

Christina Farver

Grade Level- Third

Theme Unit- Change

Lesson 1- *Thank you, Mr. Falker* by Patricia Polacco

Anchor paper – Expository

Prompt- Explain how Trisha changed from the beginning of the story to the end of the story.

FCAs

C- Underline three clear reasons how Trisha changed in the story 50 points

o- Use two transition words 25 points

s- Write sentences of varying sentence lengths. 25 points

In the beginning of the story, Trisha felt dumb and she cried all the time because every time she read or did math the words and numbers were all over the place. To make up for not being able to read well she drew beautiful pictures. When they moved to California the teacher and her classmates treated Trisha the same. Then one day there was a kind teacher. His name was Mr. Falker. When Mr. Falker complimented Trisha on her pictures and her classmates heard they looked and they liked them too. This made her feel good until Eric pulled her hair and kept picking on her. Eric was jealous and Trisha was scared and felt all by herself. She was happy around Mr. Falker. Once Eric found Trisha in her secret hiding place and pulled her out and started yelling, Dumbbell! Mr. Falker sent Eric to the office and said he would not bother her anymore. One day he started yelling letters and numbers and she wrote them on the chalkboard. Mr. Falker and Miss Plessy helped her every day after school for three or four months. After that, Mr. Falker put a book in front of her and she read a paragraph without any problems. Trisha was amazed and shocked that she read the paragraph with no problems.

Fine Arts

Students will make a different cover of the book by choosing their favorite part in the book. Take an empty cereal box and cover with construction paper and then draw their favorite scene.

Writing-

Write a Thank you letter to someone who has made a significant difference in their life.

Viewing-

People with dyslexia see words differently and can even have trouble reading simple words. The main problem in dyslexia is trouble in recognizing phonemes. Reversals occur as a normal part of development.

I will have words written on index cards for the students to see the way a dyslexic child sees or reads words and the correct way the words should read.

Reading and Visually Representing-

So that ALL students (ESLs) can understand and participate have the students read the story *Why Mosquitoes Buzz in Peoples Ears* by Verna Aardema and illustrated by Leo and Diane Dillon.

Have the students go up to a felt board and tell the story by using pictures. ESL students learn by telling a story with repetition and the use of placing felt board characters on the felt board.

Speaking and Listening-

Have the students get in groups and write a script of a scene in the story. Have the groups and perform a Readers Theatre in front to the class.

Assessment 1- *Thank you, Mr. Falker*

Name _____

Date _____

Circle the best answer to each question. Each question is worth 10 points.

1. What was the name of Tricia's fifth grade teacher?
 - A. Ms. Lee
 - B. Mrs. Polacco
 - C. Mr. Tush
 - D. Mr. Falker

2. What was the one thing that Trisha could not do as well as the other children?
 - A. Draw pictures
 - B. Write
 - C. Read
 - D. Play tag

3. What shined through the sky when Trisha's grandmother told her that the stars were holes in the sky?
 - A. A light from heaven
 - B. The colors of the rainbow
 - C. Sunlight
 - D. Moonlight

4. At the new school in California, why did the children call her dumb?
 - A. She could not draw
 - B. She could not write
 - C. She could not read
 - D. She could not play tag

5. Why did Trisha hide from Eric and the other students?
- A. The class was playing hide and seek
 - B. She was hiding from the boys
 - C. She did not like to eat lunch with them
 - D. They were picking and teasing her
6. What was the one thing that Mr. Falker promised Trisha that she would do?
- A. Read
 - B. Write
 - C. Draw pictures
 - D. Be liked
7. Who does the character Trisha represent?
- A. Patricia Polacco
 - B. Mr. Falker's daughter, Susie
 - C. Miss Plessy
 - D. Patricia's daughter, Traci.
8. What did grandma's tradition of pouring honey over a book a symbol of?
- A. Importance of baking a delicious desert
 - B. A person will get what's coming to him/her
 - C. Knowledge can found in books
 - D. Reading can be difficult

9. Who else helped Mr. Falker teach Trisha to read?

- A. Trisha's brother
- B. Eric and his friends
- C. Miss Plessy
- D. Trisha's mother

10. When Trisha learned to read, what happened shortly after?

- A. She loved school
- B. Eric and she became friends
- C. Mr. Falker did not talk to her anymore
- D. She hated to draw

Assessment 2- *Thank you, Mr. Falker*

Name _____

Date _____

Choose a word from the word bank that best fits the answer. Each question is worth 10 points.

Sentence

Miss Plessy

Mr. Falker

Book

Page

Tears

Sponge

Words

Paragraph

Shape

Every day after school, she met with (1) Mr. Falker and (2) Miss Plessy. They did a lot of things she didn't understand! At first she made circles in the sand, and then big (3) sponge circles on the chalkboard, going from left to right, left to right. Even though she read (4) words, she had not read a whole (5) sentence. And deep down inside she still felt dumb. One day Mr. Falker put a (6) book in front of her. He picked a paragraph in the middle of a (7) page. As if it were magic the words and sentences started to take (8) shape. She finally read a word, then a sentence, and finally a (9) paragraph. She understood the whole thing. Mr. Falker and Miss Plessy had (10) tears in their eyes.

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Theme Unit- Change

Lesson 2- *Lemonade Club* by Patricia Polacco

Anchor paper- Poetry

Prompt- Write a Diamante poem about a person in the story.

FCA's

C- Provide good details of subject 45 points

s- Use of appropriate words 30 points

c- Poem is legible 25 points

Miss Wichelman,

Compassionate, Considerate

Instructing, Loving, Understanding

Fifth-Grade, Lemonade Maker, Support, Bride

Helping, Inspiring, Holding

Thoughtful, Unselfish

Friend

Fine Arts-

Students can make career posters of what he/she wants to be when they grow up just as Trisha and Marilyn put up posters for career day.

The project can be completed on construction paper or cardboard or make a bulletin board of what the class would like to be when they grow up.

Writing and Reading-

Write a Get Well card to Trisha or Miss Wichelman. Pretend that you are on a field trip to visit them. Stress that the card should mention that someone is there for them and that they are not forgotten.

Viewing and Listening-

Have the students view *Andrew the Bug*, a 3D animated story about children with leukemia. <http://www.youtube.com/watch?v=-aGuLTcQqTw>

Visually Representing and Speaking-

I chose the graphic organizer named **Open Mind**. Ask the students to draw and write their feelings about how Traci and Miss Wichelman were there to give and show each other support. Ask for volunteers to say what they put on their graphic organizers.

Graphic organizer from Freeology.com

Assessment 1- *Lemonade Club*

Name _____

Date _____

Use the word bank to fill in the empty blanks. Each answer is worth 10 points.

Best friends

Lemonade

Dreams

Leukemia

Lemonade Club

Miss Wichelman

Career

Teaching

Doctor

Shaved

Traci and Marilyn are (1) best friends. The fifth grade teacher was (2) Miss Wichelman. The class had (3) career day. Marilyn wanted to be a pianist, but Traci did not know what she wanted to be. Every day after the last bell would ring, Miss Wichelman would point to the basket of lemons and the class would say, (4) "Lemonade!" The teacher thought she wanted to be a doctor, but discovered that (5) teaching was just as important to her. Marilyn did not go to school for a long time. Miss Wichelman told the class that she had (6) leukemia. Her classmates became worried. Marilyn was losing her hair because of chemotherapy. When Marilyn did come back to school she saw that everyone including Miss Wichelman had (7) shaved their hair. Her class was there to support her. Just before Miss Wichelman was to get married she found out that she had cancer. Traci, Marilyn and Marilyn were in a group called the (8) Lemonade Club. Miss Wichelman first wanted to be a (9) doctor and soon applied to a medical school. Marilyn and Traci said not to let something like cancer crush her (10) dreams. She would say, "If you can dream it, you can be it!" The whole class was there to see their teacher get married.

Assessment 2- *Lemonade Club*

Name _____

Date _____

Choose a word from the word bank and fill in the missing word. Each question is worth 10 points.

Sugar

Face

Water

Desk

Life

Last

Miss Wichelman

Sour

Lemons

Basket

Almost everyday, just as the (1) last bell was about to ring, (2) Miss Wichelman would point to a (3) basket of fresh (4) lemons that she always kept on her (5) desk and say, “And if (6) life hands you a lemon or two today- and you all know how (7) sour lemons are-“Everyone would make a (8) face. “Just add (9) water and (10) sugar and what do you have?”

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Grade Level- Third

Theme Unit- Change

Lesson 3- *Aunt Chip and the Great Triple Dam Affair* by Patricia Polacco

Anchor paper- Persuasive

Tell a friend what the best thing to do would be if there was no television to watch.

FCAs

C- Give three reasons to support your answer and underline each 50 points

c- Use complete sentences 25 points

s- Beginning that captures interest 25 points

Are you bored of watching the TV? Then I have the answer for you. When the cable or power goes out I go to the next best thing and that is reading. Sometimes it is a book, magazine, or even the TV guide. I like to read books about someone's life. These books are called biographies. Reading can take you places where you have never seen or been before. Reading about living on an Indian reservation with the Iroquois just makes me sweat when I read about defending the land from outsiders. Reading can also teach things that you have do not know how to do. I like to read about how to do the different types of dances like the Waltz and the Foxtrot. Books can also tell you where these dances came from and why. Reading a book can help find answers to problems. The person who the book was about may have had an answer to a problem that you did not think of.

Fine Arts-

Make a collage of different titles and pictures of books, magazines, brochures... It can even have pictures of something having to do with reading a book.

Writing and Reading-

In the book, *Aunt Chip and the Great Triple Dam Affair* there are words that are not used very often in today's books. Students will write these words in their literature journals and refer back to them for a possible vocabulary quiz.

Viewing and Listening-

Have students watch a video of teenagers on the importance of reading and how it impacts their lives.

http://www.teachertube.com/view_video.php?viewkey=8629df4a4badaaef78f6

Visually Representing and Speaking-

The students will use a sorting graphic organizer from edHelper.com. One bucket will be what the people of Triple Creek were not suppose to do with the books and the other bucket will be used for what the people of Triple Creek used them for. The students will share them when completed.

Assessment 1- *Aunt Chip and the Great Triple Dam Affair*

Name _____

Date _____

Circle the letter with the best answer. Each question is worth 10 points. Hope you remember the words you wrote in your literature journals.

1. What is a mantel?

- A. Shelf over fireplace
- B. Wood on windowsill
- C. Bookshelf
- D. Man with bells

2. Another word for eiderdown is?

- A. Bed
- B. Pajamas
- C. Winter coat
- D. Bedspread

3. What word best fits what glory means?

- A. Not liked
- B. Famous
- C. Unknown
- D. Dull

4. This is a building where many books are kept for people to borrow.

- A. Garage
- B. Wal Mart
- C. Library
- D. Kitchen

5. These were on the books after so many years of not being used.

A. Cobwebs

B. Pictures

C. People

D. Plants

6. Eli's classmates said that he "could hear things that they couldn't." What did that mean?

A. The class was making it up

B. Eli was whispering

C. The books were doing the talking

D. He was going blind

7. What fell down when Eli pulled the book out from the tower of books?

A. Radio tower

B. Dam

C. Eli

D. Aunt Chip

8. What book was it that Eli wanted and did get from the tower of books?

A. Moby Dick

B. Harry Potter

C. The Mitten

D. Charlotte's Web

9. A soothsayer is a person who does what?

A. Puts things off

B. Always on time

C. Predicts

D. Always late

10. What did Eli and his classmates help the town of Triple Creek to do?

A. Sing songs

B. Watch TV

C. Play games

D. Read books

Assessment 2- *Aunt Chip and the Great Triple Dam Affair*

Name _____

Date _____

Choose a word from the word bank and fill in the missing word. Each question is worth 10 points.

Tea	Glory
Ideas	Cabinet
Books	Places
Cobwebs	Fair
Treasure	Borrow

Eli and aunt Chip sat in front of the fir sipping hot (1) tea. “Do you want to know what (2) glory used to be on the corner of Cedar and Oak? It’s a place where (3) books used to be kept, a long time ago.” They kept them there for people to (4) borrow and take home to read. She went to the (5) cabinet with books that were covered in (6) cobwebs. Books can tell someone about dreams, feelings, and (7) ideas. Books can take you (8) places where you have never been before. They also show a person how to be (9) fair. Books are a (10) treasure.

