

Basic Lesson Information

Grade: 4th Grade

Estimated Time: 60 minutes (30 minutes read-aloud, 30 minutes activity)

Lesson Objective(s) and AZ Reading Content Standards:

Strand 2: Comprehending Literary text

Concept 1: Elements of Literature

PO 1. Students will identify the moral of literary selection (fiction/tall tale).

PO 2. Students will identify the main problem or conflict in a plot.

PO 3. Students will describe a character's traits using textual evidence (e.g., dialogue, and illustrations).

Literary Selection: *The Boy Who Loved Words*

Author: Roni Schotter

Illustrator: Giselle Potter

Publication: 2006

Genre: Traditional literature (fiction/tall tale)

Supplies Needed:

White board and marker

Completed Word Tree Vocabulary Collage to share with the students as an example

Construction paper

Colored pencils, crayons

Reader-response Activity:

Part 1. The students will construct their very own word tree vocabulary collage. I will give each student a piece of colored construction paper. They will put together a word tree vocabulary collage with the new words from the book, "The Boy Who Loved Words", that they learned. I will ask the students to write down a short definition on the back of the construction paper as well of the words they remember the meaning of. I will encourage the students to keep this word tree vocabulary collage, and tell them to add to it each time they learn a new word in class. This will be an excellent resource for them. (see attached example). Ask the students to put their name on the back of the construction paper.

Part 2. Choose 5 words from your word tree vocabulary collage, and write a sentence using each word in the correct context.

Part 3. Students will write a short paragraph describing something they collect, and why it is important to them.

LESSON STEPS

1. **Gather the students around the reading area.** To get the students attention, hold your hands up like the “Quiet Coyote” sign to quiet the students down. This is a tactic their teacher uses, and it is a very effective tool to get the students focused.
2. **Hold up the cover of the book and say,** “Today’s story is an interesting tale that you may or may not recognize.”
3. **Questions to motivate the students *before* the story.**
 - a. “*How many of you have heard of this book before?*”
 - b. “*When you look at the cover and title of the book, what do you think the book will be about?*”
 - c. “*What do you think the words on the cover of the book have to do with the story?*”
 - d. “*Are there any words you recognize?*”
4. **Begin read-aloud by announcing the book information. Read with two different voices for each main character.** “The Boy Who Loved Words” written by Roni Schotter, and illustrated by Giselle Potter.
5. **Stop periodically in the reading to ask questions *during* the reading:**
 - a. “*What does Selig love to collect?*”
 - b. “*Who can tell me what the word tantalizing means?*”
 - c. “*What does the word tintinnabulating sound like it means to you?*”
 - d. “*What does periphery mean?*”
 - e. “*What is the name of the main character in the story?*”
 - f. “*What is happening so far?*”
 - g. “*What does Selig’s father do for a living?*”
 - h. “*What is predilection?*”
 - i. “*Why are Selig’s classmates being so mean?*” *What are they calling him?*”
 - j. “*What does the Genie tell Selig?*”
 - k. “*Did you ever hear of lickety-split before? What does it mean?*”
 - l. “*Where is Selig going?*”
 - m. “*Why does Selig stop to rest?*”
 - n. “*What happens when Selig takes a rest?*”
 - o. “*What is a chockablock?*”
 - p. “*What does Selig realize after he wakes up from his slumber?*”
 - q. “*Why were more people going to the bakery now?*”
 - r. “*How did Selig help the jibber jabber between neighbors?*”
 - s. “*Why was Selig lonely?*”
 - t. “*What makes Selig’s heart flutter?*”
7. **Questions *after* reading:**
 - a. *What was the conflict that Selig was experiencing?*
 - b. *Are there any phrases within the story that you can remember that were repeated many times?*

- c. Can you describe the main character of the story? Is there anything about Selig that reminds you of yourself?*
- d. What was the theme, moral of the story? What happened at the end?*
- e. Do you know what a glossary of terms are?*
- f. What do you like to collect?*

Follow the above instructions for the reader response activity.

Reader Response Activity Sample: My Mug Collection

I have gone through so many collection phases in my life. I collected stamps, stickers and key chains at one time, but currently I am collecting mugs. My kitchen cupboards are starting to overflow with the many mugs that I have accumulated. Whenever I travel anywhere, I like to purchase a mug so I have that as a souvenir to remind me of the wonderful time I had on my trip. I also collect mugs that my friends and family buy for me when they are traveling. The best part about my mug collection is I am able to use, and enjoy these mugs whenever I have a cup of hot chocolate or hot tea.

1. My heart was **aflutter** when I saw the snake slither across the grass.
2. The chocolate cupcakes were **scrumptious**.
3. When I had a sore throat, I put a **lozenge** in my mouth to soothe the pain.
4. I have such a **voracious** appetite.
5. What is all the **fuss** about?
6. The park is closed from **dusk** to dawn.

Reflection: The Boy Who Loved Words

Question 1: Why did I choose this literary selection?

Answer 1: When I spoke with my mentor teacher, I asked her if she had any recommendations for a good picture book that I could select to teach to her students. Mrs. U said she had none, but whatever I chose she was sure would be fine, and the students would enjoy it. When I went to the downtown Chandler library, my first time there I might add, I went upstairs to the elaborate children's section and started to look through the many children's books. I loved how this library had books on the top of the shelves just waiting for children to take them home and read them. During my search, I came across a book entitled, *The Boy Who Loved Words*, by Roni Schotter, and illustrated by Giselle Potter. I did not read this book in the library, but continued on with my search. I grabbed a few other books from the shelves, and I did not read them until I got home. *The Boy Who Loved Words* was going to be the book I chose for my lesson. I loved the moral of the story, and would be able to incorporate this into the AZ Reading Content Standards. There were a ton of new vocabulary words to go over, and teach the students. All of these wonderful read-response activities went through my mind while I was reading this book, and I knew it would be a perfect choice for the students. I decided to have the students put together their very own word tree vocabulary collage once the book was finished so I could see how many words they remembered, and learned. It was a very good story, and I really believe the children enjoyed it very much.

Question 2: What worked well in the lesson?

Answer 2: The student's were very involved in the lesson. Before I read the book, I asked a few questions to get them focused on the book, and to see what they thought the book would be about just by looking at the cover. The students were very excited, and were very attentive. Whenever I asked questions during the story, they always answered correctly. It was a very interactive lesson, and I really think the students learned a lot. The activity when the story was over really reinforced what they learned from the book. There were many new vocabulary words introduced to the students, and I had them write a sentence choosing five of the new words they learned. They also had to write a sentence or two about a collection they may have or a favorite hobby. In the book I chose, the main character of the book, Selig, collected words. I really thought the students paid close attention to the story, and got the moral of the story without me having to give them any hints. The story was a little long, especially because there were so many new vocabulary words to review and discuss, but I think it was a great way for me to check if the students could use the context of the sentence to figure out what the word meant. I know we are not suppose to use the word fun, so I will say that the students were very engaged during the entire lesson, and they were listening very carefully to everything I said.

Question 3: Would you refer this book to your friends or peers to read? Why?

Answer 3: I asked the students if they liked this book enough to refer it to their friends or peers to read, and I got a pretty unanimous response, that they would refer it. I asked them why, and the answers were because they liked the story. They also thought the new vocabulary words would help them learn more.

Question 4: What were my challenges in planning the lesson? Delivery?

Answer 4: The hardest challenge in planning the lesson was finding an appropriate book that would be of interest to the class. Once I found the book, it was a little easier to put the lesson together. I wanted to make sure I asked key questions before I read the book, appropriate comprehension questions during the read-aloud, and open ended discussion questions after the book was finished to see if the students understood what I read to them. For the most part, the students were very good, but instead of raising their hands to answer a question, the students would just call out an answer. It was generally the right answer, but I wanted the students to raise their hands. I had a little bit of trouble trying to think of a good read-response activity, but then the word tree vocabulary collage came into my mind, and it worked out really well. I saw the trees on the cover of the book, and how the words were scattered, and the idea occurred to me that the students could put together their very own word tree and add words each time they read a book that has new words. All in all it was a successful lesson, but it was a little intimidating the first time.

Question 5: If I do this lesson again, what changes would I make?

Answer 5: If I did this lesson again, I might have the words from the story listed on the board so the students could see them. As I read the story, I would point out the new word, and ask the students to spell out the new word with me. As a class, we would say the word out loud and pronounce each syllable together. That was one major thing I would probably change.

Question 6: Did the students learn? How do I know?

Answer 6: Yes, the students did learn. The reason I know they learned is how they responded to the questions I was asking during the read-aloud, and after the read-aloud. They answered everything correctly, and I was very pleased to see how much they learned and retained from the story. I also saw how much they learned when the students worked on their reader response activity afterwards. They really thought very hard about the new words they learned, and made some very good sentences using the new word correctly. I also learned a little bit about the students from the part of the activity where they had to write what their favorite hobby or what they collect. It was a very interactive book, and the more the students were involved, the more I knew that they learned something.

Question 7: For future lessons, how can I prompt my students to do a little more critical thinking?

Answer 7: If I were to teach this book, and lesson again, in the future I would ask more questions to tap into my student's critical thinking about the moral of the story. I would want them to expand on what they learned from hearing this story, and how they can apply it to themselves. I believe in a 4th grade classroom, that students should be able to express their thoughts on paper in a clear and concise paragraph or two. I am not saying that my reader response activity wasn't appropriate, but I would probably want to dig deeper, and have the student's do a little more critical thinking. I felt a little rushed while giving this lesson, and the students appeared to be a little distracted towards the end because they wanted to go outside and play during their break time, but there are so many different ways and approaches to teaching a class, and getting the most out of each lesson.

Question 8: If your mentor teacher gave you a suggestion for a book would it have made planning your first lesson a little easier?

Answer 8: It would have been nice if my mentor teacher geared me in the right direction so I wouldn't mess up the first time I taught a lesson, but when I showed her my book choice and lesson she was very impressed. She was even surprised that I was prepared with all my supplies, and the fact that she didn't have to supply anything. I think it all depends upon the teacher, and some want to guide and direct new future teachers, and some want them to explore and make choices for themselves. My mentor teacher gave me the option to pick a book, and it worked out well. When I am a teacher, I will have to make these choices anyway, so in reality she was just preparing me for my future class. I honestly do not believe there would have been a right or wrong choice with regards to choosing a read-aloud picture book for this lesson. It was a learning experience for me, and now I will be ready for my next lesson.

Question 9: Is this a picture book that I would store in my future teacher classroom collection?

Answer 9: Yes, this is definitely a book choice that I would add to my future teacher classroom collection. I think this book is great for all elementary aged students. It might be a little advanced for the primary grades 1-3 to read themselves, but it would be a great read-aloud for the teacher to perform in any elementary school aged classroom. The back of the book has a glossary, so there is another lesson right there. The teacher can introduce a thesaurus, a dictionary, and a glossary to her students, and explain how they all are terrific resources. Using these resources students can look up the correct spelling of a word, the meaning of a word, and the synonym of a word (words that have the same meaning as the word that is being looked up). I loved this book.

Question 10: Are there other books by this author that you would consider adding to your future teacher library collection?

Answer 10: I haven't had the chance to read any of Roni Schotter's other children's picture books, but I really enjoyed *The Boy Who Loved Words*, so I plan on taking the time to read her other books, and I am sure they will be added to my growing future teacher library collection. I

looked on the back cover of the book I am currently using now, and the author has listed her other books that she has written. This is another great resource for future teachers to use. If they like a book, and the author, they can easily find out about other books that they have written, which also might be of interest to them. I also plan on asking some of my future students what types of books and authors they like so I can add their favorites to my library collection as well.