

# 01.21.09 Stranger in the Woods

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## BASIC INFORMATION

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**Grade/Level:** 1-2

**Date to be Taught:** January 21, 2009

1:30pm - 2:00pm

**Time Frame:** 1 class period. 30 Min. per class.

**Subject:** Language Arts (English)

**Topic:** Read Aloud/Writing - winter

**Summary:** Students will listen to the story "Stranger in the Woods" and specifically listen for verbs and adjectives in the story.

After the read aloud, student will write their own poems about an animal in the story and use a verb and an adjective from the story to describe their animal.

## OUTCOMES/OBJECTIVES AND STANDARDS

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**Objectives/Learning Outcomes:** Student will be able to make predictions about the story from the title and the book's cover.

Student will be able to identify action words (verbs) and describing words (adjectives) in the book during read aloud.

Student will be able to recall an animal, describe the animal, and describe an action onto their poem template after the read aloud.

### Standards:

#### **PA- Pennsylvania Academic Standards**

• **Subject :** Reading, Writing, Speaking and Listening

• **Area 1.4:** Types of Writing

• **Grade 1.4.3:** Grade 3

■ **Standard A.:** Write narrative pieces (e.g., stories, poems, plays).

- Include detailed descriptions of people, places and things.
- Use relevant illustrations.
- Include literary elements (Standard 1.3.3.B.).

• **Area 1.6:** Speaking and Listening

• **Grade 1.6.3:** Grade 3

■ **Standard B.:** Listen to a selection of literature (fiction and/or nonfiction).

- Relate it to similar experiences.
- Predict what will happen next.
- Retell a story in chronological order.
- Recognize character and tone.
- Identify and define new words and concepts.

- Prerequisite Skills:**
- active listening
  - story comprehension
  - recognition of describing words and action words
  - ability to write independently and/or copy words from the book

## **ASSESSMENT OF STUDENT LEARNING**

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**Assessment Activities/Rubric:** Before, during, and after the read-aloud, I will ask various probing questions of my students. This will be just an informal assessment of active listening and understanding of verbs and adjectives.

After the read-aloud, the students will fill out their poem templates where they will have to write an animal from the book, an action, and a describing word about that animal. This is where I will assess their ability to take information from the book and apply it to their own writing and their understanding of description words and action words. From this, I will have the opportunity to walk around and assist the students one-on-one who are struggling with their writing or with these parts of speech.

**Attachments**

- |   |
|---|
| 1. <a href="#">stranger poem template.doc</a> |
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## **MATERIALS AND TECHNOLOGY**

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- Student Materials:**
- poem template
  - pencils
  - At least 1 copy of "Stranger in the Woods" for teacher to read aloud and students to reference during writing portion.

**Attachments**

- |   |
|---|
| 1. <a href="#">stranger poem template.doc</a> |
|---|

**Teacher Materials:** "Stranger in the Woods" by Carl R. Sams II & Jean Stoick

**Use of Technology (where appropriate):**

## **LESSON SEQUENCE AND PROCEDURES**

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**Introduction (Hook):** I will introduce the book "Stranger in the Woods" by asking students what they think the title means. I will draw upon their prior knowledge by discussing strangers and what that means and then talking about the woods and what kinds of beings we expect to live there.

**Sequence of Instruction (Step 1, Step 2...):**

Read-Aloud 10-15 minutes

1. Gather students on carpet and remind everyone to take an "active listening seat".

2. Introduce the story (title, author, photographer - mention difference between photographer and illustrator)

3. Begin discussion about book:

- What do you think the title means?
- What are strangers?
- What sorts of things would you normally expect to find in the woods?
- Who could the stranger be?

4. Explain that students will be writing poems about an animal in the book and they will have to write a verb and an adjective about that animal.

- "Can anyone recall what a verb is?" - action words
- "Who can tell me what adjectives are?" - describing words

5. After a quick review of verbs and adjectives, begin reading the story. Every couple of pages, ask if students what verbs and adjectives they have heard or notice in the photographs.

6. After reading the story, have students recall the animals we read about.

\*Write down animals that students say on board?\* Give a few examples of their actions and words to describe them.

Writing: 15 minutes

7. Students will return to their own seats to begin writing their poems.

8. Teachers will walk around checking that students are writing about an animal from the book and that describing word and actions are correct. Teachers can provide book as resource for struggling students.

9. Teacher will check student understanding of describing words and action words.

10. Provide extra paper for students to write multiple poems if they finish early.

11. Collect poems - students who are not finished will have an opportunity to finish during L.A. Stations the next day. Students will type up their poems at the computer lab at the end of the week.

**Closure/Wrap Up:**

Ask students to begin thinking about an illustration for their poems? Maybe we can type up the poems at the computer lab and use KidPix for the illustrations?

**Independent Practice (where appropriate):**

After read-aloud and discussion, students will go back to their seats where they will write their poems onto their poem templates.

**Differentiated Instruction:**

Struggling writers will be able to use the book to copy down describing words, actions and the names of animals.

Those who finish quickly will be able to write more than one poem and they will have the option to write about other animals that are not in the woods and make up their own describing words and actions.

**Possible Follow-Up Activity:**

- Typing up poems in computer lab.
- Illustrating poems using KidPix?

## **LESSON ANALYSIS AND REFLECTION**

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**Analysis:**

Overall, I feel pleased with the way this lesson went. The introduction of the book went well, and it got the students engaged and excited about the story. I was a bit surprised at how excited they were that all the pictures in the story were real pictures a photographer took. We talked about what strangers are and they made predictions about who the stranger might be in the story. It was helpful to have a quick discussion about what types of things we would expect to find in the woods, because it really got the students to pay attention to the story (and notice when one of the things they predicted showed up!) I feel that almost everyone was participating during the story calling out some verbs, adjectives, and animals as we went along. That really showed me that they were listening with a purpose and they were fulfilling that purpose. It showed me that they were meeting those objectives I had of them recognizing those words as we went along. At the same time, it was hard to see who was calling out and that they all were understanding what adjectives and verbs are. A student helper wrote the different things students were calling out. That helped those who needed a little more assistance with writing their poems.

Writing the poems went well also. I had some students struggle, and I feel that I spent a lot of time with them and that I didn't get to assist everyone I needed to. That is one of the things I would change about this lesson. In order to make everyone successful, I think I needed to have the struggling writers together like on one of our side tables, so that they stayed a little more focused and were closer to the board to write their animals, verbs, and adjectives. I think that if they would have been all on one table, I would have been able to get to each of them instead of leaving some out. I was very happy that most of the students got their entire poem written (some even got to write more than one). Those few that did not finish or begin their poems was because I couldn't get to everyone during that time period. During morning work the next day a couple of students finished, and the other couple of students finished before creating their illustrations at the computer lab.

**Reflection:**

The read-aloud for this lesson went really well. The students were engaged and listening with a purpose. It made me feel good that they were so excited about the story. One thing that I realized at the beginning of the read-aloud, was that this was not going to be a quiet group of students. I began thinking about LLED block and the reading class we took. In that class I learned that read-alouds are very important and that children relate and experience these read-alouds in different ways. One way is by talking through the story and sometimes,

expecting them to be completely quiet is unreasonable. I normally do prefer students to be quiet during read-alouds, but I figured for this one I probably needed to prepare for some noise. The students were calling out names of animals, words that described them, and actions they were doing. No one was off-task during these times, and I think it was helping them process what we were learning about. That took me a little out of my comfort zone, because normally when kids are talkative during read-alouds it's not a positive thing, but I got used to it quickly and it went alright.

I would really enjoy doing this lesson in my future classroom. Even if I used the book in a different way, for a different purpose, I would do it because the photographs alone were beautiful. I liked that it tied in so well to Schoolyard (the students were talking about how we should take care of nature) and into our study of adjectives and verbs (which we had been working on with our "Mitten" activities.) It is also a fun story to read in the winter because of the snow and the snowman involved.