Lesson Plan for Kathy Simpler

Lesson Plan Title: Demonstrate understanding of a text, using *Sylvester and the Magic Pebble*

Concept/Topic to Teach: Reading Standards for Literature

Standards Addressed: Demonstrate understanding of a text, making basic inferences and predictions using details from the text. RSL 3.1

General Goal(s): Given their knowledge of the story and characters, students will act out a “what if” scenario that demonstrates and supports their understanding of the text.

Specific Objectives: In a small group, students will be able to choose a “what if” scenario to act out that supports their knowledge of the text.

Required Materials: *Sylvester and the Magic Pebble* by William Steig, performance scale (pre and post), group recording sheet, pencils, materials for Tableau

Anticipatory Set (Lead-In): Students will convene on the carpet. I will ask the children to pair share “Why do you think Sylvester turned himself into a rock?” and tell them I will pull three names out of the jar to share after 60 seconds. After three children share, I will allow others to share their thoughts if they wish. Next I will read the first 7 pages of the story, and ask them, “What if Sylvester had more time? What would he have done then?” Next we will go over the performance scale together and I will ask them to go back to their seats to fill it out. Students will then prepare for Tableau using the methods learned through the Munartet project to gain focus. They will then transition into Tableau to carry out the lesson.
Step-By-Step Procedures: Students will transition into position and follow procedures leading into Tableau (Actor’s Toolbox, Concentration Challenge, Cooperation Challenge). Once in their groups they will choose one scenario that supports their knowledge of the text to act out. After sharing and reflecting on their Tableau, they will then select a group recorder to record their thinking (2 minutes).

Questions: What if Sylvester had more time to think clearly? What was his consequence when he didn’t at first? If he had more time, would he have a consequence? If so, what would it be? Why is your idea better than Sylvester’s?

Checking for Understanding: I will be monitoring and listening to their group work. All students will be sharing their thinking. I will be assisting as needed during the writing portion of the activity. I will use the name jar in the beginning of the lesson.

Plan for Independent Practice:

-Closure (Reflect Anticipatory Set): Students will Tableau a different scenario for Sylvester in small groups. They will then record their idea on paper and state why it is better than Sylvester’s. A reflection time whole group will be used after the Tableau. They will then complete a post rating scale.

Assessment Based On Objectives: The group worksheet is an assessment on whether the students could create a new scenario for Sylvester and state why it was better than Sylvester’s idea. The Tableau is an assessment to support their new scenario.

Adaptations (For Students with Learning Disabilities): All students will be able to participate. This activity (of cooperation, Tableau) is still challenging for some students, but supports everyone’s social and emotional growth. The worksheet will not be graded on spelling. The
worksheet, rating scale and Tableau will reflect their understanding of making an inference and prediction using a text.

Extensions (For Gifted Students): Students will work together to come up with one scenario to perform. They will decide who the recorder will be in their group. There is opportunity for extensions according to one’s own ability throughout The Actor’s Toolbox, Concentration Challenge, Cooperation Challenge and Tableau. The Actor’s Toolbox, Concentration Challenge, Cooperation Challenge and Tableau addresses bodily/kinesthetic and intrapersonal intelligence, as well as deepening their understanding of the story Sylvester and Magic Pebble.

Possible Connections to Other Subjects: Speaking and Listening: SL 3.4, Alaska Arts Standards: Present: Anchor Standard #3, Kodiak Arts Curriculum: Critique: 3.4.13
Our idea was better because:


Our idea for Sylvester:

been there? Why was your idea better than a rock?

He had more time to think and make a clear decision. What would his wish have been then? Why was your idea better than a rock?

Sylvester panicked and was frightened when he came upon a cliff. He couldn't think clearly and turned himself into a rock. What if Strawberry Hill? He couldn't think clearly and turned himself into a rock. What if...?

We know that Sylvester panicked and was frightened when he came upon a cliff. He couldn't think clearly and turned himself into a rock. What if Strawberry Hill? He couldn't think clearly and turned himself into a rock. What if...

conclusions or make an inference is a skill that is applied to all areas of a person's life.

To their general knowledge to determine an answer or meaning. Learning how to draw
answer. When inferring a reader must find clues from the text and then apply those clues
when drawing conclusions. The reader must find evidence from the text to determine an

Sylvester and The Magic Pebble
Performance Scale
Sylvester and the Magic Pebble by William Steig

Reading Strategies: I can ask and answer questions to show that I understand the stories I am reading.

1. I can do little
2. I can do some with your help.
3. I can do most of it by myself. I am strong.

- I can ask and answer questions about the key details in the text.
- I can ask and answer questions and I can write who, what, where, when, why, and how in sentences to explain understanding of key details in a text.
- I can ask and answer questions that show understanding of a text, make inferences, and predict events. I can infer from the text.

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Starts