

Lesson Plan: *A Gift for Mama* - Reading Unit

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Instructional Group: Third Grade

Subject Area: Reading - Chapter Book

Goal(s): Students will experience a chapter book about traditions and values.

Concept(s)

- Reading: Students will read a chapter book.
- Language: Students will make predictions about the story.
- Language: Students will make journal entries reflecting on their views and attitudes about the story.
- Technology (Optional): Students will publish their journal entries.
- Technology (Optional): Students will use their computer drawing skills to illustrate the story.

State Content Standards:

1.3. Read aloud narrative and expository text fluently and accurately and with appropriate pacing intonation and expression.

(English / Language Arts, Reading, Level: 3)

2.2. Ask questions and support answers by connecting prior knowledge with literal information found in and inferred from the text.

(English / Language Arts, Reading, Level: 3)

2.4. Recall major points in the text and make and modify predictions about forthcoming information.

(English / Language Arts, Reading, Level: 3)

3.1. Distinguish common forms of literature (e.g. poetry drama fiction nonfiction).

(English / Language Arts, Reading, Level: 3)

3.3. Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

(English / Language Arts, Reading, Level: 3)

1.2. Write legibly in cursive or joined italic allowing margins and correct spacing between letters in a word and words in a sentence.

(English / Language Arts, Writing, Level: 3)

1.1. Understand and be able to use complete and correct declarative interrogative imperative and exclamatory sentences in writing and speaking.

(English / Language Arts, Written & Oral English, Level: 3)

Technology Standards:

Performance Indicator 1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

(NETS for Students, Basic Operations and Concepts, Grades: 3 - 5)

Performance Indicator 3: Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

(NETS for Students, Technology Productivity Tools, Grades: 3 - 5)

Performance Indicator 5: Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

(NETS for Students, Technology Productivity Tools, Grades: 3 - 5)

Objectives

- Affective: Students will describe emotions experienced by a character and relate them to their own experiences.
- Cognitive: Students will ask questions and support answers by using information found in and inferred from the text.
- Cognitive: Students will develop their opinion about what a character is like from information in the text.
- Cognitive: Students will give a substantiated opinion whether the story is fiction or non-fiction.
- Cognitive: Students will make predictions about the story.
- Cognitive: Students will read a text aloud and silently in groups, pairs, and independently.
- Cognitive: Students will write their answers in legible cursive and will use complete sentences in the responses.

(Optional)

- Cognitive: Students will use a word processor to publish their journal entries.
- Cognitive: Students will use a multimedia/drawing program to create a cover illustration.

Prerequisite Background Skills/Knowledge:

Vocabulary/Language: Grade level appropriate reading skills are required. Modifications may be made as appropriate.

Technology (Optional): Students must be able to keyboard and use basic word processor functions as well as be able to use the mouse to create an illustration.

Materials:

Technology Materials: Overhead, Optional: Use of the Computer Lab or stand-alone computers with Word Processing and Drawing capabilities.

Chapter Book: A Gift for Mama. Hautzig, Esther, Puffin Books, New York, 1981.

Unit Items: Journal Question Overhead, Four Pages of Blank Lined Paper, World Map Ditto, Vocabulary Overhead and Ditto, Comprehension Test, Emotion Chart, Character Venn Diagram, Perspective Worksheet, Character Web Worksheet

Classroom Management Concerns:

Before unit begins copy and collate packets for each student.

Packets can be kept unstapled in construction paper "folders."

Packet Items (In Order)

- ✓ New Vocabulary
- ✓ World Map
- ✓ Four blank lined pages
- ✓ Comprehension Test
- ✓ Emotion Chart
- ✓ Venn Diagram
- ✓ Perspective Worksheet
- ✓ Character Web

If choosing to use the optional technology option, make arrangements with the computer teacher for students to have acquired appropriate word processing and drawing proficiency to complete the activities.

Procedure:**Session 1 (60 minutes)**Open

Discuss what a tradition is. Ask students to think about values and traditions that are important to them and their family. Take appropriate responses. If prompting is needed traditions such as birthday celebrations, holidays, first day of school rituals, etc. Distribute and open packets to students. Introduce new vocabulary words on overhead. Have students take turns reading words and definitions. Use the World Map (or have students look at the copy in their packet). Review the names of continents and oceans with students. Locate Poland on the map and have students place a star on their map and label it.

Body

Pass out the chapter books and have the students explore the cover art and information. Point out the author's name and illustrator's name. Have students turn to first lined page and title it "Prediction". Ask the students to write a prediction of what they think this story is about. Appropriate responses should be approximately 3 - 5 sentences in length.

CloseTemporary Close

Begin reading Chapter 1 independently and finish (if needed) during D.E.A.R. or as homework.

Session 2 (60 minutes)Open

Have the student take out a blank lined page and title it "Quiz." Ask students to write in one sentence, "What is Sara saving money to buy?"

Body

Have students break into pairs (teacher or student chosen) to partner read Chapter 2. After students have finished reading, brainstorm on board and discuss what Sara noticed about Margola's friends.

Close

Temporary Close:

Have students take out "Journal" page and answer questions from "Day 2" on Journal Questions Overhead.

Questions:

1. Write one or two sentences that describe what Margola's friends have in common.
2. What do you think the idea is that suddenly flashed into Sara's mind? (Page 16)

Session 3 (60 minutes)

Open

Have a student or students recap what has been read so far. Explain that we are going to read today and then take a comprehension test.

Body

Have students take out the comprehension test and call on students to read each question. Point out the key words or phrases that we might want to keep an eye out for when we read today's chapter.

Read Chapters 3 and 4 orally to assess students' individual reading progress. (Note: Oral and round robin reading may not be appropriate in all classroom situations. Adapt reading assessment tools as needed.)

Close

Temporary Close

After the chapter is finished, ask students to remind the class what things are important to do on a comprehension test (complete sentences, neatness, punctuation, spelling, using part of the question in the answer, etc.). Have students complete the comprehension test and return it to their "Gift for Mama" packet.

Session 4 (60 minutes)

Open

Discuss what emotions are and what the names we use for them. Brainstorm a list on the board (i.e.: angry, happy, sad, etc.) Draw the emotion chart on board. Model how to fill out chart "Pick a time when Sara felt a certain emotion. Then think of a time when you felt the same emotion." Instruct students to pick three emotions to write about. Remind students to use complete sentences.

Body

Have students read chapter 5 in small groups (3 - 4 students per group).

Close

Temporary Close

After finishing the chapter, have students return to their desks and complete the chart independently.

Session 5 (60 minutes)

Open

Have student(s) review the story so far. Focus on who the main characters are, setting, and main events.

Body

Have student partner read Chapter 6, pages 41 - 47 only.

After reading the chapter assignment, have students independently answer the questions on the "Journal Question Overhead" for Day 5. Instruct them to put question #1 in their journals and question #2 on their prediction page. Once all students have returned from their reading to answer the questions, stop and explain the Venn Diagram. Use this time to review and provide direct instruction on how to complete the three sections. Explain to students that they need to pick two characters to compare. Students may print (because of space) and use phrases. Successful students are expected to put 3 - 5 well thought out items in each area (no, "they both have hair", etc.)

Close

Temporary Close

After completing the journal/prediction questions, students may read page 48 and complete the Venn Diagram.

Session 6 (60 Minutes)

Open

Have students share predictions from the previous day and then read Chapter 7 orally to assess student reading progress.

Body

Lead a discussion of what happened when Mom opened Sara's gift. Did all of the characters in the story react the same? How did Sara feel when she saw her Mom come out in the old, red flannel robe and scuffed slippers? Introduce the concept of "perspective" (that different people see things different ways). Model an example for students (i.e.: a disagreement outside or read Scieszka's *The True Story of the Three Little Pigs* by A. Wolf)

Close

Temporary Close:

Have students look at the perspective worksheet. Explain the activity. Students need to pick an event from the story and write a complete sentence describing it in the center "Event" box. In the smaller boxes write the person's name whose perspective it is and a sentence or two about what they were thinking.

Possible Event Prompts:

Tell what Mama, Dad, and Sara were thinking as Mama opened the box.

Tell what Mama, Dad, and Sara were thinking when Mama came out in her old robe and slippers.

Session 7 (60 minutes)

Open

Put the Journal Overhead up. Have students answer the following questions on their "Journal" page.

1. Would you recommend the story? Why or why not?
2. Do you think the story is fiction, or non-fiction?

Body

Discuss Sara's personality. Brainstorm words that describe her. (curious, ambitious, busy, helpful, sad, disappointed, etc.) Introduce and model the Character Web worksheet. Student should pick three adjectives that describe Sara and then use something that happened from the story to show why.

Close

Have students complete Character Web and put it in their folder. Extra time may be spent completing journal entries if needed.

Optional Close: Have students create a cover illustration for the book. Remind students that the cover should include the title, author, illustrator, and an image that conveys the book's contents to the viewer.

Assessment

Session 3 - Oral reading evaluation and comprehension test.

Session 4 - Emotion Chart

Session 5 - Venn Diagram

Session 6 - Perspective Worksheet

Session 7 - Character Web

Reflection

Although this lesson plan was changed to incorporate the skills and concepts learned in this class, I have used a different form of this lesson plan over two consecutive years with two different classes of third graders. The biggest concern that I see for use in other classrooms is the reading assessment methods. They may not be appropriate for all classes, but the reading program at the school where I implemented this lesson encourages round robin and choral reading methods. Their classes are evenly matched in reading ability and these methods are not a problem. The unit also requires a significant amount of independent seatwork. Also expected by this school's administration, but it may be problematic in less efficient classrooms.

In addition to the changes made to incorporate multicultural sensitivity and the use of the affective domain into the lessons the technology component has been added to reflect the State's increased emphasis on technology skills. The work could be completed in either a lab or single computer setting and requires minimal software and hardware requirements. The technology component could be enhanced by allowing students to create their own cover illustration for the book using *Kid Pix* or another multimedia/drawing program. Any of the other assessment worksheets could be transferred into the technology realm depending on the teachers' preferences and time constraints.

Journal Questions

Day 2

1. Write one or two sentences telling what all of Margola's friends seem to have in common.
2. What do you think the sudden idea is that flashed into Sara's mind?

Day 5

1. Pretend you are Sara. How do you feel as you purchase the slippers from the salesman? Explain your answer.
2. Predict how you think Sara's Mama will react to her gift from Sara? What do you think her Mama will say and do?

Day 7

1. Would you recommend the story to a friend? Tell why or why not.
2. Do you think "A Gift for Mama" is fiction or non-fiction? Explain your answer.

Vocabulary

zlotys – Polish money (dollars); 9 zoltys would be about \$3 in American money.

groszy – Polish money (cents)

Hanukkah Gelt – The small amounts of money, usually coins, that children receive during the Hanukkah season.

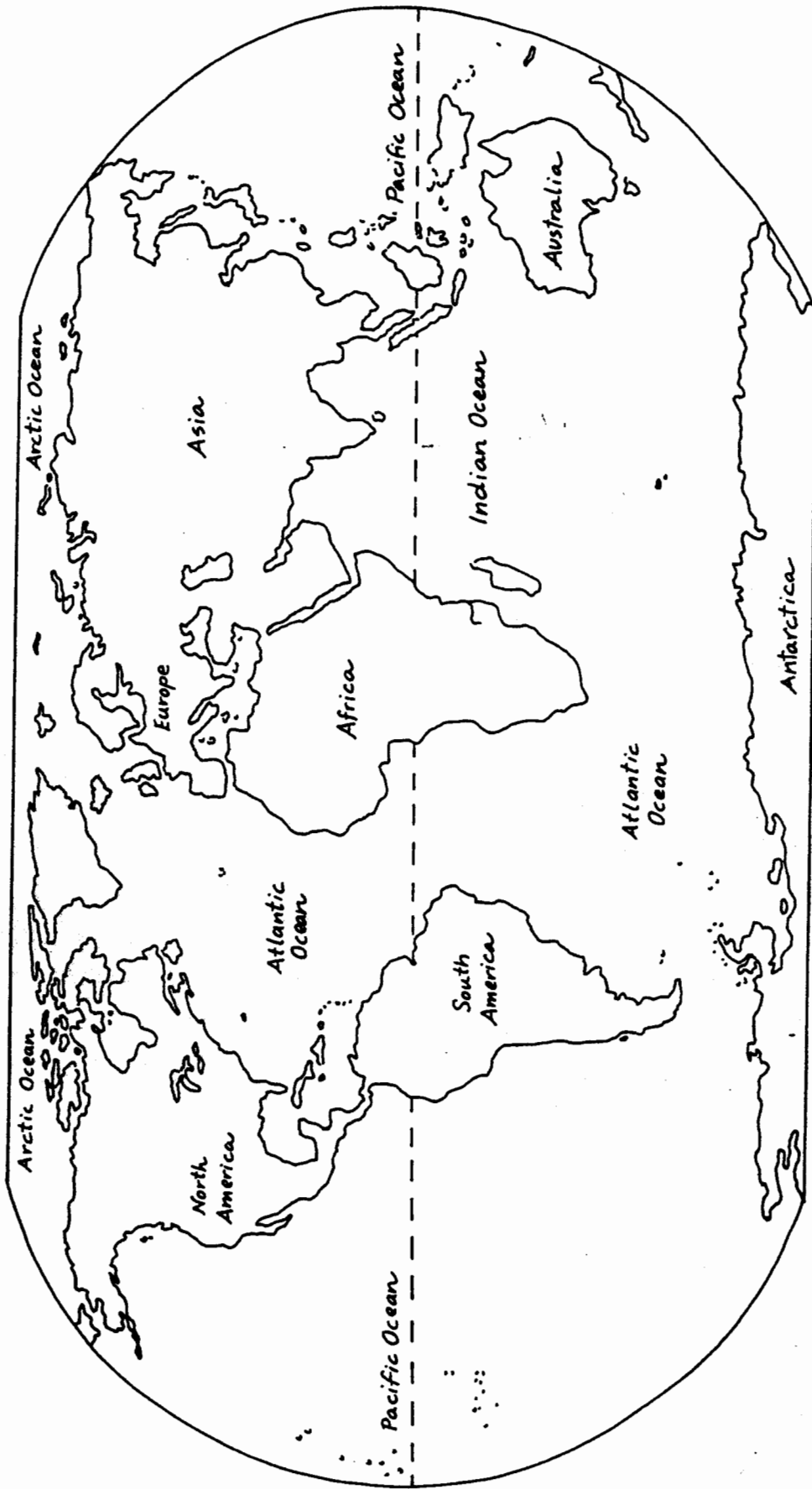
Yiddish – A language spoken by Jewish people all over the world. It is a language that gives the Jewish people a common bond no matter where they are. Yiddish is similar to German.

Sabbath – A Holy Day for Jewish people. The Sabbath begins at sundown on Friday and ends at sundown on Saturday.

samovar – A large copper pot used for heating water. In the center is a unit that is like a chimney. Coals are put into the center and used to make the water hot.

Warsaw – The capitol and largest city in Poland.

WORLD MAP





Name _____

Date _____

Comprehension Test

1. What was the title of the story that Sara was reading when Margola arrived?

2. What does the term “clothes doctor” mean? What will she do?

3. Margola tried a trick to keep from crying as she chopped onions. What is it? Did it work?

4. Name some of the items Margola will need to fix to earn her 9 zlotys.

5. Which special celebration does the family celebrate on Friday evenings?

Main Character: _____

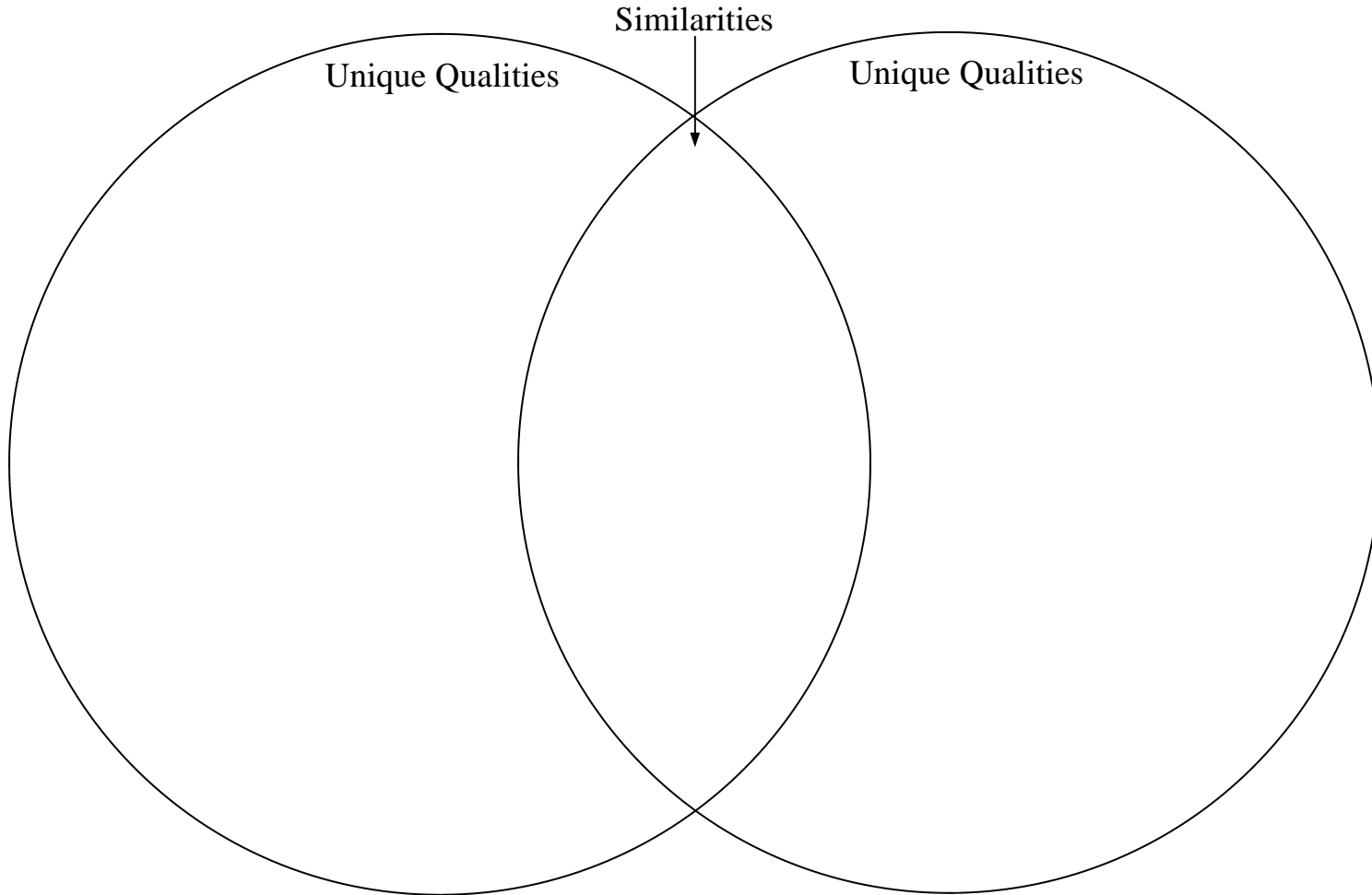
Emotion	When did _____ feel this way?	When do you ever feel this way?

Venn Diagram

Name _____

Character A: _____

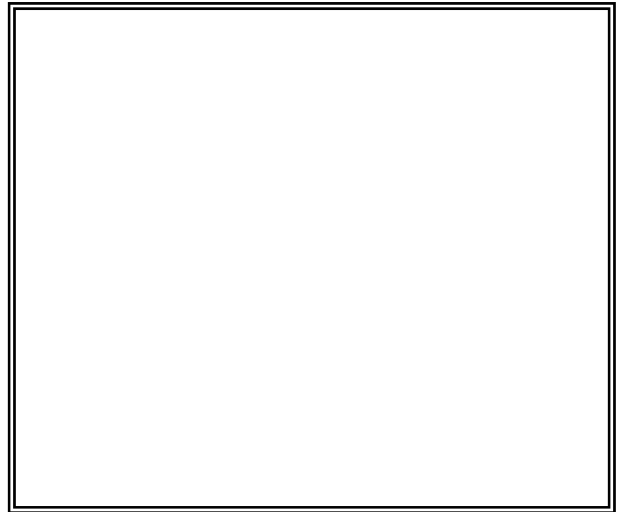
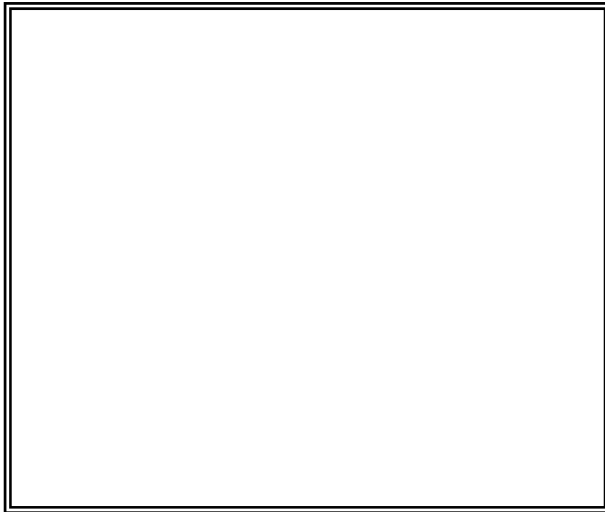
Character B: _____



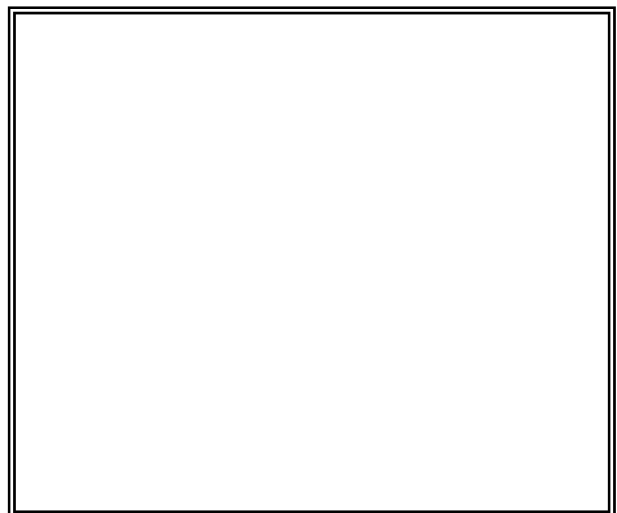
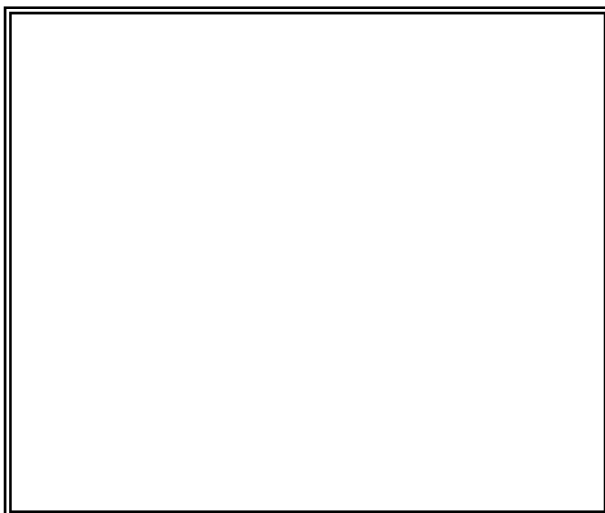
Other Perspectives

Name _____

Often an event is understood in different ways by those involved. Choose one event from the story and look at it from different characters' perspectives. Record the event and each person's perception of the event in the boxes below.



Event



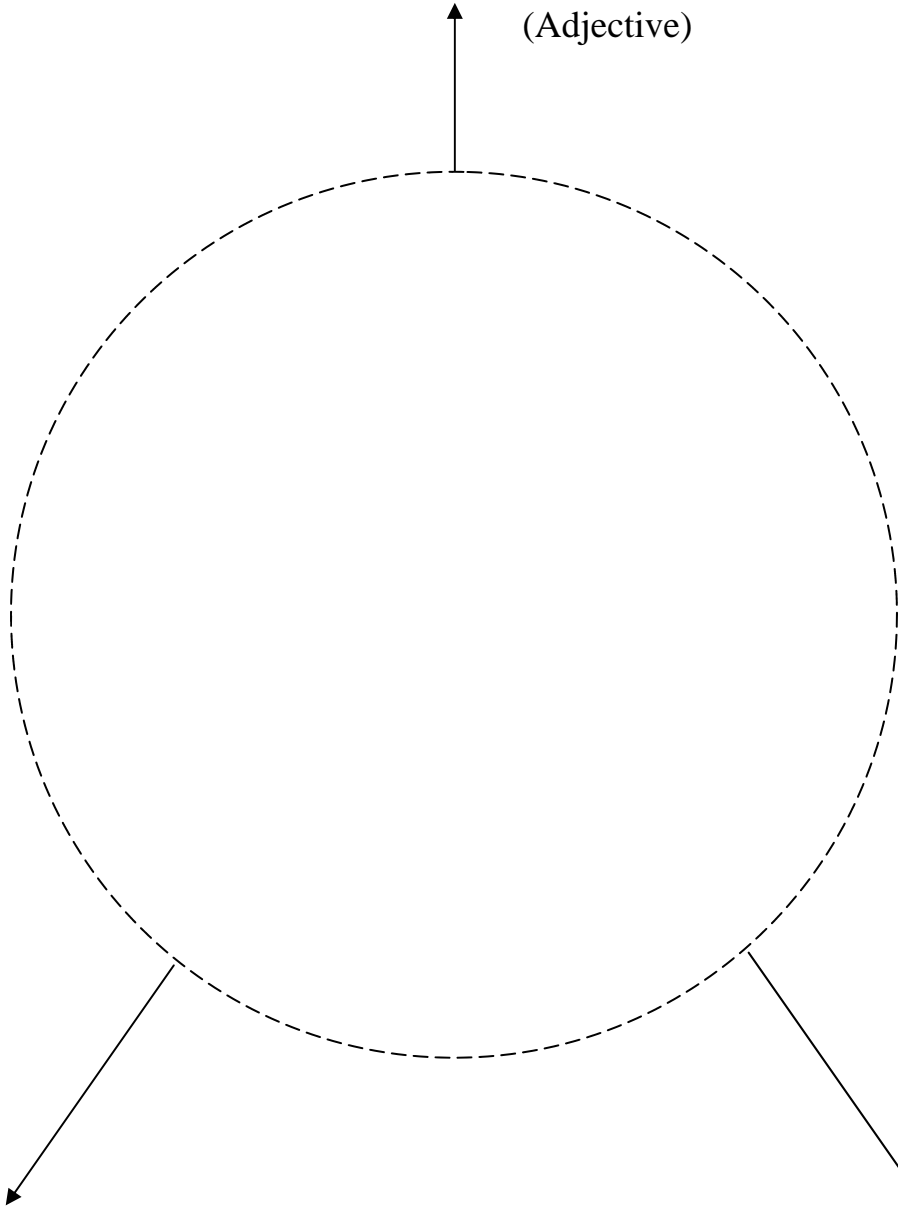
Character Web

Name _____

Character: _____

Why?

_____ (Adjective)



_____ (Adjective)

_____ (Adjective)

Why?

Why?