North Carolina Six-Point Lesson Plan Template

VITAL INFORMATION

Author
Rebecca Pesko

Subject(s)
Reading

Topic or Unit of Study
Unit 4: Blame It on the Wolf by Douglas Love.

Grade/Level
4

Goal/Objective
Goal: Students will produce purposeful writing.
Objective: After observing a dramatic performance, SWBAT write a review of the production with grade-level grammar and spelling.

Summary
This is a three day lesson in which students will read Blame It on the Wolf by Douglas Love together as a class. This fictional play tells how Wolf tries to prove that he did not eat Old Red. The students will be assigned roles to read and act. Classroom discussions of the genre, characters and plot will comprehension of the text. The lesson will culminate with students writing a review of the class production.

Prior to beginning the classroom reading, we will discuss courtroom trials, age appropriate trials in current news, and jury duty. Images of courtrooms and courtroom elements (podium, jury, witness stand) will be shown on the projector and will be described. On Day 1, I will review reading strategies, discuss the author’s purpose, and assign roles to students. The reading of the play should take approximately 50 minutes. Since reading is given one hour of instructional time per day, the reading of the play will be divided between two days.

On Day 2, the class will summarize the prior day’s reading and review the key points of reading comprehension. The students will participate in a brief class discussion of what fairy tales they recognize in the play. The students will discuss the characters and in the first half of the play and their actions, and discuss their possible motives. The class will then complete reading the second half of the play. They will be given their writing assignment, and be shown reviews of current plays and movies online. After being presented with ideas to include in their writing, they will be given time to start an outline. The completion of a rough draft of their writing is will be assigned as homework.

On Day 3, I will summarize the play with the class and we will discuss the plot, the characters and theme. We will discuss the verdict, and students will have the opportunity to vote on the guilt or innocence of the Wolf. Students will work in groups of three or four and exchange their rough drafts. Students will help critique each other’s work, specifically in areas of spelling, grammar, organization, word usage, and expression of thoughts. I will review each student’s work briefly while students are in groups. After working in groups we will discuss examples of edits as a class, students will be given any remaining class time to restructure their essays and begin their final drafts. Their final drafts will be completed as homework.

It should be noted that Day 2 and Day 3 do not need to be scheduled on consecutive days. The writing assignments are to be completed largely outside of the classroom, and several homework nights may be needed depending on the preferred volume of homework by the instructor. In the case of my classroom, I will not schedule Day 2 and Day 3 on consecutive days.
Differentiated Instruction: In order to meet the needs of all the students, the lesson is given using a variety of strategies. Fourth graders are developing their own writing style, and the writing exercise in this lesson gives them an opportunity to further shape their style. The lesson, divided over three days will include lecture, interactive activities, group activities as well as the use of technology. The use of visuals guides comprehension of the lesson, while the physical acting of the play engages learners.

I. Focus and Review (Gain Attention, Recall Prerequisites)

**Activities and Setting**

**Setting:** Students will be at his/her own desk in order to focus on the material being presented. All of the student’s desks are aligned to face toward the front of the classroom will a clear view of the instructor and classroom projector. The desks are in rows allowing me to freely move between desks.

**Activities:**

**Day 1:** I will gain attention by discussing a current courtroom trial in the news. At the time of the preparation of this lesson plan, an age-appropriate content trial would be the BP Oil Spill settlement. I will ask them to recall trials they have heard or read about in their social studies coursework. I will briefly describe the purpose of a jury and jury duty. I will then show them a ppt presentation identifying key items seen in a courtroom. Students will be asked to recall plays they have seen, either as a cast member or as a member of the audience. They will be asked to give a brief opinion about the play.

**Day 2:** I will gain attention by asking volunteers to retell what happened in the first part of the play. The students will participate in a brief class discussion of what fairy tales they recognize in the play. The students will discuss the characters and in the first half of the play and their actions, and discuss their possible motives. I will show the class a ppt presentation on points to consider when writing a review of a play.

**Day 3:** Attention will be gained by discussing the verdict in the play. Students will have the opportunity to vote on the guilt or innocence of the Wolf, and the results will be tallied on the white board. I will summarize the play with the class and we will discuss the plot, the characters and theme. We will review effective elements to writing a good review by quickly reviewing the powerpoint presentation from Day 2.

**Materials and Time**

**Day 1**

Materials: PowerPoint Presentation “What Does a Courtroom Looks Like?” (see attached)
- Smart board system connected to the PowerPoint
- Computer with PowerPoint software

Time: 15 minutes

**Day 2**

Materials: Reading textbook, Scott Foresman Reading, 4th grade *(Blame It on the Wolf)*
- PowerPoint Presentation “Writing a Review” (see attached)
- Smart board system connected to the PowerPoint
- Computer with PowerPoint software

Time: 15 minutes
Day 3
Materials: Reading textbook, Scott Foresman Reading, 4th grade (*Blame It on the Wolf*)
White board and pen
PowerPoint Presentation “Writing a Review” (see attached)
Smart board system connected to the PowerPoint
Computer with PowerPoint software
Time: 15 minutes

II. Statement of Objectives (Inform Objectives)

Setting: Same as Focus and Review

Activities:
Day 1: I will inform the class the objective of the lesson is to read/act a play aloud as a class and write a review of the production using grade-level writing skills. I will tell them the reading of the play will take two days (9 scenes). While informing the class of the objective, I will pull out costume materials and cast list.

Day 2: I will inform the class, the objective of the second day is to finish the reading of the play and to formulate opinions about the play. They will be introduced to examples of play reviews and given their assignment. They will also be given time to start their outline.

Day 3: I will inform the class, the objective of the third day is to review the rough drafts to produce grade-level writing that meets the assignment objectives in their final drafts.

Materials and Time
Day 1
Materials: Costume materials and cast list with students roles assigned (see attached doc titled “Cast List” for costume materials and student roles).
Reading textbook, Scott Foresman Reading, 4th grade (*Blame It on the Wolf*)
Time: 2 minutes

Day 2
Materials: Costume materials and cast list with students roles assigned (see attached doc titled “Cast List” for costume materials and student roles).
Reading textbook, Scott Foresman Reading, 4th grade (*Blame It on the Wolf*)
PowerPoint Presentation “Writing a Review” (see attached)
Word doc “Writing Assignment” (see attached)
Printed copies of the Word doc “Writing Assignment” for each student.
Pdf file “Rubric Blame It on the Wolf” (see attached)
Smart board system connected to the PowerPoint
Computer with PowerPoint software
Time: 2 minutes

Day 3
Materials: PowerPoint Presentation “Writing a Review” (see attached)
Word doc “Writing Assignment” (see attached)
Pdf file “Rubric Blame It on the Wolf” (see attached)
Smart board system connected to the PowerPoint
Computer with PowerPoint software
Student homework from the night before
Time: 2 minutes
III. Teacher Input (Present Stimulus Material, Provide Learning Guidance)

**Setting:**
Day 1: Desks will be pushed to the side of the classroom, and chairs will be arranged to resemble a courtroom. An open area will be our “stage” for the narration portions of the play. Students will take their text book with them and sit in the spot arranged for their characters (judge, jury box, etc) while they adjust their costumes and locate their reading parts in the text.

Day 2: Same as Day 1

Day 3: Students will arrange their desks to work in groups of 3 or 4 to swap their rough drafts.

**Activities:**

**Day 1:** Students will read their assigned character’s lines in the text. The play has 9 scenes, and the class should make it through Scene 5 in the allotted time. If time does not permit, stop the class at Scene 4 and include Scene 5 in the next day’s lesson. I will assist with decoding and reading fluency to improve comprehension.

**Day 2:** I will introduce important elements in writing a review through a PowerPoint presentation “Writing a Review.” I will show the class samples of reviews through the internet links provided in “Reviews of Performances.” Students will then put on their costumes and as a class they will finish reading their assigned character’s lines in the text. I will assist with decoding and reading fluency to improve comprehension. We will also view the brief video “A Closer Look at Sentence Structure” on the Discovery Education website. The link for this video is in the “Reviews of Performances” document.

**Day 3:** Students will exchange papers with at least one other classmate and provide suggested edits. Editing should include both corrections to mechanics as well as content. I will walk around the room and add suggested edits while looking for samples to use in the Guided Practice.

**Materials and Time**

**Day 1**
Materials: Reading textbook, Scott Foresman Reading, 4th grade (*Blame It on the Wolf*)
Costumes/props
Time: 30 minutes

**Day 2**
Materials: Reading textbook, Scott Foresman Reading, 4th grade (*Blame It on the Wolf*)
Costumes/props
PowerPoint Presentation "Writing a Review” (see attached)
Internet Access
Links to performances “Reviews of Performances” (see attached)
Smart board system connected to the PowerPoint
Computer with PowerPoint software
Time: 20 minutes
Day 3
Materials: Students will need their rough drafts as well as a red or purple pen
dictionary
PowerPoint Presentation “Writing a Review” (see attached)
Smart board system connected to the PowerPoint
Computer with PowerPoint software

Time: 20 minutes

IV. Guided Practice (Elicit Performance, Provide Feedback)

Setting: Day 1 and 2: Same as Teacher Input
Day 3: Students will return their desks to the regular class format as
described in Focus and Review.

Activities:
Day 1: The class will be asked the following questions to enhance reading comprehension
necessary to write their review: Scene 1: How will Wolf prove that he did not eat Old Red?
Scene 2: How do the actors show that the story is going back in time? Why do you think
the author wrote this kind of silly dialogue between Iggie and Pigge and the judge? Scene
3: Iggy, Squiggy and Moe each remember events differently. How do you think this might
help Wolf’s case? What does Wolf’s version of the story tell us that the pigs’ version does
not? Scene 4: According to Wolf, what leads him to say, “Little pigs..little pigs! Let me
in!”? Scene 5: When Wolf says he could not have committed the crime because he was
saving Hansel and Gretel, he gives a clue about the play’s theme. What is a possible theme
for the play?”

Day 2: The class will be asked the following questions to enhance reading comprehension
necessary to write their review: Scene 6: What did the Woodswoman do that makes her
feel so guilty? Scene 7: Why does Auntie Pot Pie come out of her house? What kind of
thing did Wolf do for Hansel and Gretel? Scene 8: When Auntie Pot Pie disguises herself as
Wolf, how does she change the tale of Little Red Riding Hood? Scene 9: How do you feel
about the jury’s decision? Why does Wolf accept the apology of the jury?

Day 3: Using samples from the class, I will read sentences from the rough drafts that
demonstrate grammatical weakness. The class will work together to correct the sentences
and offer suggestions for revision.

Materials and Time
Day 1
Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf)
Time: 15 minutes

Day 2
Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf)
Time: 10 minutes

Day 3
Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf)
White board and marker
Smart board system connected to projector (to show student work samples)
Computer with projector system
Classroom dictionaries
Time: 15 minutes
V. Independent Practice (Assess Performance)

Setting: Same as Guided Practice.

Activities:

**Day 1:** Since this lesson is divided over three days, there is no independent practice scheduled for Day 1.

**Day 2:** Students will be given their writing prompt, shown the grading rubric and allowed time to structure an outline for their rough draft.

**Day 3:** Students will be reviewing edits from classmates and will structure revisions for their final copy. Students are to complete their final draft for grading. The final draft will be completed outside of the classroom, and they should be given two evenings to complete the assignment. The final draft can be typed or handwritten.

**Materials and Time**

**Day 1**
- Materials: n/a
- Time: n/a

**Day 2**
- Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf)
  - Word doc “Writing Assignment” (see attached)
  - Printed copies of the Word doc “Writing Assignment” for each student.
  - Pdf file “Rubric Blame It on the Wolf” (see attached)
  - Smart board system connected to the PowerPoint
  - Computer with PowerPoint software
  - Writing paper, colored pens, and pencils for students
- Time: 15 minutes

**Day 3**
- Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf)
  - PowerPoint Presentation “Writing a Review” (see attached)
  - Word doc "Writing Assignment” (see attached)
  - Printed copies of the Word doc “Writing Assignment” for each student.
  - Pdf file “Rubric Blame It on the Wolf” (see attached)
  - Smart board system connected to the PowerPoint
  - Computer with PowerPoint software
  - Writing paper, colored pens, and pencils for students
  - Classroom dictionaries
- Time: 5 minutes
VI. Closure (Enhance Retention and Transfer)

Setting: All closure activities will be done at home. For the writing assignments on Day 2 and Day 3, students are permitted to either handwrite or type their papers.

Day 1: Students are to think about what fairy tales have been referenced in the story. They should come to the class the next day ready to share the name of at least one fairy tale that was referenced in the day’s reading. The should be prepared to tell how the fairy tale elements are portrayed differently in day’s reading. Students are not expected to write their ideas down, simply be ready to actively participate in the next day’s discussion.

Day 2: Students are to write a rough draft of their writing assignment for homework. The draft will be used on Day 3, so they are expected to come to class with their completed rough draft on Day 3. Students should be given one or two evenings to complete this draft.

Day 3: Students are to complete their final draft of writing. The final draft will be used as the formal assessment for this lesson. Students should be given one or two evenings to complete their final draft.

Materials and Time

Day 1
Materials: none
Time: 5 minutes

Day 2
Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf) paper and pencil OR computer with word processing software and printer dictionary
Time: 60 minutes

Day 3
Materials: Reading textbook, Scott Foresman Reading, 4th grade (Blame It on the Wolf) paper and pen OR computer with word processing software and printer dictionary
Time: 60 minutes
**Standards & Assessment**

**Common Core:**
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**NC Essential Standards:**
4.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

**Assessment/Rubrics**
The formal assessment for this lesson is the writing assignment. The writing assignment and rubric may be viewed in the attached files.

**Reflective Information (Complete after Lesson is Implemented)**

**ATTACHED FILES:**

PowerPoint “What Does a Courtroom Look Like?”
PowerPoint “Writing a Review”
Word Document “Cast List”
Word Document “Reviews of Performances”
Word Document “Writing Assignment”
PDF file “Rubric - Blame It on the Wolf”

Text book with referenced play *Blame It on the Wolf* is: Scott Foresman Reading, Seeing is Believing, Grade 4, 2001.