are leveled by reading fluency and comprehension levels.</p>	
<p>Observations/Reflection for Future Use:</p>			

Reading Workshop – “Coming on Home Soon”

Date: March 21, 2011	Group: Whole group in Library Corner
Mini Lesson Topic: <i>Character Traits of Main Character</i>	
Book for Read-Aloud: “Coming on Home Soon” by Jacqueline Woodson	Other Materials: Character Trait list Bubble Map
Introduction (connection to previous lesson and rationale): Focusing on the <u>main</u> character: <ul style="list-style-type: none"> - What are her character traits? - What is she like on the outside? - What is she like on the inside? Historical Fiction. Story takes place in the past. Activate and provide BACKGROUND KNOWLEDGE . <ul style="list-style-type: none"> - during World War II, many men were soldiers and were fighting in other countries - before Martin Luther King - difficult for African-Americans to find jobs 	
Read Aloud – Share the connection between lesson topic and story – set a purpose: ... Character traits of Ada Ruth: <ul style="list-style-type: none"> - lonely for her mother - kind towards her family and her new kitten - caring and thoughtful about the soldiers fighting in the war 	
During Reading – Discuss what is happening during the story that relates to the lesson topic: ... Clover sees the girl on fence but obeys her mother and does not approach the fence. Clover wonders about the girl playing in the rain. Clover talks to Annie then sits on fence with her. Clover and Annie ask if they can jump rope with Sandra and friends.	
After Reading – Revisit lesson topic and have students discuss the topic: ... Students name a character trait of Clover and cite an example from story. Compile input on whiteboard	
Students’ assignment for independent reading: encourage students to apply what was learned: ... This week, we will read historical fiction with strong and interesting characters. Consider the character traits of these characters in your new books. Use sticky notes to mark pages in your book and write down traits characters display. You will be sharing your observations during small group discussions.	
Reflection / Evaluation / Notes:	

Date: March 21, 2011	Group: 7 students Anna, Austin, Ella, Ethan, Haley, Macy, Madison
Book: “Lily and Miss Liberty” by Carla Stevens	Materials: Question packet Individual texts
Genre: Historical Fiction	Level: 3.0
Topic: Introduction of text, distribution of comprehension packets, and explanation of schedule for week. Read Chapter 1 together. Assign readings and questions for Chapters 2 and 3 (through pg 24) for Tuesday. Text Summary: In 1885 New York, Lilly sells homemade Lady Liberty crowns so she can raise money to donate to the funding of the construction of the Statue of Liberty’s pedestal.	
Vocabulary: (for text read together. Additional vocabulary and concepts in comprehension pack) <ul style="list-style-type: none"> - immigrant - “super” or superintendent - cobblestone 	
Prepare for Reading: <ul style="list-style-type: none"> - Topic discussion: Statue of Liberty was a gift from France but the United States needed to build a pedestal for it. This book is fictional but describes how money was raised to build this pedestal. - Picture walk: - (p. 6) carriage on the street - Strategy review: - Use context to try to determine meaning of unfamiliar words. Check book packet to see additional definitions. 	
Comprehension Focus: Character traits. Use sticky notes to mark pages in your book and write down at least 5 traits your character display. You will be sharing your observations during small group discussions.	
Follow-up activity: Will meet on Tuesday at noon. Reading and questions should be finished through page 24 (chapter 3)	
Reflection / Evaluation / Notes:	

Individual Student Performance

Student:	Comments
Anna	
Austin	
Ella	
Ethan	
Haley	
Macy	
Madison	

Date: March 21, 2011	Group: 12 students Alex, Andrew, Augie, Bracton, Grady, Hannah, Jacob. O, Jacob. V., Kailey, Luke, Marco, Sakura,
Book: “Sarah, Plain and Tall” by Patricia MacLachlan	Materials: Question packet Individual texts
Genre: Historical Fiction	Level: 4.25
Topic: Introduction of text, distribution of comprehension packets, and explanation of schedule for week. Read Chapter 1 together. Assign readings / questions for Chapters 2 - 6 (through pg 37) for Wed. for Mrs. Ferrara to check. Assign readings / questions for Chapters 7 - 9 (through pg 58) for Thursday discussion. Text Summary: In the late 1800s, Sarah journeys from Maine to marry Jacob, a farmer who is widowed and raising his two children alone.	
Vocabulary: (for text read together. Additional vocabulary and concepts in comprehension pack) - hearthstones - feisty	
Prepare for Reading: - Topic discussion: Jacob’s wife died years before. He still misses her but believes that he and his children will benefit if he marries. Sarah has answered Jacob’s newspaper advertisement and will be coming to live with them in the Midwest, far from her home in Maine. - Strategy review: - Point of view: who is telling the story?	
Comprehension Focus: Character traits. Use sticky notes to mark pages in your book and write down at least 5 traits your character displays. You will be sharing your observations during small group discussions.	
Follow-up activity: Will meet on Thursday at noon. Reading and questions should be finished for entire book.	
Reflection / Evaluation / Notes:	

Individual Student Performance

Student:	Comments

Reading Workshop – Mini-Lesson: CHARACTER

Date:	Group:
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March 15, 2011	Whole group in Library Corner
Mini Lesson Topic: <i>Character Traits of Main Character</i>	
Book for Read-Aloud: “The Other Side” by Jacqueline Woodson	Other Materials: Character Trait list (used previously) Bubble Map
Introduction (connection to previous lesson and rationale): Focusing on the main character: <ul style="list-style-type: none"> - What are her character traits? (Show list that has been glued in reading journal) - What is she like on the outside? (How would you describe her physically?) - What is she like on the inside? (What are Clover’s character traits) - Story takes place in the past. Students will need to bring their background knowledge to better understand the story. Think about what you have learned about segregation when studying famous Americans like Rosa Parks and Martin Luther King, Jr.	
Read Aloud – Share the connection between lesson topic and story – set a purpose: ... Character traits of Clover: ... friendly, curious, caring, brave	
During Reading – Discuss what is happening during the story that relates to the lesson topic: ... Clover sees the girl on fence but obeys her mother and does not approach the fence. Clover wonders about the girl playing in the rain. Clover talks to Annie then sits on fence with her. Clover and Annie ask if they can jump rope with Sandra and friends.	
After Reading – Revisit lesson topic and have students discuss the topic: ... Students name a character trait of Clover and cite an example from story.	
Students’ assignment for independent reading: encourage students to apply what was learned: ... Bubble map for Clover. Instruct students to refer to Character Trait List and to cite examples from text.	
Reflection / Evaluation / Notes:	

Character

A character is any person, animal, or object (that acts like a person) in a story. Usually an author focuses on only one or a few main characters. Other supporting characters may appear in the action.

In many stories, characters face challenges and as a result, they grow and change. Characters are as different as people are; they each have different personalities and backgrounds, and react to their surroundings in different ways.

Just like people, all characters have traits. Sometimes the author tells the reader exactly what the character is like. In other stories, the author gives clues to help the reader understand the character.

Describe the **character** of Judy Moody or Stink. Use **specific examples** to support your description.

Reading Group Lesson Plan

Date: March 15, 2011	Group: Anna, Ella, Haley, Macy, Madison, Austin, Ethan
Book: “The Statue of Liberty” by Max Winter	Materials: Question sheet (1 page) Individual texts
Genre: Nonfiction	Level:
Topic: Construction of Statue of Liberty and American student participation in funding construction of its pedestal.	
Vocabulary: <ul style="list-style-type: none"> - pronunciation of Bartholdi - “Lady Liberty” nickname - definition of pedestal 	
Prepare for Reading: <ul style="list-style-type: none"> - Topic discussion: Statue of Liberty is a symbol of the United States. Next week, students will be reading a book about the arrival of the Statue in the U.S. This book is to build background knowledge. - Picture walk: - (p. 4) Planning grid of statue - use of photographs as well as drawings - Strategy review: - Use of table of contents and page headings 	
Comprehension Focus: Question sheet (1 page), place in front basket when complete	
Follow-up activity: Will use this background knowledge in reading a Historical Fiction book next week.	
Reflection / Evaluation / Notes:	

Individual Student Performance

Student:	Comments
Anna	
Austin	
Ella	
Ethan	
Haley	
Macy	
Madison	