



<p>Lesson Title:</p> <p>NEVER FEAR, MY BROTHER is HERE!</p>	<p style="text-align: center;"><u>Big Idea & Learning Objectives</u></p> <ol style="list-style-type: none">1. Students will be able to understand the theme or central idea of a story or drama2. Students will identify details needed to support the theme.3. Students will understand the meaning of a summary and will write/dramatize a summary using details from a text or play.4. Students will understand how two different texts can follow common patterns of events in order to address similar themes.5. Students will compare and contrast texts and plays.
<p>Content Area & Arts Discipline:</p> <p>Language Arts & Theatre Arts</p>	<p style="text-align: center;"><u>Overview of the Lesson</u></p> <p>The teacher will review themes in literature through story telling, dramatization, and book study. The students will work cooperatively to dramatize themes of their choice in order to understand how details lend meaning to the theme. Students will then participate in a dramatization of a popular fairy tale <i>The Three Billy Goats Gruff</i>. The students will use elements of drama to emphasize the theme. After developing a deep understanding of themes in literature, students will begin their study of themes in text using the children’s book <i>My Brother Dan’s Delicious</i> by Steven L. Layne.</p>
<p>Grade Level:</p> <p>Fourth Grade</p>	<p style="text-align: center;"><u>Procedures</u></p> <p>Engaging Students (“The Hook”):</p> <p>The teacher will engage the students by asking them if they have ever done anything that taught them a very important lesson. The teacher will then tell the students a story from his/ her childhood in which they learned a very important lesson. After telling the story ask students what the lesson learned would be. Review the definition of a theme or central idea. Brainstorm a list of common lessons.</p>

Proposed Time Frame:

4 hours (2-4 class periods)

Building Knowledge:

Introduce students to a well known theme such as "Honesty is the Best Policy." Then engage the students in a discussion of how a child would learn that honesty was better than being dishonest.

- Have students ask questions--When you read this theme what do you wonder?
- Have students clarify the questions by creating a list of scenarios that would demonstrate the benefits of honesty and the disadvantages of dishonesty
- Have students predict the outcomes of different scenarios. How would a child behave after learning this lesson? (helping them understand resolutions--all stories have a beginning, middle, and end)
- Have students compile ideas and summarize them to create a scenario in which a child learns that being honest is always best.

Three Minute Drills-Allow groups of students to work together to dramatize a scenario for a theme of their choice/or the teacher's choice based on their ability levels.

Date Lesson Created:

October 2013

Modeling the Experience:

- The teacher will introduce a Reader's Theatre: *The Three Billy Goats Gruff*.
- The teacher will instruct the students to use their "actor's toolbox" to decide how to best represent the characters, setting, conflict, resolution, and theme.
- The teacher will then read the book *My Brother Dan's Delicious* with the students and guide them in using the Fab Four to understand the theme of the book (question, predict, clarify, and summarize).

Lesson Author:

4th grade teachers Lawndale Elementary

Applying Understanding:

- Students will create short dramas that illustrate various themes
- Students will compare dramas that illustrate similar themes
- After reading the students will use a thinking map to compare and contrast the story elements and themes of *The Three Billy Goats Gruff* and *My Brother Dan's Delicious*
- Students will work in groups to recreate a shorter version of the play using several mini dramas until their drama demonstrates only a summary of the original script
- Students will work in groups to create a summary of the book and will then continue to work on revising and editing the details of them summary until they have squeezed it down to one statement that explains the story in its entirety.

<p>Room Requirements & Arrangement:</p> <p>classroom -large open space -uncluttered -carpet/rug</p>	<p>Opportunities for Reflection (Closing):</p> <ul style="list-style-type: none"> •Students will present their “SQUEEZE” statements to their classmates •Their classmates will use a checklist to make sure the summary still addresses each of the story elements essential to understanding (Who, What, Where, When, Why, and How?) •Students will write a script for and dramatize their own play that follows the same patterns of events as the literature used in this lesson as well as depicting similar themes. They will perform these for their classmates.
<p>Material Equipment:</p> <ul style="list-style-type: none"> ● smart board/chart paper and markers ● <i>Three Billy Goats Gruff</i> ● <i>My Brother Dan’s Delicious</i> ● pencils/paper or note cards ● focus wall 	<p>Assessing the Learning:</p> <p>The teacher will observe students as they work in groups to analyze themes, create summaries and SQUEEZE statements, and while they create and perform their own scripts.</p> <p>Scripts and summaries will be graded according to a teacher created rubric.</p> <p>Students will be graded on team presentations.</p>

Resources:

-Short video clip of the story
The Three Billy Goats Gruff
(youtube has several)

-Reciprocal Teaching task
cards (easily accessible--just
google reciprocal teaching or
look it up on pinterest)

-

Standards & Principles

State Content Standards:

RL.4.2 Key Ideas and Details

Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text

RL.4.7 Integration of Knowledge and Ideas

Standard: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.9 Integration of Knowledge and Ideas

Standard: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Arts Standards:

4th Grade Theatre Arts

CA 7 Explore historical and multicultural concepts through dramatic activity (CA,HC,C)

a. Recognize universal themes in stories and plays from different periods and places through dramatic activity.

Vocabulary:

- **theme**
- **summary**
- **compare**
- **contrast**
- **summary statement**
- **conflict/resolution**

Principles of Universal Design for Learning:

- I. Provide Multiple Means of Representation
 - 2.5 Illustrate through multiple media.
 - 3.4 Maximize transfer and generalization
- II. Provide Multiple Means of Action and Expression
 - 6.3 Facilitate managing information and resources
 - 6.4 Enhance capacity for monitoring progress
- III. Provide Multiple means of engagement
 - 7.2 Optimize relevance, value, and authenticity.
 - 8.3 Foster collaboration and community.

Appendix

Extended Learning Activities:

Using the book:

- Author's Perspective
- Art-Visual Arts- Watercolor and how illustrating text is similar to the writing process.
- Science-predators and prey/adaptations (illustrations)
- Math-Research common phobias--compare and order the data
- Survey classmates about secret fears--create fractions for the data

Ways to Adapt:

- provide students who have trouble generating ideas with notecards labeled with various themes or a graphic organizer to use to make sure that they include all parts of a good summary
- Five Headed Monster summary statement game--Each student in the group can only give one word of the summary.