Lesson Plan Form for KTIP/KERA

NAME: Susan Adkins  DATE: 9/18/01    AGE/GRADE: 4th grade
SUBJECT: Reading/Language Arts  # OF STUDENTS: 22 students
MAJOR CONTENT: Adventure Unit  UNIT TITLE: Adventure
# OF IEP STUDENTS: 1  LESSON LENGTH: 30 minutes

CONCEPT: Adventure can inform and motivate students.

OBJECTIVES:
Students will:
1. Read and discuss the story *Huckleberry Finn*.
2. Discuss the topics of adventure and slavery.
3. Create a project relating to the unit.

CONNECTIONS:

Academic Expectations:
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
2.22 Students create works of art and make presentations to convey a point of view.

Kentucky Program of Studies

Historical Perspective – distinguish among past, present, and future and describe change over time. This can relate to the adventure theme and slavery.
Students apply appropriate reading strategies to make sense of a variety of print and nonprint texts to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.

Core Content

Arts and Humanities – Create original visual art and create and/or perform original and existing works of music, dance, and drama. Students will draw pictures and dramatize events of the story.

CONTEXT:
This is a lesson, which is part of a thematic unit on adventure.

MATERIALS/TECHNOLOGY:
The book *Huckleberry Finn*
Paper
Crayons or markers
Computer with a graphics program to draw pictures

PROCEDURE:
The teacher will:
1. Have the students read the story *Huckleberry Finn* individually or in groups.
2. Discuss with the students the story and the topic of adventure and/or slavery.
3. Show examples of using the computer program to create pictures.
4. Pass out paper and materials the students will need to draw their pictures.
5. Help students create a skit to act out a scene of the story.
The students will:
1. Read the story.
2. Discuss the story and the topic of adventure and/or slavery.
3. Draw pictures of scenes from the story on paper or on the computer.
4. Dramatize an event of the story.

STUDENT ASSESSMENT:
1. The teacher will observe and listen as the students read the story.
2. The teacher will lead the conversation and listen as each student discusses the story.
3. The teacher will observe as each student draws three pictures relating to the story.
4. The teacher will observe as the students dramatize an event of the story.

ASSESSMENT SCORING RUBRIC:

<table>
<thead>
<tr>
<th>Student Points</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draw 3 pictures</td>
<td></td>
</tr>
<tr>
<td>____________ _</td>
<td>3 a. Related to the story</td>
</tr>
<tr>
<td>____________ _</td>
<td>2 b. Creative and imaginative</td>
</tr>
<tr>
<td>____________ _</td>
<td>2 c. Student uses computer appropriately</td>
</tr>
<tr>
<td>____________ _</td>
<td>3 d. Student stays on task</td>
</tr>
</tbody>
</table>

| 2. Read story in groups |
| ____________ _   | 3 a. Student finishes story |
| ____________ _   | 3 b. Student is able to read aloud |
| ____________ _   | 3 c. Student stays on task |

| 3. Class discussion |
| ____________ _   | 3 a. Student contributes to discussion |
| ____________ _   | 3 b. Student stays on task |

| 4. Dramatization |
| ____________ _   | 2 a. Creative and imaginative |
| ____________ _   | 3 b. Related to the story |
| ____________ _   | 3 c. Student participates in dramatization |
| ____________ _   | 3 d. Student stays on task |

ADAPTATION/MODIFICATION:
One child in the class is visually impaired. He will listen as another student reads the story out loud, and he will also participate in the class discussion. He will discuss what to draw with his partner as the partner draws pictures on paper or on the computer. The classroom is arranged so that he has no trouble moving around the room.

REFLECTION/ANALYSIS OF TEACHING AND LEARNING

LESSON EXTENSION/FOLLOW-UP