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A summer reading program for the educational enrichment of fourth grade students

Heather Taylor

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NORTHERN ILLINOIS UNIVERSITY

Capstone Title

A Thesis Submitted to the

University Honors Program

In Partial Fulfillment of the

Requirements of the Baccalaureate Degree

With University Honors

Department Of

By

DeKalb, Illinois

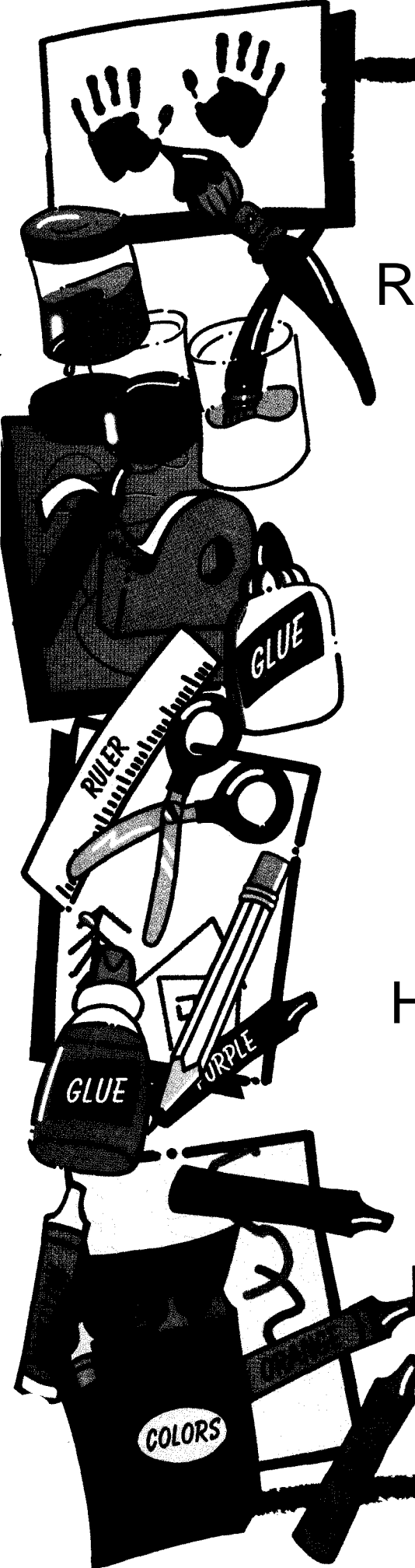
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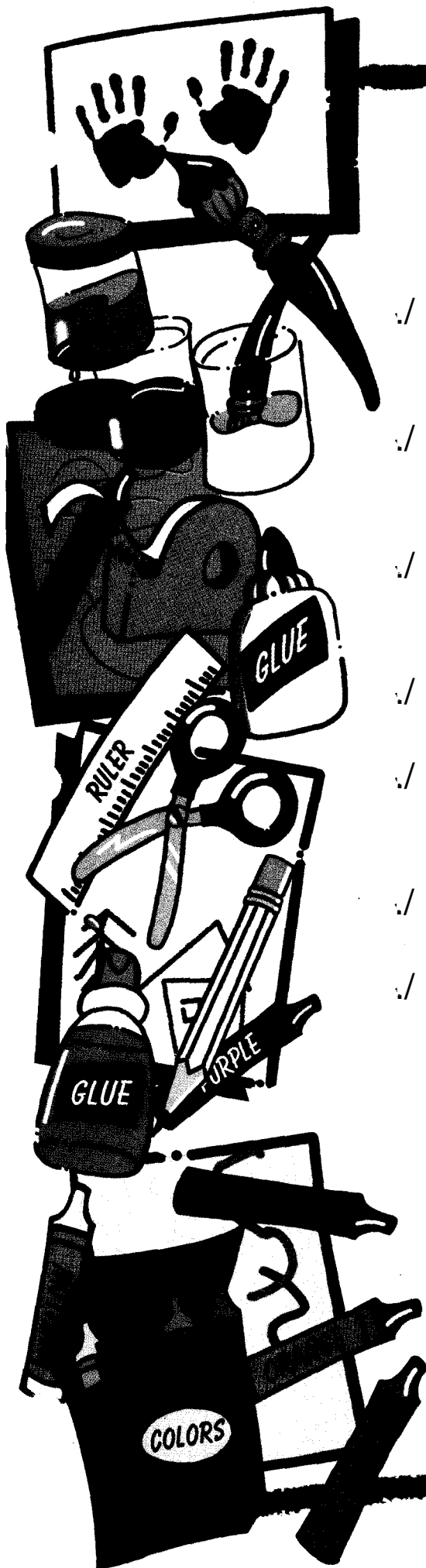
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A Summer
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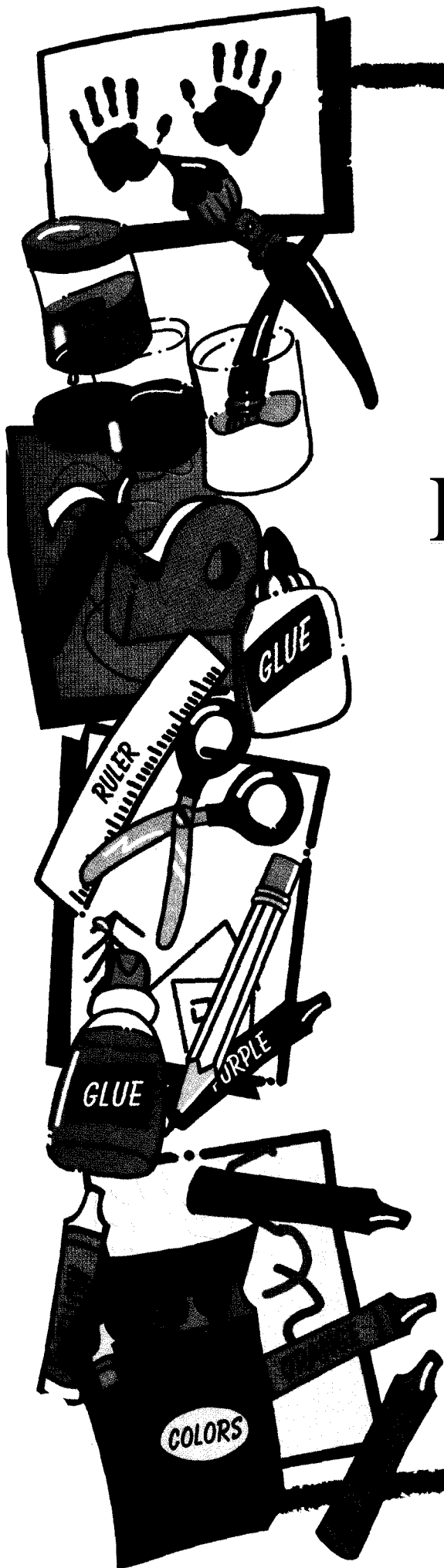
Honors Program
Capstone

Heather Taylor

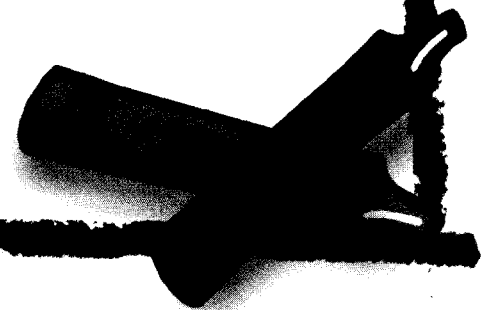


This Capstone consists of the following elements:

- ✓/ Research paper used as a basis for the reading program
- ✓/ Ten individual lesson plans for each meeting
- ✓/ Rationale statements for each of the lessons
- ✓/ Descriptions on how each lesson went
- ✓/ Supplemental papers used for each lesson
- ✓/ Samples of the students' works
- ✓/ Overview of the reading program



Research Paper



Research Overview

In order to create a worthwhile reading program, various topics must be researched and discussed. A beneficial reading program does not just consist of reading and discussing a text. Rather, multiple aspects must be included in the program. In researching the topics of reading and writing, a wide variety of results formed both the basis for this paper and for the program itself. Instead of specifically researching information on developing reading programs, the research for this program revolved around various topics that would aid in increasing both reading interest and reading comprehension. Increasing these two favors has become the major goal and focus of the entire reading program. By utilizing research aimed at arriving at this goal, the program can be developed based on the combination of previous knowledge and newly acquired ideas. In other words, I hope to use both my past experiences and the research to learn how to develop a summer reading program that will aid me in furthering my knowledge of reading instruction. By doing this, invaluable experience in reading program development is ventured to be gained.

Review of Literature

To reach the two main goals of the program, increased reading interest and reading comprehension, research has been conducted and divided into categories that will help to rationalize the development of the reading program. The research paper will discuss the major theories the program will be based on, the psychology behind the program, and the main ideas that will be used in the program.

Theories of Reading Instruction

Before creating a reading program, the major theories that the program will be based on must be realized. One of the major theories that this reading program will be based on consists of the ideas behind the whole language approach. In this approach used in classrooms, reading is the focus of the language arts curriculum. Rather than worksheets and other impersonal activities, the whole language approach focuses on the students' interests in reading and the students' meanings that are brought into the reading process. According to Farris (1997), the whole language approach, "... focuses on the reading and writing interests of the students themselves [and] ... incorporates social interaction as students discuss, plan, and evaluate together in an atmosphere of cooperative learning. Students become immersed in language learning through their own self-motivation" (pp. 366-367). By using the major premises that the whole language approach fosters the reading program can become flexible and focus on the students' needs. The program will allow the students to make their own meaning of the text, as they are able to share their thoughts, feelings, and opinions with the other students. Also, supplemental activities will not consist of monotonous tasks, but rather worthwhile tasks that are meant to increase reading comprehension.

Along with using the ideas behind the whole language approach, the program will incorporate the ideas of the scaffolded reading experience. The scaffolded reading experience was developed by Graves and Graves (1994) to help students to understand, learn from, and enjoy the text that they are reading. The scaffolded reading experience has three major parts: pre-reading, during reading, and post-reading activities that are all designed to fit the needs of the individual students and the text. Pre-reading consists of

steps such as motivating, activating background knowledge, relating the reading to the students' lives, pre-teaching vocabulary, pre-questioning, and predicting. During reading the students should be engaged in activities such as silent reading, guided reading, and oral reading by students. Lastly, in post-reading, the students should be involved in questioning, discussion, writing, drama, artistic activities, outreach activities, and application activities. All of the listed activities are important in order for students to understand and relate to the text. By engaging in the scaffolded reading experience, all students will benefit and will be able to increase their reading comprehension (Tierney and Readence, 2000).

Through researching the scaffolded reading experience, the reading program will be designed, keeping in mind the underlying principals that the experience expounds. The basic ideas and principals behind the scaffolded reading experience are ones that will lend themselves to the increase of student involvement and participation in the program. Without a doubt, the more involved students become in their own learning, the more they can understand and relate to the text. This will result in higher interests in the text as well as increased reading comprehension, which are the major goals of this program.

Perhaps the most pertinent aspects of the program will revolve around reading, writing, and discussing. In researching for the development of this program, these three topics were given an in-depth evaluation. Through this research, each topic will be discussed in regards to what the program will embody.

The main premise that the program will be based on in regards to reading is the skill of oral reading. In this program, each lesson will consist of oral reading within the group of students. Oral reading is important for many reasons, but there are also some

negative consequences to forced oral reading. Many educators feel that reading aloud should be a mandatory task. However, most students feel threatened by mandatory reading. The way students are instructed to read" ...can shape a beginning reader's attitude about reading and his self-esteem and confidence" (Coons, 1993, pp. 139). Therefore, reading tasks should not be forced upon students, but should be based up on the students' preferences. Ultimately, this will increase the comfort level of the students, as they become involved in the program. The more comfortable the students are with their reading skills and their peers, the more beneficial the program will be to all students.

Writing Instruction

Along with the importance of oral reading, writing will be a major issue in the program. Leu and Kinzer (1999) remind educators that, "...reading and writing are similar types of processes ...In both reading and writing, meaning is composed" (pp. 185). Writing activities, when worthwhile, can be excellent methods of increasing reading comprehension, character identification, and personal reflection on the text. As Farris (1997) notes, many fourth graders need more opportunities to engage in writing. Although many fourth graders enjoy writing, they do not engage in the activity much outside of the classroom. However, fourth graders do project a lot of individuality in their writing and desire to share their writing with others. Due to this desire to write and share their writing, the program will provide the students with multiple opportunities to write and communicate their writing with the others in the group. The writing activities will be beneficial to the reading process because they will be meaningful experiences that allow the students to relate to the text and explore their own interpretations of the printed

words. One of the best methods of accomplishing this is through literature response journals. Literature response journals will be discussed in great detail later in this paper.

Some of the down sides to writing are the social aspects that are involved in the process. Since the students are in a group of peers, it will be important to design the lesson so that the underlying social aspects in writing are minimized. Phinney (1998) talks about how other children may affect another child's writing by putting pressures on that child. When in an interactive environment, other children may put social pressures on a child in order to change the content of the writing. The author refers to this as the "underbelly" of writing. In her research, the author found that the children began to focus more on the social relationships in their writing than on the writing itself. Without a doubt, these social pressures prohibit the author from writing his/ her own idea and encourage the author to write conforming to others thoughts and ideas. The majority of the time, social pressures are a negative force because they have, "...the potential to define, limit, and change what an author would ideally like to say" (Phinney, 1998, pp. 26). Without a doubt, students need guidance on how to write about themselves and their thoughts. They need assistance in withstanding the social pressures that are put on them. The teacher needs to show the students the social values in writing that he/she supports. By doing this, the students may realize that the peer pressures that are put on them in their writing are inappropriate.

To set a good example for the students, the program was designed to eliminate as many social pressures as possible. One of the best ways to do this is to allow the students a choice in their writing. By allowing the students to decide if they would like to share their responses with the group, the students will realize that their writing may be personal

and reflect their thoughts. Since the others will not be able to read their thoughts (if it is not desired), the students may feel free to express themselves without any social pressures affecting the outcome of the writing task..

Student Discussion

Not only are reading and writing important for the program, but so is oral discussion. Speaking is one of the language arts that are very important for a variety of purposes, such as checking understanding, communicating information, and developing social skills. Farris (1997) tells how speaking is important for developing the other language arts, how it promotes reading, and how it supports writing. Without a doubt, it is impertinent that students engage in discussions about their writing. The teacher should always set aside time in every lesson for sharing the writing responses of the students. Furthermore, speaking helps to develop proficient listening skills. By sharing their writing, students refine their speaking skills while other students engage in listening. Clearly, speaking is an important language arts skill that is used to enhance and develop the other language arts skills. In regards to utilizing speaking skills, one framework for enhancing oral discussions is conversational discussion groups. Tierney and Readence (2000) state that the purpose behind such groups is to create an environment that encourages the discussion of the students' reading and writing. The classroom environment facilitates sharing and balance between peer interaction and the guidance of a more skilled individual.. In the discussion, students are encouraged to explore, transmit, and construct their own meanings. Basically, these discussion groups create an atmosphere that represents one of a conversation. The basic steps consist of introducing

the discussion group, reviewing the rules, sharing thoughts, and then debriefing (pp. 306-307). By using conversational discussion groups, students can share their thoughts and opinions in a more comfortable environment.. When students do not feel intimidated or under pressure, they will be more open in their speaking and listening to others. This will create a more productive learning environment..

Reading Comprehension

Whether the activity is reading, writing, or discussing, the main goal is to increase reading comprehension. When used properly, all of these methods will most likely increase reading comprehension. "Every teaching strategy used in comprehension instruction seeks to make visible these invisible strategies of meaning construction" (Leu & Kinzer, 1999, pp. 367). By increasing meaning construction, reading comprehension and reading interest, the main goals of the program, will be developed.

Social and Psychological Bases

After researching the major theories that the program will be based on, the psychology behind the program was researched. The major theories of the three educational psychologists, Piaget, Vygotsky, and Garner, were researched as well as the psychology behind cooperative learning.

One of the most influential persons in the field of educational psychology was Jean Piaget.. His work and theories have influenced the development of positive educational methods that work towards the benefit of today' s students. Since this is the case, research on Piaget and his theories has been conducted for use in this paper. Jenny

Lee (on Internet site <http://www.gseis.ucla.edu/courses/ed191/assignment!Ipiaget.html>) discusses Piaget's theories in general. By closely observing the actions of children, Piaget came to the conclusion that children interact constantly with their environment, and, as a result, they create their own concepts of reality. For advice on using Piaget's theories in the classroom, the article suggests that the teacher encourages the students to explore, individualize the instruction of each student, and provide the students with concrete material to explore with.

As Lee mentioned, students create their own concepts of reality. Knowing this, the program will be created to allow the students to discover their own interpretations of the text that they read. However, the students will be guided to arrive at a proper interpretation on their own. This way, the students are still constructing their own knowledge, yet they are led to the proper conclusions through adult guidance.

Another main topic that Piaget worked with was learning new information. This is done through the process of assimilation and accommodation. Assimilation is when students fit new information into existing organizational structures, or schemata. Accommodation is when the students create a new organizational structure, or schemata, for the new information. One Internet site (<http://129.7.160.11S/instS9311piaget1.html>) discusses the topics of assimilation and accommodation. In Piaget's views, assimilation and accommodation are the processes in which intelligence grows. Using this information, the article suggests that teachers need to supply discovery learning environments where the students may be active learners. Children need to be given the opportunity to learn by exploring, manipulating, discovering, and experimenting with concrete materials. Therefore, the teacher needs to evaluate the cognitive level of each

student and offer appropriate learning opportunities for that level. Most importantly, the teacher must let the child learn on his/her own.

From this article, many elements will be considered when creating this program. Since knowledge is created by construction and reconstruction of learned material, the program will constantly review past material that was learned. In other words, each lesson will build on the previous lesson by reviewing the lesson first and then moving on to the next topic. Also, topics, such as predicting or writing, will be revisited in multiple lessons. This will allow the students to build on their past experiences with the material. The students will better assimilate and accommodate new material in the text if the previous lesson's text is reviewed before each lesson. This will be done at every lesson to ensure comprehension of the text.

The program will also allow the students to learn on a level appropriate to their developmental abilities. All of the students are in the same grade level and are close in developmental and mental abilities. This will make the planning of learning activities easier and will allow the selection of activities to benefit the learning of all students. These types of activities will require teacher guidance, but will allow the students to learn on their own. Furthermore, Piaget stresses the importance of using concrete learning experiences when teaching students. Although many educators interpret the word "concrete" to mean a type of manipulative, this is not the case. David Paden (on Internet site <http://falcon.cc.ukans.edu/~dpaden/concrete.html>) stresses the meaning of the word concrete that Piaget so often refers to. The site mentions that the word "concrete" does not necessarily mean "with manipulative." Rather, "concrete" means that the information being learned is related to the students' experiences with the real world in general.

Using this information, the reading program will contain lessons based on concrete experiences. After reading the selected portions of the text, the students will discuss the text in terms of their own experiences. By relating the written text to real life experiences, the students will better grasp the meaning of the print. Providing concrete examples and experiences will be focused on in the program.

Using this research on Piaget's beliefs, there are numerous implications for the teaching profession. To summarize, the focus should be on the students and their needs. Meece (1997) recommends that teachers create a learning environment that children can learn through active interactions with adults, other children, and materials. The students should also be provided with concrete learning activities that use content and materials that are relevant to their lives. Teachers should allow the students opportunities to work both individually and in small groups. Most importantly, though, the teacher must realize that there is often more than one correct response. Rather than focusing on the students' responses, the teacher should focus on the students' justifications and explanations for their answers.

Another major psychologist in the field of education was Howard Gardner. All of Howard Gardner's seven intelligences are very important to use in teaching. However, usually the only ones that are valued in the classroom are those of the verbal and mathematical intelligences. In teaching, all seven intelligences should be recognized to activate the students' intelligences. By doing this, the fact that intelligence comes in many forms will be stressed to the students. They can realize that each and every one of them is special in a different way. Every child is gifted in some manner and needs to be given the opportunity to develop his/her unique tasks. However, this may sometimes be

difficult.. Despite this fact, though, recognizing different intelligences is a good way to keep students interested and involved in their learning. The students should also be encouraged to try to succeed by realizing that they have control over their own success. By having high expectations, all of the students will hopefully try their hardest to learn and succeed in learning tasks.

Using Howard Gardner's theory of multiple intelligences allows for a wide variety of learning activities for the students to build their successes. The provided activities in this program will allow each child's strengths to shine through, whether it be linguistic, logical/mathematical, musical, spatial, bodily kinesthetic, interpersonal, or intrapersonal.. Another aspect that must be considered when planning the lessons is that all activities should be created to ensure success. Students need help in developing their self-concepts and the confidences they have in their abilities to succeed, and they need to feel that they can succeed.

While Gardner's theory of multiple intelligences is important to consider, Vygotsky's theories may have more of an impact on the program's development.. Well known for his social development theory, Vygotsky's zone of proximal development and the use of scaffolding are considered fundamental in reading instruction. Van Geert (1998) defines the zone of proximal development as, "...a distance between the child's actual development and the child's potential development.. The first is expressed in the form of tasks the child can solve on his or her own, the other by tasks solved under the guidance of adults or more capable partners" (pp. 637). In using this information as a basis for teaching, Dixon-Krauss (1996) states, "the zone implies a need to design ways to evaluate students' performances while they are engaged in actual instructional

activities" (pp. 15). By using all of these major ideas in the framework of the program, the students will ultimately learn more and be involved in a more sound reading experience.

Basically, Vygotsky believed that social interactions play a fundamental role in cognitive development says Greg Kearsley (on Internet site: <http://www.gwu.edu/~rtip/vygotsky.html>). Along with social interaction, Christina Gallagher (on Internet site: <http://www.muskingum.edu/~Psychology/psycweb/history/vygotsky.htm>) discusses Vygotsky's sociocultural theory. The theory states that cognitive development is a result of social interactions. These interactions cause step-by-step changes in thought and behavior that are continuous. The article also gives valuable information discussing the cultural tools and the three ways they can be passed from one person to the next. These consist of imitative learning, instructed learning, and collaborated learning. The article also gives information on the four basic principals underlying the Vygotskian framework.. First, children must construct their own knowledge. Second, development cannot be separated from the social context.. Third, learning can lead to development, and, fourth, language plays a central role in mental development..

Clifford Morris (on Internet site: <http://www.igs.net/~cmorris/zpd.html>) provides additional information regarding the beliefs of Vygotsky, mainly the zone of proximal development.. The zone of proximal development is the distance between the abilities that a child can perform independently and the abilities that a child cannot perform independently. The zone is where the child can perform tasks with the social support of more skilled individuals. Basically, the zone suggests the child's potential for cognitive development at that time. When using these ideas to teach, the teacher should instruct

each student within his/her zone of proximal development, but not above or below it. As the child becomes more independent on a task, the assistance should then be modified

One Internet site (<http://129.7.160.115/inst5931Nygotsky.html>) gives information that coincides with the above information. The article feels that the teacher should provide quality instruction by bridging the gap between the students' current level skills and their potential level skills, or the zone of proximal development. The teacher must be aware of this zone and provide opportunities for each child to solve specific dilemmas. For proper instruction to occur within the child's zone of proximal development, the teacher must help to provide adequate social interactions for the child.

Another Internet site (<http://csunix1.1vc.edu/~bJehmlscaff.html>) discusses the use of guided participation and scaffolding with respect to Vygotsky's zone of proximal development. The main point of guided participation is to pass the responsibility of completing a task from a more skilled individual to a less skilled individual. There are three phases in the process. First, the teacher should choose and structure the guided participation to be used with activities that interest the child and fit the child's skill level. Second, the teacher should support and monitor the child's participation in the activity. Then, as the child begins to perform the activity independently, the teacher should adjust the level of support that he/she provides to the child.

Teachers are told that they should encourage their students to extend their thinking beyond their common knowledge into uncommon knowledge according to Vivian Wright (on Internet site: <http://www.bamaed.ua.edu/aiI60IIVygotsky.htm>). Collaborative learning is also suggested on this site as one way to achieve a higher level

of thinking and learning in a child. This could be accomplished by using group activities, technology, and other methods.

Eggen and Kauchak (1999) agree with Wright in writing that " ... cooperative learning consists of students working together in groups small enough so that everyone can participate in a clearly assigned task," or, "...students working together to help each other learn" (pp. 557). Eggen and Kauchak (1999) say that there are four features of cooperative learning. First, the students are placed in small groups. Second, the goals that are given to the students to direct the whole group activities. Third, social interaction is emphasized. Lastly, the students must depend on each other to reach the goals of the group. The teacher should give the students clear and specific tasks to accomplish while working in the groups. Also, the time should be specified and the students should be able to produce a product as a result of the cooperative learning. The teacher should monitor the group and provide assistance while their work, but not intervene (pp. 557-558).

This program, consisting of cooperative learning, will foster a lot of Piaget's and Vygotsky's ideas of disequilibrium. Without a doubt, learning occurs best when children are placed in a mild disequilibrium. However, Piaget viewed social interactions during cooperative learning as a way of one person creating disequilibrium for another person, whereas Vygotsky viewed social interactions as a way of helping a child to understand information. Whatever the case, though, cooperative learning works, and it is a wonderful thing to use in the classroom.

Since learning occurs best when students are placed in a mild state of disequilibrium, they can work together on learning tasks that are in their personal zone of proximal development. The teacher must keep in mind the stage of development that the

child is in and the child's zone of proximal development. . A student's potential for learning, or the student's zone of proximal development, is where the teacher should aim teaching at. In this sense, the teacher must be flexible, realizing that the students' zones of proximal developments will change often. Cooperative learning with similar zpd groups gives the students a better chance at either assimilating or accommodating the new information they are learning when the information is at an appropriate level. Learning will then occur through social interactions, with the help of scaffolding and assisted learning from the teacher. Cooperative learning allows students to work in the way that they are comfortable with. In turn, this ensures confidence in the child's abilities. Most importantly, the teacher must remember that cooperative learning is an on-going, dynamic process that can benefit each and every student if applied properly.

In analyzing research in the field of psychology, there are many factors that can help foster a positive education. The program will attempt to combine the major ideas of all of the topics listed above to increase the accuracy of the program in terms of psychologically appropriate practices. These ideas will help to provide the students with the learning activities they need to accomplish their goals as readers and writers. By providing students with enjoyable learning experiences, educators can help them to develop their multiple intelligences. However, educators must provide a positive learning atmosphere for each individual student so that he/she is allowed to grow and develop properly.

Reading Activities

Lastly, some ideas for use in the program were researched. In order to create quality lessons, research was completed on ideas for learning activities in the program..

Performing arts (drama), Reader's Theater, oral interactions, visual arts, writing activities (literature response journals, poetry), and character identification activities were all selected as learning activities for the reading program. The research for each topic will be discussed along with general statements regarding their use.

The Performing Arts

One topic for lesson use revolves around the performing arts, mainly drama. Hoyt (1992) recommends using a variety of expressive arts so that students can deepen their learning and deepen their understanding. Students need to be given multiple ways in which they can show their knowledge of a topic. Hoyt suggests using drama, Reader's Theatre, oral interactions, and the visual arts to enhance reading comprehension. Through drama, the students can use dialogue and action to convey their knowledge of the readings, the environment, and the activities. Transmediation, which is the process of moving information from one communication system to another, occurs in the students' verbal and motion interpretations. The teacher is to act as a guide for the students or as a resource for helpful hints or information. Most teachers who use drama find that all students willingly and actively participate. Using theatre in the classroom is a wonderful way to increase reading comprehension. Cook (2000) recommends following a few simple steps for using drama in the classroom. The drama should be used in short skits that are performed with a group of students. The skit must include all of the members in the group and it must be at least five minutes long. Furthermore, the skits will allow the students to use their imaginative and creative skills. These suggestions allow both

appropriate time and conditions for the students to display their knowledge of the text.. Drama is very worthwhile in this manner as it helps to increase reading comprehension.

Along with drama, Hoyt (1992) suggests using Reader's Theater. In Reader's Theater, the students use their voices to capture the listener's attention when they translate the printed text into expressive oral reading. It is the reader's responsibility to make the text come alive and to become a part of the book.. Here, the teacher models expressive and engaging reading, assists the students, and supports students who need help. Reader's Theater is a great way to engage all students in expressive reading and attentive listening.

Furthermore, oral interactions can also be used to show students' understandings and knowledge of a subject.. Hoyt (1992) feels that through oral interactions, students can talk about what they are learning in a variety of ways. Discussions need to be genuine acts of communication and contain natural flows of thoughts about the text.. Oral interactions also encourage students to use each other as resources for information. Oral interactions are excellent for helping students develop communication skills and evaluative thinking. One type of oral interaction might consist of using a radio broadcast, which is an excellent method for increasing reading comprehension. According to Heistand (2000), having students use the text to produce a radio broadcast will help them to sharpen their imaging and auditory skills, enhance their critical thinking skills, and develop confidence in individual expression. Heistand provides a few easy steps towards implementing a radio script broadcast.. First, the students will have to come up with a script, in which they will require guidance in producing. The students can work together or individually to create the script and the dialogue. Then, the parts should be selected

and the students should practice their lines. Most importantly, the students should read their lines with "pizzazz" in order to create a realistic and entertaining broadcast. Once ready, tape the broadcast and replay it for the students. If the students are not satisfied with the results, the broadcast may be redone. As it appeared in the article, radio broadcast can be a fun and exciting way for the students to relate to the text and display their knowledge of what they have read.

Another worthwhile subject to integrate into the program is the visual arts. The visual arts allow the students multiple ways to express knowledge. Hoyt (1992) states that visual arts are especially beneficial for students who lack motivation or skills in written and oral language. All students can find unique ways to display their knowledge, as well as creativity and artistic ability. Some visual art activities may include drawing, painting, sculpting, or other forms of artistic expression. "Just as reading a story helps children get ideas for their own stories ..., painting a response to a book, the cover of a book, or a picture inside the book can give students time to think, notice, make their own connections and develop a list of ideas for their own writing" (Ernst deSilva, 2000, pp. 38). "By using art to interpret literature, [the students] had interacted with the text, with one another, and with their audience. Making art slows students down and allows them to enter into the words and ideas of books more passionately" (Rief, 1999, pp. 18).

Writing and Reading

An area that received an immense amount of attention was under the topic of writing. Since reading and writing go hand in hand, the program would use writing activities on a daily basis. Poetry is one writing activity that will be used in the program

and literature response journals are another. Since literature response journals are a huge focus in education today, a large amount of research was conducted on the topic. This research will hopefully enable the program to contain lessons that use literature responses journals on a daily basis.

Poetry is a great way for students to express their knowledge and personalities through unique pieces of work.. Poetry allows students free expression of their thoughts, ideas, and opinions. As a result, poetry will be the focus of at least one lesson in the reading program. Cullinan (2000) suggests that teachers love language, surround students with poetry, and create a positive environment for writers. Teachers should read and write poetry with enthusiasm to show students how beautiful language can be. They should allow as many opportunities as possible for students to interact with poetry. Most importantly, though, the students should feel safe to write and experiment with poetry in the environment that they are in. By following these tips, the teacher can create a positive atmosphere for using poetry with students. This positive atmosphere will hopefully result in positive experiences with reading and writing poetry in the reading program.

As mentioned, literature response journals are one of the best writing methods for use in the reading and writing process. The use of literature response journals in the classroom may be one of the best ways to accomplish a variety of objectives related to reading and reading comprehension. Through research on the topic, numerous benefits have been found. The selected journal articles are based on conducted research revolving around literature response journals and the written responses of students. Literature response journals are an excellent device to use inside the classroom for any lesson, for any subject.. Not only are they adaptable, but they are great for every type of student.

Berger (1996) states that response journals, "...work well for the most advanced students to the least competent reader in the class. All are able to enrich the meaning of what they are reading by using [response journals]" (pp. 385). In discussing the research foundations for literature responses journals, many results have been found. One study that Hancock (1993) mentions is the process involved with reading and responding (with an emphasis on content on the response) that consists of engagement-involved, perceptions, interpretation, and evaluation. However, the results did not adequately explain the importance of response journals. Perhaps, the next study discussed explained this. Hancock (1993) describes another study, which told that the responses of children are dependent upon their stage of cognitive development. Therefore, teachers need to consider the child's developmental stage when expecting different responses for journal entries. Basically, this research informs teachers that students need encouragement to go beyond summarization in their journal responses.

There are many reasons to use response journals, and the use of response journals has many benefits to both students and teachers. Marjorie Hancock (1993) describes her thoughts about literature response journals in her article. Basically, a literature response journal is a safe-place for children to write their feelings about a certain piece of literature. They are allowed to write their personal thoughts and feelings down in their journals. At the same time, though, they are receiving practice of the writing and reading processes. Many teachers also encourage the use of journals to extend beyond just summarization of the literature to incorporate creativity and imagination in journal entries. Some of these activities might include read-aloud response journals, dialogue journals, and others. In her article, Hancock describes the background of the theory and

research behind response journals, guidelines for literature journals, and ways in which teachers can encourage the use of literature response journals. Also, Brock (1990) gives an in-depth look into the process of having the children write in their journals in her experience with using response journals in a kindergarten classroom. The students use the journals to respond to oral reading by recording their ideas in their personal journals using pictures and written text. Not only do the students respond to oral reading, but also to every day life experiences. The topics may include personal experiences, family, friends, school, television shows, and movies. While the students work, the teacher circulates the room acting as a guide to the writing process. After reading this article, the teacher's role in the journal writing process becomes evident. The teacher is not to lead or influence the students in their responses, but to merely act as a guide or a facilitator to the writing process. By assisting the students when they need guidance, the teacher can provide support while still allowing the students to maintain control over their own writing.

Without a doubt, there are many reasons to use a response journal in the classroom. Response journals can be used in any subject to help the students and the teacher in the learning process. The students can use their journals to comment on the subject matter that is being taught and to write questions, comments, or beliefs. By writing the meaning of the text in their own words, the students will be able to understand the material much better. When used for reading, the response journal will have an even greater benefit. The students can respond to prompts from the teacher, ask questions about information they are unsure about, or they can simply write their feelings about the literature. By writing responses to the literature in their own words, the students gain a

better understanding of the material.. Fulps and Young (1991) feel that students do not get very many opportunities to generate their own meanings or compose their own thoughts from the texts that they read. Response journals should be used more often because their benefits include increased reading comprehension. The journals allow the students to connect the literature to their own lives, and, therefore, increase their comprehension. In other words, reading response journals enable students to grow as readers and writers by helping them to use their own background knowledge to create personal meanings for what they are reading. In writing, the students are encouraged to integrate their new reading experiences with their past reading experiences.

Not only do response journals increase comprehension, but they also increase the students' motivation to read. After reading, the students get the opportunity to write about what they feel the meaning of the text was. They can tell their feelings about the text and relate their own meaning to their lives. In this sense, the students will also gain confidence about themselves and their writing abilities. Using journals as a way for children to record different events is describes by Brock (1990) as a way to, "...extend and enhance self-expression, oral language development, reading and writing development, critical thinking skills, and communication skills" (pp. 29).

Journal writing is important for students for many reasons. It can help the students to develop many important skills, such as vocabulary, writing, etc. Journal writing can also give the teacher an insight as to what a child feels and what is happening in that student's life. By knowing their students on a personal level, teachers can find different ways to help each and every child develop and grow in a proper manner.

In Brock's (1990) article, she describes how to build an effective journal writing program in the classroom. She gives important steps for developing a journal writing program for young writers. First, the teacher needs to explain to the students that they will be doing journal writing and explain the reasons he/she thinks journal writing is important. Second, the teacher has to expose the students to an environment that is rich in vocabulary. This will allow the students to not only learn the vocabulary, but to use the vocabulary in their own reading and writing. Third, there must be a set-aside time for journals writing. If the students know when it is time for journal writing, it will become easier for them to get into the habit of expressing themselves at that certain time. Fourth, the students need to be provided with proper materials for journal writing, such as a journal, pencils, crayons, and so on. Fifth, the teacher should model journal writing to the students. The students should be allowed to select their own topics when writing in their journals. This will allow them to feel comfortable in their writing and it will foster positive writing experiences. Obviously, the students must not feel threatened in any manner. The teacher must not criticize anything that the students put in their journals, because the students need to feel "safe" when writing their entries. This leads to the next point that the students should be allowed to share their journals entries with others. Obviously, it is important to provide time for the students to share their responses with others. However, for the purpose of the reading program, the students will not be forced to read their responses. Time will be allotted for the students to share their responses if desired, but it will not be forced. This has been decided based on the information read in this article. A successful journal writing process requires that the students feel comfortable at all times with what they are writing. If a student's response is personal,

then that student should not be obligated to share his/her response. The sharing of responses should be at the sole discretion of the writer to ensure a proper comfort level in the program.

Not only do the students have a responsibility in the use of response journals in the classroom, but the teacher does as well. Most importantly, the teacher should show the students that she values the use of response journals. There is no better way to do this than to write a journal herself as the students are writing theirs. This shows the students that response journals must be important if the teacher is writing one. If the students are having difficulty writing in their journals, one thing the teacher can do is ask questions of the students. Berger (1996) suggests using four key questions to guide the students in their writing. These consist of: "what do you notice?," "what do you question?," "what do you feel?," and "what do you relate to?" (pp. 381). These questions really help to give a starting point for unsure students. However questioning is not the only way to help students learn how to write in their journals. Fulps and Young (1991) suggest that the teacher should initially provide prompts or advice on what the students should respond to. However, after several weeks, or when the students are comfortable with journal writing, the teacher should allow the students to respond in their own, desired manner. It is also important for the teacher to remember that the purpose of response journals is to let the students' meanings of the text come thorough. The purpose is not to reiterate the teacher's interpretation of the text or to properly use the correct mechanics while writing. Pantaleo (1995) reminds, " The written response [in journals], like the reading process, is a way for readers to work through their understandings and interpretations of texts in personally significant ways where the uniqueness of their responses is accepted" (pp. 78).

Furthermore, the teacher should spend the time to write back to the students in their journals. Fulps and Young (1991) say that, "...children [will] invest more interest and energy in journal writing when their teacher writes back to them" (pp. 113). It is important for the teacher to write positive comments towards all the students' journal entries, as the entries are personal opinions. By doing this, the students will realize that their opinions are valued in the classroom. This, too, will increase performance. Also, the teacher should not only comment, but clarify misunderstandings, answer questions, and so on.

Clearly, there are many options and guidelines for using literature response journals. Hancock's (1993) article suggests some key points for teachers who may want to use journals in their classroom. To help encourage students to write more in-depth entries, Hancock suggests using the four personal meaning-making options. These consist of the student monitoring and understanding the literature, making inferences about what the content means, making predictions about what may happen, and expressing wonder or confusion about the literature in the journal.. The article also suggests using character and plot involvement to progress the students into more abstract writing. Character interaction, character assessment, and story involvement are some ideas that students can write about.. Also, to encourage the students to evaluate the literature, the teacher can introduce literacy evaluation, including literacy criticism.

Some other ways to encourage the use of literature response journals revolves around the teacher's role in providing assistance to the students. The teacher should monitor and assess the personal responses of the students frequently. This can also help the teacher to see the progression of students' responses from lower to higher abilities.

Furthermore, the teacher can extend the response options of the student beyond summarization. The teacher can encourage the ideas, which were previously discussed, as well as other ideas such as predictive and involvement responses. Without a doubt, using a variety of responses will only benefit the students in the long run.

Another option for the use of response journals is sharing. The students could share one or many response with the class. Speaking in front of the class will help to develop the students' verbal skills and give them confidence in their speaking and writing abilities. Berger (1996) feels, "When students share significance, questions, feelings, and related experience, [the class] gets so much more out of the literature read as a class" (pp. 385).

Clearly, literature response journals are a great benefit to both teachers and students. Teachers are able to monitor their students' understanding of the text and view their students' meanings of the text. Journals also help the teacher to see the different writing abilities and progressions of all the students in the classroom. On the other hand, students can achieve a greater understanding and comprehension level by using literature response journals. By putting the meaning of the text into their own words and relating it to their own lives, the comprehension of the text will increase. Lastly, response journals used in a variety of ways help the students to gain confidence in their abilities as life-long writers and readers. Journal writing is an important tool to use in any reading program. It helps to provide consistency for the students and it allows students to reveal their inner thoughts in a manner that makes them feel comfortable. Journal writing is perhaps one of the best ways for teachers to really get to know their students' thoughts, feelings, and beliefs on the text that is being read. It is important for teacher to have the students go

beyond summaries to the use of their imaginations in their responses. This will encourage student involvement in the reading process and will ultimately increase reading comprehension. Hancock (1993) said it best when stating that literature response journals are, "...an effective means of capturing emerging reader responses while linking writing to the reading process" (pp. 466).

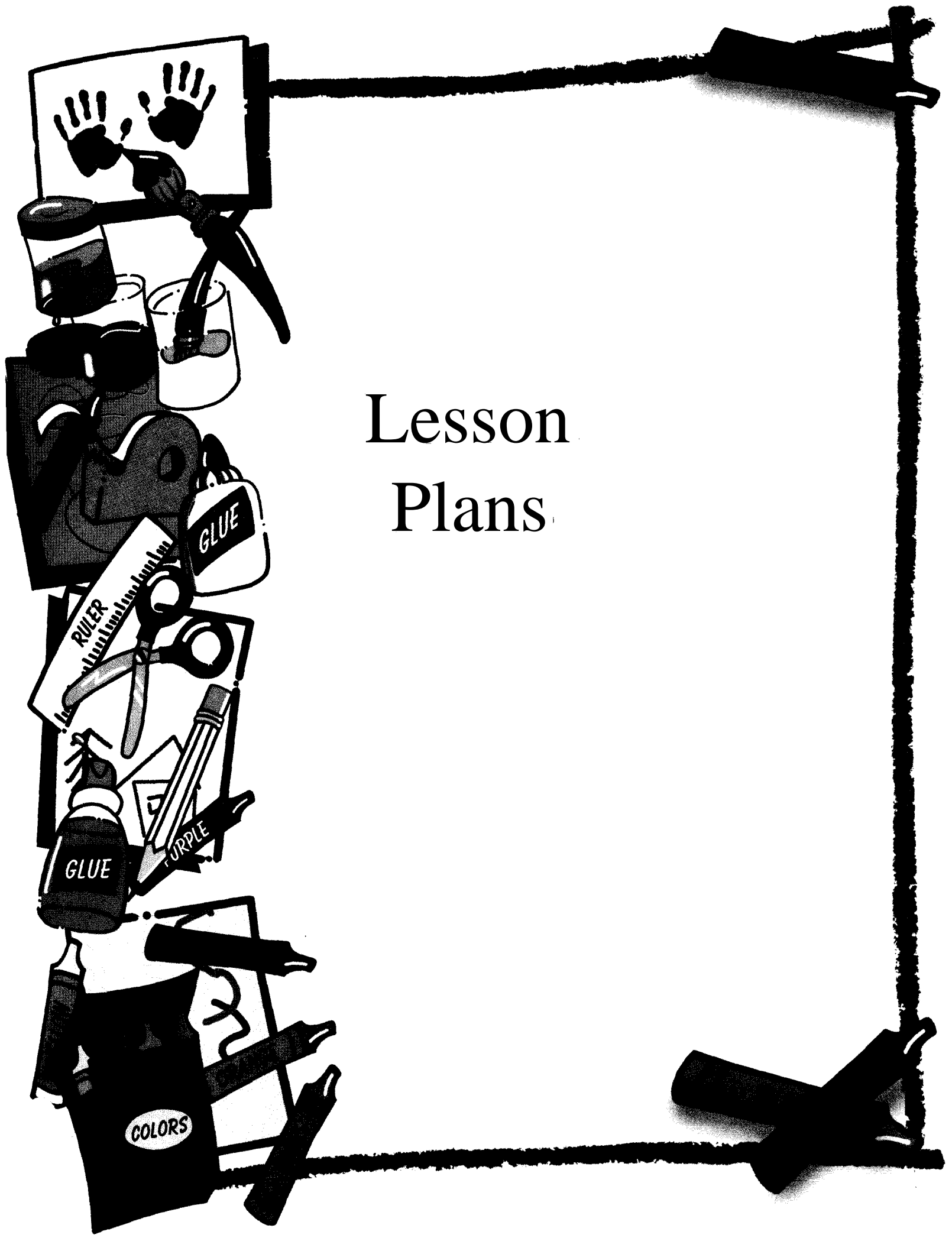
Character Identification

The last topic research was on an activity to build character identification. By building character identification, the students' reading comprehensions will be increased. One way of increasing this reading comprehension is through creating a character pamphlet. This idea is based on a lesson plan created by Norton and Norton (1994). The lesson allows the students to identify with the characters and develop their creative writing skills through artistic interpretation. They also refine their oral expression skills by discussing the characters in their pamphlet. This activity is a wonderful way to increase reading comprehension and character identification.

Without a doubt, drama, Reader's Theater, oral interactions, visual arts, writing activities, and character identification activities allow for, "...possibilities for integration of the expressive arts into all subject areas and into the lives of all students ..." (Hoyt, 1992, pp. 580-584). All of these forms of communication will benefit students by adapting to individual needs. By using these ideas in the classroom, comprehension will be strengthened and learning will be deepened. As a result, the two major goals of the program, increased reading interest and comprehension, will be accomplished.

Summary of Review of Literature

In conclusion, there are multiple aspects that need to be considered when developing an age-appropriate reading program. By researching these topics, the foundations for the program can be developed. The major theories that the program will be based on have been carefully evaluated in order to provide an adequate and sound background for the program. These theories will allow the program to be based on ideas that have been proven to enhance the educational experiences of the students. Along with these foundational theories are the psychological theories in education. The major theories of Piaget, Gardner, and Vygotsky will be deeply considered in forming the program. By using their ideas in creating the program, the lessons can be based on developmentally appropriate practice. Appropriate lessons and activities will increase the potential for learning in the students. Lastly, some ideas were provided for the program based on gathered research. These ideas consist of using drama, visual arts, and writing activities, especially literature response journals. All of the provided suggestions are meant to provide quality, worthwhile learning activities for the students. Hopefully, the students will be given multiple beneficial learning experiences as a result of their participation in this reading program.



Lesson Plans

Name Al

Date _____

Teacher _____

Grade _____

Me as a Reader (An Observational Guide for Young Readers)

Please make a face to show how you feel about the following sentences about reading.

If you feel this way often make: ©

If you feel this way sometimes make: Q

If you seldom feel this way make: QQ

If you never feel this way make: Q

1. I like to read. (Reading is fun; I get books from the library.)	Q
2. I like other people to read stories to me. (I take books home from school; I ask my parents to buy books and read to me.)	E2 >>>)
3. I can read by myself and when I hit a hard word I try to figure it out by saying the sounds together.	G)
4. When I don't know a word I sometimes just guess and put in a word that sounds all right and makes sense.	G)
5. When I come to a period I know what to do. (I stop, take a breath, make my voice go down.)	G ;
6. If I could pick, I would mostly read books about ... _____	

Comments:

The best thing about reading is ...

The worst thing about reading is ...

Name _____

Date _____

Teacher _____

Grade _____

Denver Writing Attitude Survey

Make a circle around the answer that is most true for you.

How often do you do each of the following things?

- | | Almost
every
day | Once or
twice a
week | Once or
twice a
month | A few
times a
year | Never or
hardly
ever |
|--|------------------------|----------------------------|-----------------------------|--------------------------|----------------------------|
| 1. Write letters <i>at home</i> to friends or relatives. | A | B | CD | D | E |
| 2. Write notes and personal messages at school or home. | C | B | C | D | E |
| 3. Write stories, poems, or diaries that are <i>not schoolwork</i> . | A | B | C | C | E |
| 4. What kind of writer do you think you are? | | | | | |
| A. A very good writer. | | | | | |
| V good writer. | | | | | |
| C. An average writer | | | | | |
| D. A poor writer. | | | | | |
| E. A very poor writer. | | | | | |

(continued)

Name~~~~ _____

Date _____

Teacher _____

Grade _____

Me as a Reader

(An Observational Guide for Young Readers)

Please make a face to show how you feel about the following sentences about reading.

If you feel this way often make: ©

If you feel this way sometimes make: Q

If you seldom feel this way make: Q

If you never feel this way make: Q

1. I like to read. (Reading is fun; I get books from the library.)	@
2. I like other people to read stories to me. (I take books home from school; I ask my parents to buy books and read to me.)	©
3. I can read by myself and when I hit a hard word I try to figure it out by saying the sounds together.	(J)
4. When I don't know a word I sometimes just guess and put in a word that sounds all right and makes sense.	Q
5. When I come to a period I know what to do. (I stop, take a breath, make my voice go down.)	
6. If I could pick, I would mostly read books about ... _____	

Comments:

The best thing about reading is ...

The worst thing about reading is ...

Printed with permission of Dawn Jamieson.

Name _____

Date _____

Teacher _____

Grade _____

Denver Writing Attitude Survey

Make a circle around the answer that is most true for you.

How often do you do each of the following things?

- | | Almost
every
day | Once or
twice a
week | Once or
twice a
month | A few
times a
year | Never or
hardly
ever |
|--|------------------------|----------------------------|-----------------------------|--------------------------|----------------------------|
| 1. Write letters <i>at home</i> to friends or relatives. | A | B | (R) | D | E |
| 2. Write notes and personal messages at school or home. | A | CD | C | D | E |
| 3. Write stories, poems, or diaries that are <i>not schoolwork</i> . | A | B | (R) | D | E |
| 4. What kind of writer do you think you are? | | | | | |
| A. A very good writer. | | | | | |
| C. JA good writer. | | | | | |
| C. An average writer | | | | | |
| D. A poor writer. | | | | | |
| E. A very poor writer. | | | | | |

(continued)

Name _____

Date _____

Teacher _____

Grade _____

Me as a Reader

(An Observational Guide for Young Readers)

Please make a face to show how you feel about the following sentences about reading.

If you feel this way often make: 😊

If you feel this way sometimes make: 😐

If you seldom feel this way make: 😞

If you never feel this way make: ☹️

1. I like to read. (Reading is fun; I get books from the library.)	@
2. I like other people to read stories to me. (I take books home from school; I ask my parents to buy books and read to me.)	6)
3. I can read by myself and when I hit a hard word I try to figure it out by saying the sounds together.	fJ
4. When I don't know a word I sometimes just guess and put in a word that sounds all right and makes sense.	Q
5. When I come to a period I know what to do. (I stop, take a breath, make my voice go down.)	~
6. If I could pick, I would mostly read books about ... _____	

Comments:

The best thing about reading is ...

The worst thing about reading is ...

Nrune_C-~~~ _____ - Date _____

Teacher _____ Grade _____

Denver Writing Attitude Survey

Make a circle around the answer that is most true for you.

How often do you do each of the following things?

- | | Almost
every
day | Once or
twice a
week | Once or
twice a
month | A few
times a
year | Never or
hardly
ever |
|--|------------------------|----------------------------|-----------------------------|--------------------------|----------------------------|
| 1. Write letters <i>at home</i> to friends or relatives . | A | B | C | (R) | E |
| 2. Write notes and personal messages at school or home . | (KJ) | B | C | D | E |
| 3. Write stories, poems, or diaries that are <i>not schoolwork</i> . | A | CD | C | D | E |
| 4. What kind of writer do you think you are? | | | | | |
| @A very good writer. | | | | | |
| B. A good writer. | | | | | |
| C. An average writer | | | | | |
| D. A poor writer. | | | | | |
| E. A very poor writer. | | | | | |

(continued)

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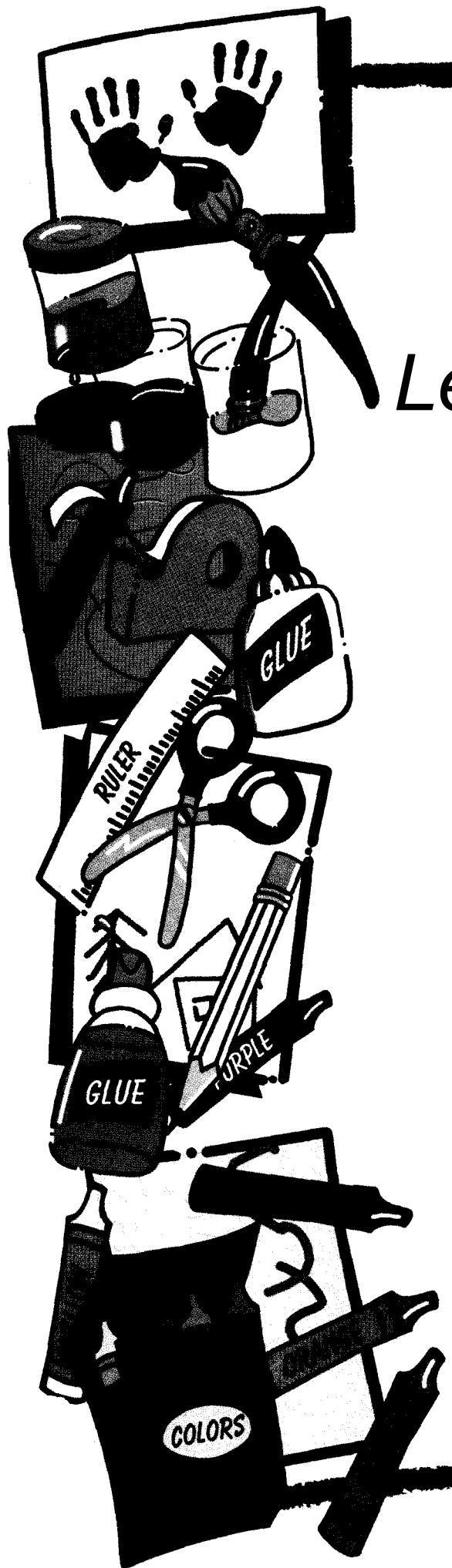
Date _____ Context _____

Form C: Comprehension Assessment

Checklist Items	«	a	U					
f b ~ +Q , -end 0,"' < -	Y...	X	X					
Cx/ W ex, o.(c:j:~ D l--	Y		X					
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U~e'G o~e(' silh)E'c+ O('ct~ta ~ a rot h- -		'i	'X					
c.a l. celQ-k D '~ t- 't-Q ow" \Nk-s	»:	X	Y					
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Notes

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 ~ ~ ~



Lesson Plan

for First

Meeting

Lesson 1

Title: "Before We Begin ..."

Topic: Background information, pre-reading

Time: 1 hour

Grade: Fourth grade

State Standards:

State Goal 1: Read with understanding and fluency.

Learning Standard 1.A: Apply word analysis and vocabulary skills to comprehend selections.

Benchmark 1.A.2b: Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

Learning Standard 1.B: Apply reading strategies to improve understanding and fluency.

Benchmark 1.B.2a: Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.

Objectives: When asked, the students will be able to:

1. use both text and illustrations to make predictions on what the book will be about.
2. use context clues and/or a dictionary to define a word's meaning.

Materials:

3 texts (Charlie and the Chocolate Factory by Rohl Dahl)
construction paper
pipe cleaners
markers
hole puncher

"About the Author" page
dictionary

Materials Preparation:

-cut construction paper into small (4x6) rectangles and punch 2 holes in them (as if to make a book)

-cut small pieces (2-3") of pipe cleaner and use to bind the construction paper together

Motivation: Motivation for the first lesson will consist of steps one and three of the learning activities.

Learning Activities:

1. Pass out the texts to the students and ask them to look at the title and the illustrations. Read the selection on the first page aloud. Ask students to predict what the book may be about and why they made that prediction. Discuss all of the predictions.
2. Pass out the "About the Author" page and have students alternately read it aloud.
3. Discuss any other of the Rohl Dahl books that the students may have read. Have the students share their experiences. Once completed, the teacher should share her feelings on the book and explain that by reading it they will all get to see who's predictions were correct..
4. Pass out pre-made booklets and markers. Have students title the booklets as their dictionaries. Explain that the use of the dictionary is to record unknown words and meanings as they read the book..
5. Have the teacher begin reading Chapter One, but stop when the vocabulary words (previously underlined in the teacher's book) are reached.
6. Ask the students if they know what the word means. If they are able to give an accurate definition, continue reading. If they are unfamiliar with the word, write the word in the dictionary (along with the page number). Reread the sentence and help the students use context clues to discover the word's meaning. Write the meaning of the word (in the text) in the dictionaries.
7. Finish reading Chapter One and briefly discuss the chapter.

8. Allow the students to read aloud Chapter Two and Three, stopping at **unknown** vocabulary words and adding them to their dictionaries.

9. As a **fun** ending, create **bookmarks** from the leftover construction paper. Use the markers to decorate them.

Assessment: The objectives will be met when the students are able to:

1. make logical predictions of what the **book** will be about based on both illustrations and text.
2. use context **clues** and/or a dictionary to define **unknown** words.

Rationale of Lesson

The first meeting will revolve around everyone getting to know each other and the book. Since the three girls that were selected for the program were all from the same school and acquaintances, I feel that there is little need to spend the time engaging in activities meant to let them get to know each other. However, I do feel the need to let the students get to know me and for me to get to know the students. I will do this by introducing myself to the students and telling them a little bit about myself, including my likes, dislikes, etc.... I will ask the students to do the same for me. I will then lead the conversation into favorite books and other reading material. We will spent approximately 15 minutes getting to know each other and having a general conversation. I want to do this because I plan on the students being uncomfortable in the beginning because they will not know me, the program, or my expectations. The conversation will help to ease the students into feeling comfortable in the new situation, which I feel is vital in order for the program to succeed. From this point, I will begin discussing Charlie and the Chocolate Factory. This will lead to the starting point of the lesson that is planned.

I would like to discuss my reasoning for the elements in the lesson plan. First, I will discuss the dictionary that the students will make. Through my experience with reading to children and listening to children read to me, I discovered that many times they come across words that they do not understand. Rather than learning what the words mean before continuing, many children will just move on. I thought that one way to combat this problem was to have a dictionary that the students could record unknown words in. I pre-selected a few words from each chapter that I thought may be challenging words for this age group. I underlined them in my copy so that when I read along with the students, I could stop at various points in the story. I plan on stopping the reading to ask the students about these words when we come across them. If the word is clearly understood by each student, then we will continue on. If not, then the students who do

not know the words record them and the meanings in the dictionary. By discussing unknown words, I am encouraging the students to first use context clues to discover word meanings and to then use a dictionary to check those definitions. This will be one of my main objectives for the entire reading program because I believe it is a skill that all children need more assistance developing. A sample page of one of the dictionaries is provided. The use of the dictionary is intended to continue throughout the entire reading of the book.

Also, I would like to discuss why I asked the students to make predictions about what the book would be about based on both illustrations and text. By doing this and having the students explain their predictions, I am accomplishing a variety of things. First, I am creating a sense of disequilibrium in the students because they do not know what the book is about. This disequilibrium is a wonderful way to grab the students' attention according to Piaget, as was discussed earlier in this paper. The illustrations and text selection only hint at the contents of the book, therefore creating a great sense of excitement and enthusiasm to read the book. The predictions that the students make and the discussion of the other Rohl Dahl books will be based on their own opinions and thoughts. As a result, I will activate both prior and background knowledge on the topic. I can use the information I hear from the students to eliminate any misconceptions they may have and provide accurate responses to their predications and comments.

Another element of this lesson was reading the "About the Author" page. My purpose in this was twofold. Not only would reading this page aloud provide the students with information about Rohl Dahl, but it would open up the students to reading aloud in the group. One thing that I anticipated about this program was that the students may be shy or embarrassed to read in front of each other. I wanted to eliminate this aspect as soon as possible to create a more positive reading environment. By each student being asked to read aloud, I thought that all would be slowly eased into reading aloud and into being comfortable reading aloud in front of each other.

Discussion of the Lesson

Without a doubt, the lesson went much better than I had expected. After all the students arrived, we began our discussion as planned. This worked extremely well in breaking the ice. All the students readily shared information about themselves, including their likes and dislikes. We discussed other books they had read as well. Two of the girls had read or Rohl Dahl books before and said that they really liked the books. From this, I began discussing Charlie and the Chocolate Factory and the lesson began.

As I previously mentioned, I truly thought that the students would be very uneasy about reading aloud. To my surprise, though, the complete opposite occurred after reading about the author. All three girls wanted to read the book first; however, I decided to be the first reader. My reasoning for this decision revolves around a few factors. First, I wanted to set the tone for the reading. By modeling the way I wanted the students to read, I showed them how exciting it can be to read. I read with much exaggerated enthusiasm and the students loved it. As a result, they all read the same way when it was their turn. To be honest, I was pleasantly surprised to hear the students read as they did. I could see them become completely engaged in the book as each of them read.

Furthermore, the use of the dictionaries went well, but not as I had planned. I did not expect the students to know as many of the pre-selected words as they did. I stopped the students from reading when we came across the words I had selected. For example, I asked the students if they knew the meaning of the word "drafts" and they all shouted out an accurate definition of the word. When this occurred we would simply continue reading. However, when coming across an unknown word, such as "absurd," the students reread the sentence it was used in and they threw out some words they thought may be similar to the questionable word. We would discuss the word in its use in the sentence, and I would provide clues to the definition based on the sentence. This also modeled how to use context clues to determine word meaning. Then, we would check the meaning in

the dictionary and record it in our own dictionaries. As an added bonus, I noticed two of the girls drew pictures next to the word to help them remember its meaning, which I thought was an excellent idea.

After each chapter, I stopped to discuss what we just read. I asked the students to reveal their thoughts and feelings about the chapter. By doing this, I was preparing the students for upcoming lessons when they will be asked to write their responses in their journals. I felt that orally sharing responses worked well with the group, and the students would benefit from the use of reading response journals.

To end the lesson, we made bookmarks to keep our places in our books. The smiling faces and laughing of the students as they left with their parents told me that the first meeting was a success!

About the Author



Roald Dahl, pronounced Roo-aal Doll, was born September 13, 1916, and died in November, 1990. He was born in Uandaff, South Wales to Harold and Sofie Dahl. In 1953, he married actress Patricia Neal. They had five children, Olivia, Tessa, Theo, Ophelia, and Lucy. In 1983, they divorced and shortly thereafter Dahl married Felicity Ann Crosland.

Roald Dahl worked for Shell Oil Company in 1933-1939, spending the last two years in Tanzania. Dahl joined the Royal Air Force as a fighter pilot in 1939. In 1940, the plane he was flying was hit by enemy fire. Rescued by a fellow pilot, it took Dahl six months to recover from injuries to his head and nose. He rejoined his squadron in the spring of 1941, but soon was sent home on the disabled list. While in England, he was to be interviewed as someone who had seen action during the war. Through a tum of events he wound up writing the story himself. "A Piece of Cake" was published in *The Saturday Evening Post* and Dahl's career as a writer had begun.

As a writer Dahl had a prolific and varied career. He wrote and published short stories, poems, novels, and movie and television scripts, and adaptations for both adults and children. *The Gremlins* was his first story for children. He wrote others, including *James and the Giant Peach* and *Danny the Champion of the World*. In 1964, *Charlie and the Chocolate Factory* was published. It has since become one of the most popular children's books in history. In 1971, it was adapted for the movies and was produced as *Willie Wonka and the Chocolate Factory*.

In writing for children, Dahl said, "Had I not had children of my own, I would have never written books for children, nor would I have been capable of doing so."

More recently, Dahl had begun to produce autobiographical stories. In 1985, *Boy: Tales of Childhood* which contains memories of his childhood that he said he simply could not forget was published.

Dahl won numerous awards for his writing: Mystery Writers of America Award, the Edgar Award, the Whitebread Award, the World Fantasy Convention Lifetime Achievement Award, and the Federation of Children's Book Groups Award.

In talking about where he got his ideas for stories, Dahl said:

"I don't know where my ideas come from. Perhaps my Norwegian background is an influence. Plots just wander into my head. They are like dreams, one is terrified of losing them. Once I stopped the car and got out and wrote a word or two on the dust of the trunk lid so I wouldn't forget an idea...."

"Lee Bennett Hopkins, *More Books by More People*, Citation, 1974
:•Contemporary Authors; Volume 32

Sampl.-Page from Student's dictionary.

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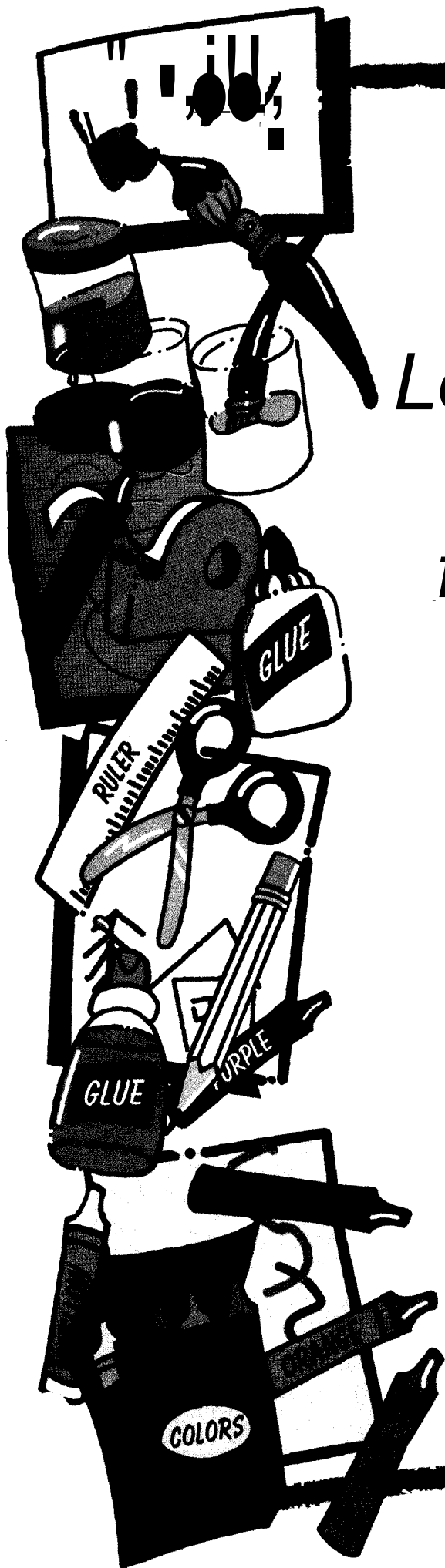
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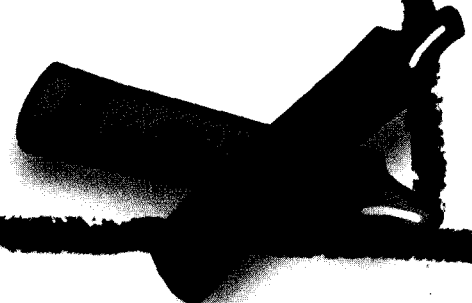
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Lesson Plan
for Second
Meeting



Lesson 2

Title: "Winners of the Golden Tickets"

Topic: Reader's Theater, writing, art

Time: 2 hours

Grade level: Fourth

State Standards:

State Goal I: Read with understanding and fluency.

Learning Standard IA: Apply word analysis and vocabulary skills to comprehend selections.

Benchmark 1.A.2b: Clarify word meanings using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

Learning Standard I.B: Apply reading strategies to improve understanding and fluency.

Benchmark I.B.2d: Read age-appropriate material aloud with fluency and accuracy.

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark 3.B.2b: Establish central idea, organization, elaboration and unity in relation to purpose and audience.

State Goal 4: Listen and speak effectively in a variety of situations.

Learning Standard 4.A: Listen effectively in formal and informal situations.

Benchmark 4.A.2b: Ask and respond to questions related to oral presentations and messages in small and large group settings.

Learning Standard 4.B: Speak effectively using language appropriate to the situation and audience.

Benchmark 4.B.2b: Use speaking skills and procedures to participate in group discussions.

Objectives: When asked, the students will be able to:

1. respond to specified chapters by writing their thoughts/feelings in provided journals.
2. use provided materials to design a creative golden ticket..
3. use speaking and listening skills to engage in a mock radio broadcast of a character interview.

Materials:

text

journal (created by lined papers put together)

gold foil

various craft supplies

- pipe cleaners

-markers

-sequins

-raffia

-buttons

- etc

scissors

glue

tape

interview sheets (provided)

tape recorder

microphone

Materials preparation

-Create cover page for reading response journal..

- Use lined paper, or create lined paper, and staple a few sheets to the cover.

Motivation:

-Discuss previous chapters to remind students of place in book..

-Ask students what they think it would be like to live in a chocolate factory.

Learning Activities:

1. Introduce the writing journals and how they will be used. (Students will write down their thoughts and feelings about selected chapters.)

2. Read Chapter Four and ask students to write their responses to the following questions:

- What do you think the secret workers look like?
- Pretend you lived in Charlie's town and just heard about the Wonka Factory reopening. Write what you would tell your neighbor about what you heard.

Allow students to share their written responses orally if they would like to.

3. Read Chapter Five.

4. Pass out the gold foil and craft supplies. Tell students that Mr. Wonka needs their help creating some golden tickets. Allow students to use any materials to design their own golden tickets. Share them with the group when completed.

5. Read Chapters Six, Seven, and Eight.

6. Pass out the provided interview sheets to the students. Tell them that they will be pretending to be on a radio broadcast. The radio station is interviewing the four lucky people who have found the golden tickets.

7. Ask all of the students to think of questions that they would ask the four lucky winners. Record the questions on the interview sheet. (Perhaps 2/3 questions for each winner.)

8. Now ask students to pretend they are each character. Write down the characters' responses to the questions as they might respond to them.

9. Distribute character roles to the students (some students may have to play multiple roles). The students will now engage in Reader's Theater by speaking the roles of their characters.

10. Tape record the mock interview (using a microphone) as the students read written responses.
11. Replay the interview and discuss the lesson (likes, dislikes, etc....)

Assessment: The objectives will be met when the students:

1. write their thoughts and/or feelings about the specified chapters in their journals.
2. design a golden ticket of their own on the provided materials.
3. engage in Reader's Theater by accurately portraying their designated characters in the mock radio broadcast interview.

Rationale of Lesson

Since this lesson plan covers writing, art, and Reader's Theater, I will briefly discuss my reasoning for choosing each subject area. Also, the objectives are meant to provide a general direction for what is expected of the students in the lesson. Each objective represents one of the topic areas that I chose for this lesson.

First, I will discuss writing. The writing task for this lesson consists of responding to the text in a reading response journal. As previously mentioned in the research paper, reading response journals both allow the students to respond to the text and aid in reading comprehension. In the first lesson, I prepared the students for responding to the text by engaging in an oral discussion. In this lesson, I will ask the students to write their thoughts and feelings rather than orally express them. In the first step of the learning activities, I will explain to the students the purpose of the reading response journals and how they should write in them. The main point I will express is that the journals are their personal journals and no one will be reading them. As a result, they can write whatever they feel about what they are reading. The main purpose is for the students to feel free to express themselves in what they are reading through written language.

To initiate the writing of responses to literature, I decided to have two questions for the students to respond to. By doing this, I slowly give the students some direction in their writing and I teach the students how to write in their journals. Eventually, I hope for the students to respond in their journals during any time in the reading process. The journals are meant to allow the students to release their thoughts and opinions on what they are reading. Hopefully, the students will ultimately feel comfortable enough to do so. Furthermore, I intend on using the journals, like the dictionaries, during every lesson.

Another aspect that was discussed in the research paper was how social pressures influence students' writings. Peer pressures can cause a lot of anxiety in students as they write. Since the point of the journals is for the students to release their inner thoughts, I

decided that the students would not be expected to share their responses after writing. In every lesson that involves the use of the journals, a point is made that after writing the students may share their responses if they desire. By doing this, I am allowing the students to reveal their thoughts to the others if they would like to, but I also allow the students some discretion in their writing.

Next, the visual arts will be discussed. The students will be creating golden tickets of their own using various art supplies. I thought that it would be important to incorporate a wide variety of activities into the program. Although this activity will not greatly increase reading comprehension, it is a supplemental activity that relates to the text. The activity allows for the inclusion of the visual arts as the students will use their creativity, imagination, and fine motor skills to create the golden tickets. Also, the activity adds to the excitement of the book and allows the students to be drawn into the text.

The last topic is Reader's Theater. This will be the main aspect of the lesson. Readers' Theater, as was previously mentioned, is an excellent way to increase reading comprehension. Not only do the students become actively engaged in the book by becoming the characters, but they get to use their imagination to create responses for the characters. As a result, the students are going beyond the written word to further enhance the characterization of each participant in the interview. The radio broadcast also allows the students to use their imagination in pretending to be radio personnel interviewing the characters. By audio-taping the students, they will be able to hear themselves in the interview afterwards, which makes the activity more realistic. I felt that this would be a fun and exciting way to engage the students in the text while increasing reading comprehension.

Discussion of the Lesson

This lesson went very well as the students were actively engaged throughout the time period. We began by reviewing what we had read in the previous chapters and discussing what it might have been like to live in a chocolate factory. Next, I introduced the reading response journals to the students and explained how we would be using them. One of the students was able to relate the reading response journals to the journals the students used in school every Monday to write about the weekend.

To begin, we read Chapter Four and then the students responded to the questions that were asked. All of the students decided to read their responses to the group; although, the responses were not as original as I had hoped. I am keeping in mind, however, that this was the first usage of the journals and that the responses will become better as the students are more used to them.

In the previous lesson, I commented that the dictionaries would be used in every lesson. While reading, I found that the students knew the majority of the words that I had pre-selected and that they did not know some of the words that I had not selected. As a result, I decided that as we read, the students can decide which words they would like to add to their dictionaries based on their knowledge of the words. I have found that the students will interrupt the reading to point out an unknown word, so I will not be stopping after all of my pre-selected words if I feel that the students know the words.

After reading the next designated selection, the students began designing their golden tickets. This seemed to be the students favorite thing to do, as I discovered that they all loved to do crafts. The golden tickets turned out great, each had their own unique design, and the creativity of the students was apparent.

The last part of the lesson involved the Reader's Theater. The students felt a little uncomfortable at first, but then became more at ease with the task after engaging in it. I passed out the interview sheets and had the students think of some of the questions that

they would ask the winners of the golden tickets. Then, as a group, we responded as if those characters. Next, the students chose their roles and began their radio broadcast. Despite all the giggling, the radio broadcast turned out well. Not only did the students feel that they knew the characters better, but I feel that the activity really aided their reading comprehension and made them feel as though they were part of the book.

Interview Sheet

Character: _____

Question: _____

Response: _____

Question: _____

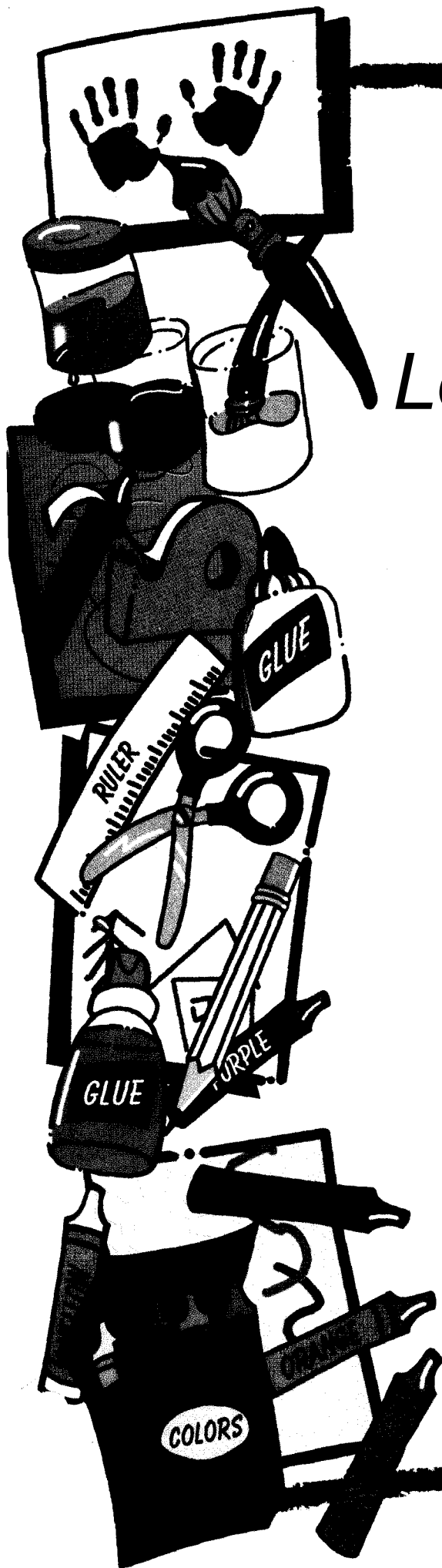
Response: _____

Question: _____

Response: _____

Sample Journal Entry:

H? hope every? short
? that every? can
? them other hi red hair
? funny clothes. •
? ?



Lesson Plan
for Third
Meeting



Lesson 3

Title: "The Winner of the Last Ticket"

Topic: Drama, writing

Time: 2 hours

Grade Level: Fourth

State Standards:

State Goal I: Read with understanding and fluency.

Learning Standard I.B: Apply reading strategies to improve understanding and fluency.

Benchmark I.B.2d: Read age-appropriate material aloud with fluency and accuracy.

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark 3.B.2b: Establish central idea, organization, elaboration and unity in relation to purpose and audience.

Learning Standard 3.C: Communicate ideas in writing to accomplish a variety of purposes.

Benchmark 3.C.2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository and persuasive writings.

State Goal 26: Through creating and performing, understand how works of art are produced.

Learning Standard 26.A: Understand processes, traditional tools and modern technologies used in the arts.

Benchmark 26.A.2b Drama: Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theater.

Objectives: When asked, the students will be able to:

1. create a simulated journal response by writing as if they are a character in Chapter Nine.
2. engage in a drama reenactment of a pre-selected portion of the book by acting as specified characters.
3. write an accurate description of an event in the book as if it were to be a newspaper article by including the setting, characters, and main actions.

Materials:

texts
paper
pen/pencil
journals

Material Preparation: none

Motivation: Talk with the students about what it might be like to be a character in the book,

Learning Activities:

1. Read Chapter Nine aloud.
2. Pass out the journals. tell the students to choose a character from Chapter Nine, such as Charlie or Grandpa Joe, and think about how they felt after they discovering that they did not win the golden ticket. The students should write their feelings as if they were the character in their journals. Allow an opportunity for the students to share their journal entries when completed.
3. Read Chapters Ten, Eleven, and Twelve, generally discussing each chapter after reading it.
4. Next, the students will be engaged in a drama reenactment. Each student will be a character found in chapters ten - twelve (some students may play multiple roles). They will be acting out the main event of the chapter (Charlie finding the last golden ticket and telling his family). Before

beginning, the students may need to be taught some basics of using drama. These tips are provided at the end of the lesson plan. Review these tips with the students. Allow students to freely express themselves as their characters in the reenactment of the main events.

5. In the remaining time, the students will use the information read in Chapters Ten - Twelve to create a newspaper article. Using the correct setting, characters, and events, the students will write an article that announces the final golden ticket winner. They should write the article as if it were to be on the front page of the newspaper. Have the students read their articles to the group when they are finished.
6. Before the students leave, ask them to question family members and neighbors about favorite types of chocolate. Record the results on the provided sheet.

Assessment: . The objectives will be met when the students:

- write a simulated journal response that would accurately represent their chosen characters' thoughts/feelings.
- engage in a drama reenactment of the specified portion of the book by correctly portraying their designated characters.
- correctly describe the setting, characters, and events when writing their newspaper articles.

Rationale of Lesson

The main areas of concentration in this lesson are writing and drama. I will discuss the use of both in this lesson as well as my reasoning for selecting the activities that were chosen.

First, I will discuss why I chose the writing activities that I did. Obviously, writing is very important and students need a lot of practice writing. I decided to use writing in every lesson plan because I felt that writing and reading should go hand in hand. As I stated in the previous lesson, I wanted the students to use reading response journals in every lesson as a method of releasing their inner thoughts and feelings while reading. The journal entry I chose for this lesson consisted of a simulated journal response. I felt that the students still needed direction in responding to the text, so I chose to provide a topic for them to write on. In the simulated journal responses, the students are to put themselves in the characters' shoes. By writing as one of the characters, I feel that the students will begin to understand where each character is coming from. When the students can better identify with the characters, they will become more engaged in the book and then reading comprehension will improve.

The students will also be writing a newspaper article. In this activity, the students will be writing a front page article describing the final golden ticket winner. The objective states that the students should write an accurate description of the event by including setting, characters, and main actions. By this, I am hoping to direct the students in their writing. I will provide guidance by discussing the setting, characters, and main events with the students, and we will also discuss how good writers include as much information in their articles as possible. The articles should be accurate in their description of the event as was described in the book. By doing this, I am engaging the students in the action of the text. They are becoming members of the town by being the

journalists. I felt that this activity would enhance the reading of the book by helping the students feel as though they were a part of the story.

Lastly, the students will engage in a drama reenactment of Charlie finding the last golden ticket and telling his family. In case they have never experienced it before, the students will receive some tips on using drama. In the research paper, I mentioned the importance of using drama for many reasons. One of those reasons is to increase reading comprehension and engage the students in the text. By actively participating in the book, the students will become more involved and excited about the reading process. The drama reenactment will allow the students to become one with both the book and the characters. They can express themselves as their characters and see how those characters actually felt when winning the golden ticket. A better sense of character identification is the result,

Description of the Lesson

Unlike the other two lessons, this lesson did not go as well as I had planned. I thought that the drama reenactment would be a huge success when, in fact, it was not. Before I discuss the use of drama, I would like to mention the writing activities that were done.

As planned, the students responded in their reading response journals through simulated responses. The students each chose a character from Chapter Nine and wrote how it felt to be that character. None of the students cared to share their responses, which told me that they were more open with their thoughts and feelings in their journal responses.

The last activity that the students did was writing the newspaper articles. I had planned on the students working individually, but I noticed how much they were collaborating with one another to come up with ideas. So, I decided to make writing of the newspaper article a group effort. We began by brainstorming some ideas for the article, such as how we would write it and what types of information would be in it. We wrote the beginning and the ending of the article together, then each student wrote one paragraph about something different. For example, one student wrote about the setting, one wrote about the characters involved, and the last student wrote about the main event. All of the criteria in the objective were met, just in a different way than was planned.

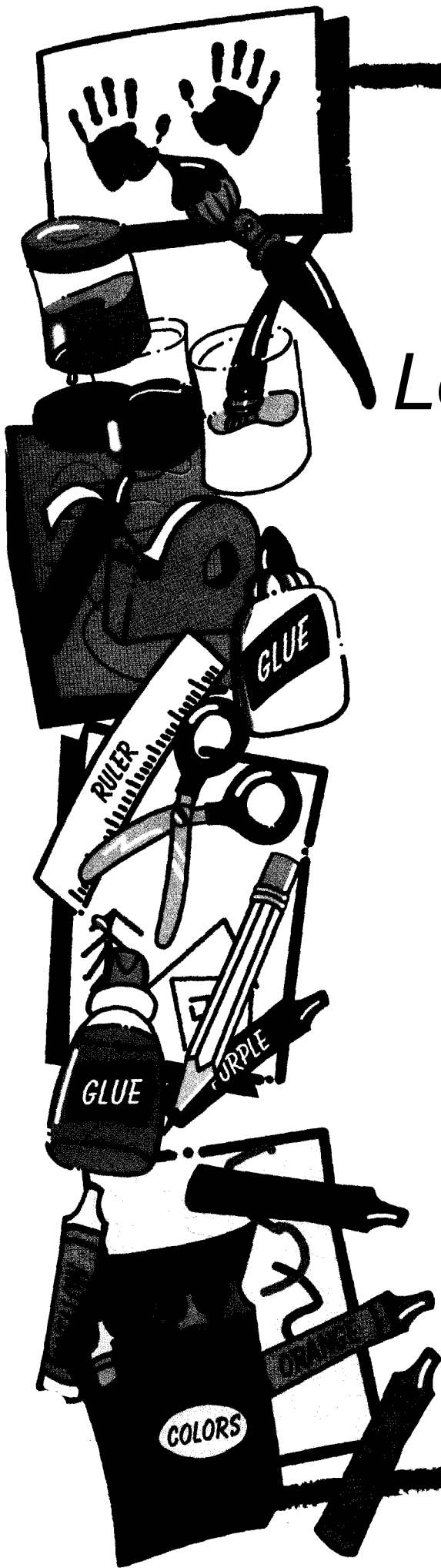
While the change in plan worked out well for the newspaper article, the unexpected difficulties with the drama reenactment were a surprise. After reading, I went over some of the tips for using drama with the students. We then selected parts, which the students fought over. So, I randomly picked parts from a pile and most of the students displayed some attitude problems as a result. The students were pretty shy at first when acting out their parts, but then became more comfortable with each other. As a result, the students became very wild and were acting very goofy. Although they did act out the

scene, it was not in the manner that I had expected. I was not pleased with the results of the use of drama.

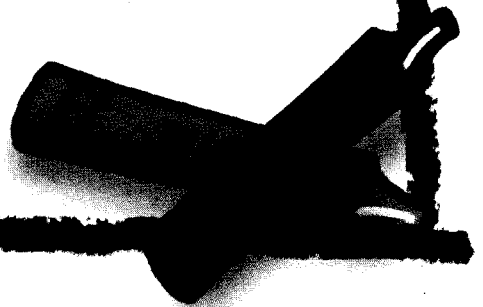
When considering the cause of the problem, I decided that it was because I did not have enough experience with using drama myself, let alone teaching to use it. I gave only a few tips to the students before using the drama, and I think that was one of the main reasons we had difficulties. I feel that I need more experience in using drama in order to feel comfortable teaching the students that drama can be both a fun and a learning experience.

Sample Journal Entry

I wanted to
open the
candy bar and it wasn't there,
I was sad.



Lesson Plan
for Fourth
Meeting



Lesson 4

Title: "A Different Approach to Understanding the Text"

Topic: Math, geography, technology, and home-ec.

Time: 2 hours

Grade Level: Fourth

State Standards:

State Goal 1: Read with understanding and fluency.

Learning Standard I.B: Apply reading strategies to improve understanding and fluency.

Benchmark I.B.2d: Read age-appropriate material aloud with fluency and accuracy.

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Learning Standard 10.A: Organize, describe and make predictions from existing data.

Benchmark 10.A.2a: Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.

Learning Standard 10.B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.

Benchmark 10.B.2b: Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Learning Standard 17.A: Locate, describe and explain places, regions and features on the Earth.

Benchmark 17.A.2b: Use maps and other geographic representations and instruments to gather information about people, places and environments.

Objectives: When asked, the students will be able to:

1. create two types of graphs, a bar graph and a pie chart, of the information gathered regarding favorite types of chocolate on computer generated software.
2. label the countries on a map where different ingredients in chocolate come from using references as needed.
3. accurately summarize how chocolate is made after reading the provided sheet containing the information.

Materials:

texts

journals

pen/pencil

information sheet on how chocolate is made (provided)

computer software graphing program

world map

Internet access on a computer

Recipe for "No-Bake Chocolate Cookies" (provided)

Ingredients for recipe:

Materials Preparation: none

Motivation: Tell the students that we are going to do some "out of the ordinary" activities today. Hopefully, they will be able to see and taste the difference!

Learning Activities:

1. Read Chapters Thirteen and Fourteen aloud. In their journals, have the students pretend that they just met Mr. Willy Wonka and write about what the experience was like. The students may share their responses if desired when finished.

2. Since the next chapter will be about the Chocolate Room in the Wonka Factory, it is the perfect timing to make some of their own chocolate treats. Show the students the recipe for the "No Bake Chocolate Cookies." Help the students follow the directions in order to make the cookies. When finished, eat them while reading Chapter Fifteen.
3. After reading Chapter Fifteen, tell the students that they will be learning a little bit more about chocolate and where it comes from. Pass out the informational sheet on how chocolate is made (provided). Read the sheet with the students and then ask them to summarize it when they are finished reading. Allow the students to visually see this by visiting the Hershey's web site. <http://www.hersheys.com> will let them see how chocolate is made. Ask the students to name the ingredients in chocolate and write them down. Use the Internet to discover where the ingredients come from. Write the country next to the ingredient on the sheet of paper.
4. Pass out a copy of a world map to each of the students. As a group, using references as needed, locate the countries on the map that the ingredients come from. Write the ingredient next to the country. If time allows, discuss how the United States might get the ingredients to make chocolate since they all come from different countries.
5. Next, ask the students to take out their papers that they questioned family members and neighbors about favorite types of chocolate. Ask them to put all the same answers together from each student and add up how many members chose each type of chocolate. (All of the students combine their tallies to make one list of favorite chocolate types.) Using a computer software graphing program, show the students how to input their results and create a bar graph. Allow the students to finish adding the rest of the data. Print out the graph. Repeat for a pie chart. When completed, ask the students to explain what each graph reveals about the results of the survey.
6. Read Chapter Sixteen and discuss the Oompa-Loompas in the chapter.

Assessment: . The objectives will be met when the students:

1. create a bar graph and pie chart of the information gathered regarding favorite types of chocolate on computer graphing software.
2. label the countries on a map where different ingredients in chocolate come from using references as needed.

3. accurately summarize how chocolate is made after reading the provided sheet containing the information.

Rationale of Lesson

This lesson revolves around the subjects of math, geography, and technology. Although the students will not be getting specific technology instruction, they will be working with technology to create bar graphs, to create pie charts, and to locate information. I chose to include math and geography in this lesson because I thought it was important to include subjects other than reading and writing. The way I designed this lesson allows the students to integrate reading and writing with math, geography, and technology while all subjects are related to the same theme.

For math, the students will have already gathered the information they need to do the lesson. On the provided questionnaire sheet, the students questioned family members and neighbors on their favorite types of chocolate. They also recorded the results. In the group, the students will receive practice on sorting, adding, and using technology to create different types of graphs on a computer generated graphing program. I will assist the students in using this program after I model how to use it. By doing these things, the students will also learn about sorting and classifying data to better analyze it. This math lesson teaches these topics while relating all the learned information back to the text.

For geography, the students will be using the Internet to locate information regarding the ingredients found in chocolate. They will locate the countries that the ingredients are found in and identify them on a map. The sheets are provided that the students will be using to do this activity. Since the Internet research will be monitored by myself, I will allow the students to use a search engine, such as Yahoo, to locate the information. I will be guiding the use of the Internet and of the websites. If I was not monitoring and assisting them, I am aware that I would need to have pre-selected a variety of sites. However, I think it is important to teach the students how to find information on their own, since they will soon be expected to do so.

Both the math and geography activities incorporate the use of technology. Since technology is such a predominant part of today's society, I felt that it should be included in the reading program.

Furthermore, the students will be asked to summarize the information that they read on how to make chocolate. After doing so, we will again be using technology to visit the Hersey's website for an online tour of how chocolate is made. I thought this would be an exciting, fun, and educational way to learn more about the topic of our text.

As a special activity, I thought it would be fun for the students to make some type of chocolate treat, since that would be the theme of the lesson. A recipe is provided for the cookies we will make.

Discussion of Lesson

The lesson went quite well, except for the fact that we were a little short on time. With all the activities that were planned and the reading, we needed about an extra twenty minutes. As a result, we did not get the chance to finish reading Chapter Sixteen. The students were asked to finish reading it on their own in time for the next lesson.

To begin, the students read two chapters and then wrote another simulated journal response. One student shared her creative response with the others, discussing the meeting with Mr. Willy Wonka.

Since the majority of the lesson revolved around the Chocolate Room and chocolate, we made the "No bake Chocolate Cookies" and ate them while we read the next chapter. I then passed out the informational sheet on how to make chocolate and we read it aloud. Then, the students summarized the information accurately. We then used the Internet to find where the ingredients in chocolate come from, and the students recorded the results. I encountered no problems using the Internet. Then, I passed out the maps and I helped the students in locating the countries that the chocolate came from. We then discussed how the United States gets the ingredients for chocolate since they come from so far away. Then, we took the online tour of the Hersey's factory. The students loved that!

After the geography lesson, the math activity began. All the students tallied up the favorite types of chocolate and recorded them. Then, the students and I worked with the computer graphing program to generate a bar graph and a pie chart. By looking at the graphs and charts, the students were able to describe what the graphs showed about the data. This lesson was definitely a success and the students were continuously engaged in learning the entire time.

No-Bake Chocolate Cookies



Make these easily prepared cookies to eat with your hot cocoa. All you need is a saucepan, 2 cups (500 mL) sugar, $\frac{1}{2}$ cup (125 mL) milk, $\frac{1}{4}$ lb. (113 g) butter, 5 tablespoons (75 mL) cocoa, 2 $\frac{1}{2}$ cups (625 mL) quick cooking oatmeal, and 2 teaspoons (10 mL) vanilla.

Mix milk, butter, sugar, and cocoa in a saucepan and bring to a boil. Cook for about 11 $\frac{1}{2}$ minutes. Remove from heat and add oatmeal and vanilla. Beat mixture until stiff. A scoop of peanut butter or nuts can be added, if desired. Drop onto wax paper by the teaspoonful. Allow cookies to cool before eating.

From Cocoa Bean to Chocolate

Most of us who love chocolate often think about how wonderful it would be if chocolate grew on trees. Well, surprisingly, it does! Chocolate is made from cocoa beans and cocoa beans grow on trees! Below are the steps used in making chocolate. Share them with your class. Then have students work alone or in groups to illustrate the steps. (The book *Cocoa: From Beans to Daisies* is an excellent resource for pictures of chocolate being processed.)

1. Cocoa trees grow where it is very hot, and they bear fruit three times a year. From these fruit pods, we get cocoa beans.

2. The fruit pods are taken off the trees when they are ripe. Inside each pod are about thirty to forty beans. After the beans are extracted from the pods they are left out in the sun to dry. As they dry, they lose some of their bitter flavor.

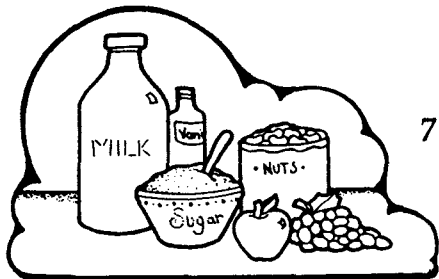
3. Once the beans have dried they are placed in large sacks. Since most of the countries that grow cocoa trees do not have chocolate factories, the beans are shipped to other countries for processing.



4. When the beans arrive at the factory they are very carefully cleaned. Then, they are roasted in large ovens. This roasting process brings out the flavor in the beans and makes the tough skin around the beans easier to remove.

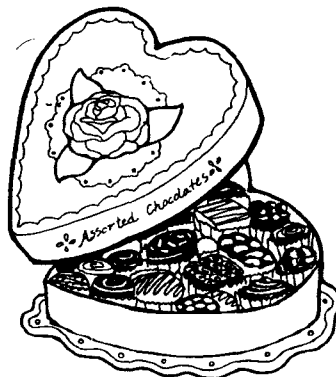
5. The roasted beans are placed in a machine that takes off the hard skins. Then the machine grinds the beans. The crushed beans turn into a paste called cocoa butter. With a few additions the cocoa butter is made into chocolate.

6. A machine adds milk, sugar, vanilla, and sometimes nuts and fruits to the cocoa butter. This mixture is placed in large vats where it is heated and stirred for several days until smooth.



7. Once the chocolate mixture is ready it is poured into molds. The molds are shaken so the chocolate spreads evenly and to eliminate air bubbles. The molds pass through a cold tunnel which makes the chocolate hard.

8. Finally, the chocolate is packaged and sent to stores for purchase.



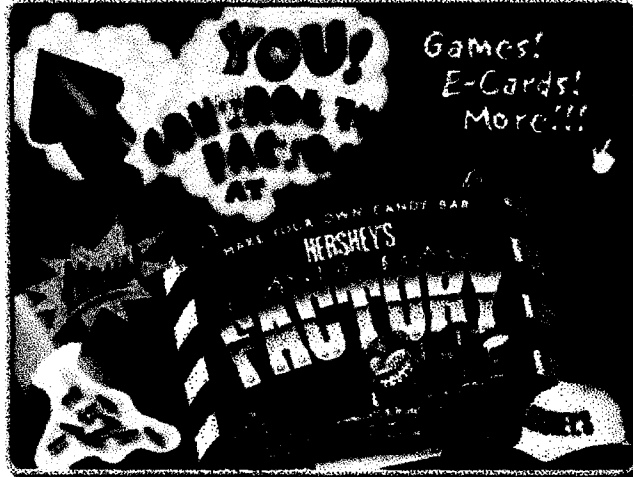
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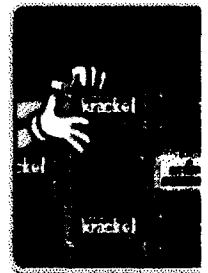


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Name of person Favorite type of chocolate

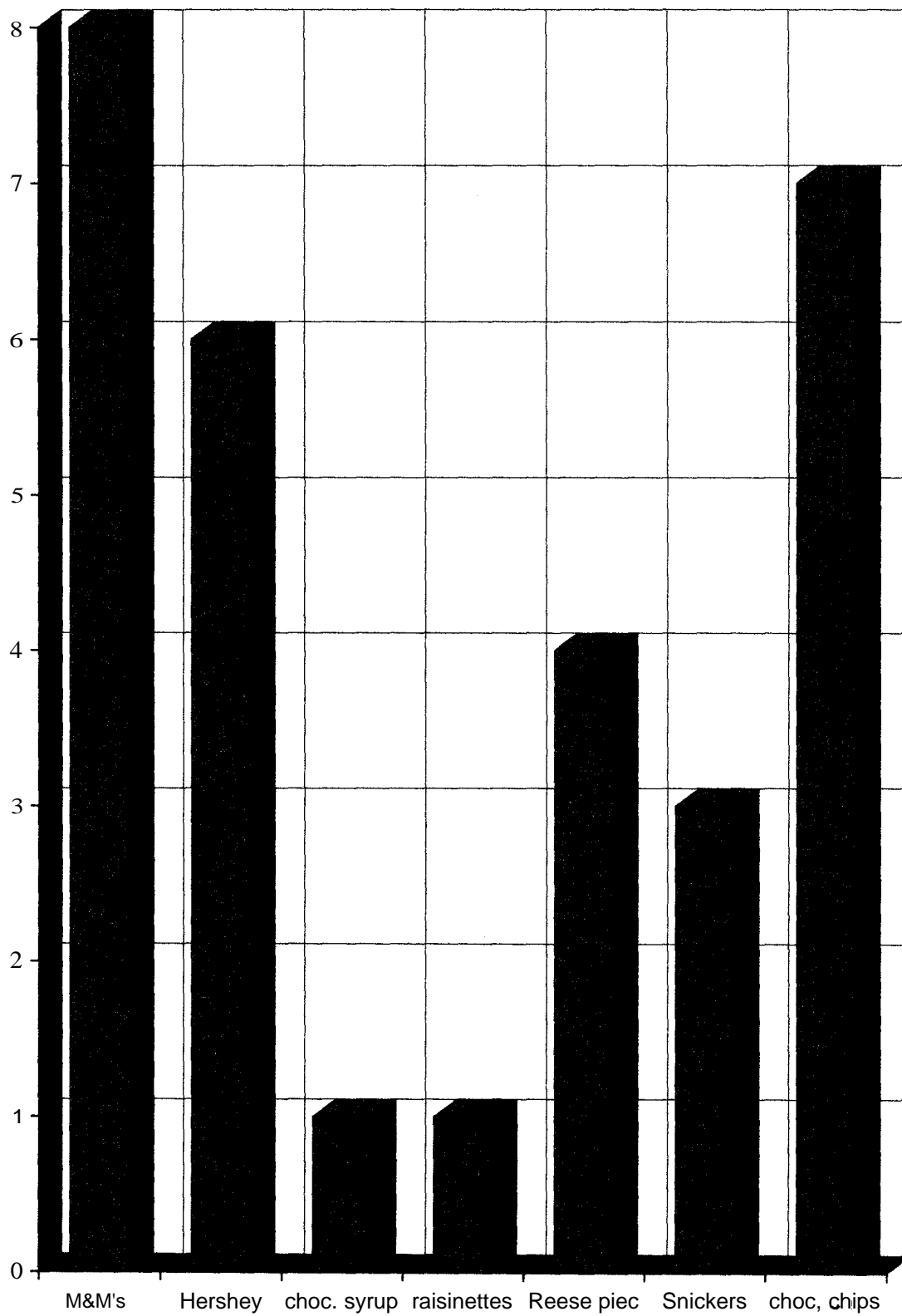
Type of Chocolate

Number of people

Ingredient

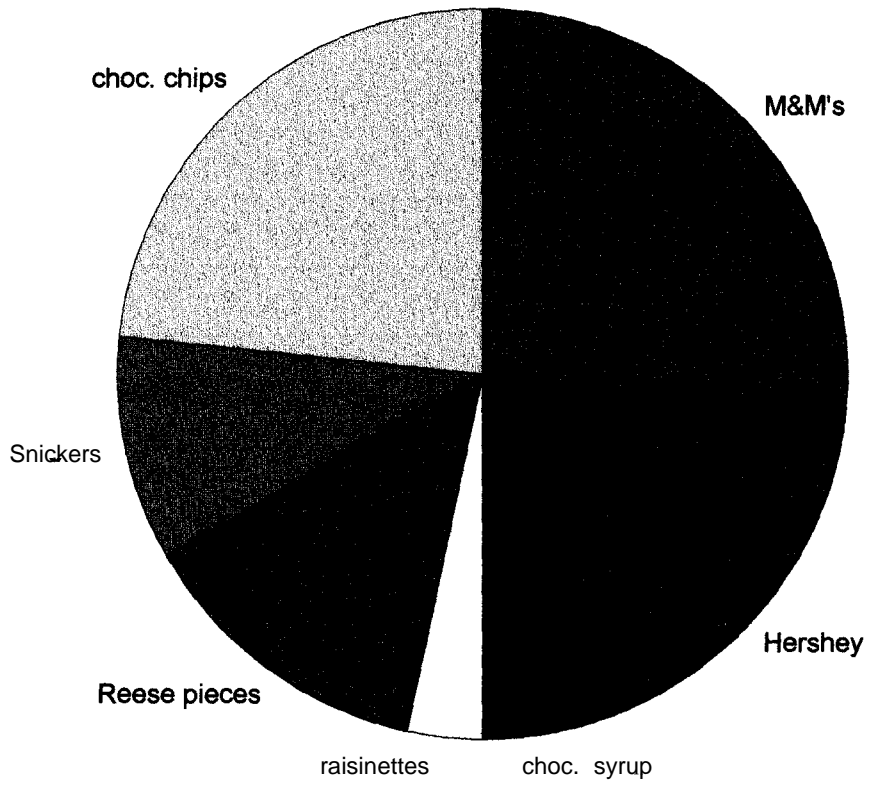
Country found in

Favorite chocolates



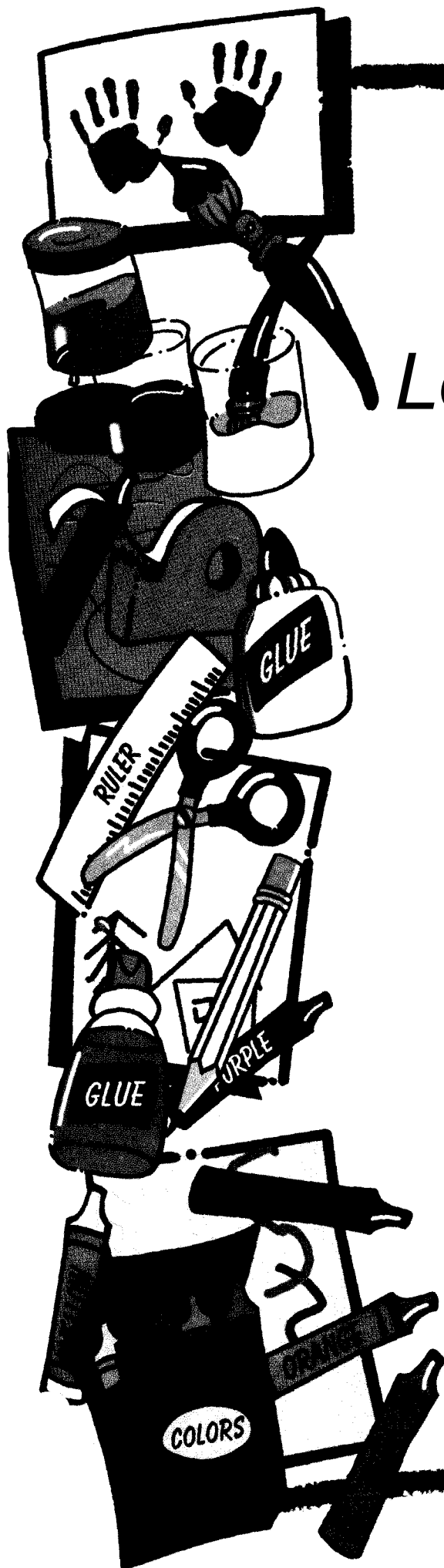
• Series 1

Favorite Chocolates





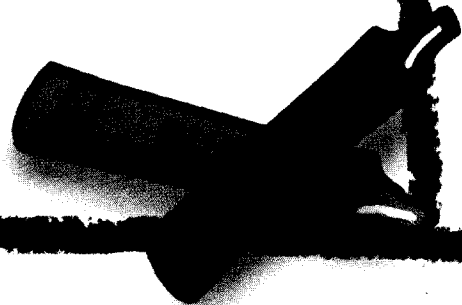
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Lesson Plan

for Fifth

Meeting



Lesson 5

Title: "Dear Charlie"

Topic: Writing, reading, visual arts

Time: 2 hours

Grade Level: Fourth

State Standards:

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark 3.B.2b: Establish central idea, organization, elaboration and unity in relation to purpose and audience.

State Goal 26: Through creating and performing, understand how works of art are produced.

Learning Standard 26.B: Apply skills and knowledge necessary to create and perform in one or more of the arts.

Benchmark 26.B.2d: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

Objectives: When asked, the students will be able to:

1. write a letter to a character in the book using the proper letter-writing format,
2. respond to a letter as if a character using the proper letter-writing format.
3. create a collage that would accurately represent the Chocolate River in the Wonka Factory using pictures from magazines.

Materials:

texts

paper
pen/pencil
letter-writing format sheet (provided)
old magazines
Scissors
glue
construction paper

Materials preparation: none

Motivation: Ask the students to think about talking to one of the characters. What would it be like?

Learning Activities:

1. Read Chapter Seventeen and briefly discuss.
2. Pass out the paper, pens, and letter-writing format sheet. Tell the students to pick a character and write a letter to that character. They may ask the character any questions or may tell the character any opinions or thoughts they may have. After writing the letters, pass the letters to another student. That student now becomes the character to whom the letter is addressed. As the character, the student should read the letter and respond as that character might respond. The "characters" should write a letter back to the original student answering the letter. Use the provided format. When completed, pass the responses back to the original author and read the responses. Share comments and thoughts with the group when finished.
3. Read Chapter Eighteen about the Chocolate River. Using the old magazines, scissors, and glue, have the students create a collage on the construction paper of the Chocolate River. When completed, share the collages with the group and explain why certain pictures were chosen.
4. Read Chapter Nineteen and discuss what it would be like to have an everlasting piece of candy.

Assessment: The objectives will be met when the students:

1. write a letter to a character in the book using the proper letter-writing format.

2. respond to a letter as if a character using the proper letter-writing format.
3. create a collage that would accurately represent the Chocolate River in the Wonka Factory using pictures from magazines.

Rationale of Lesson

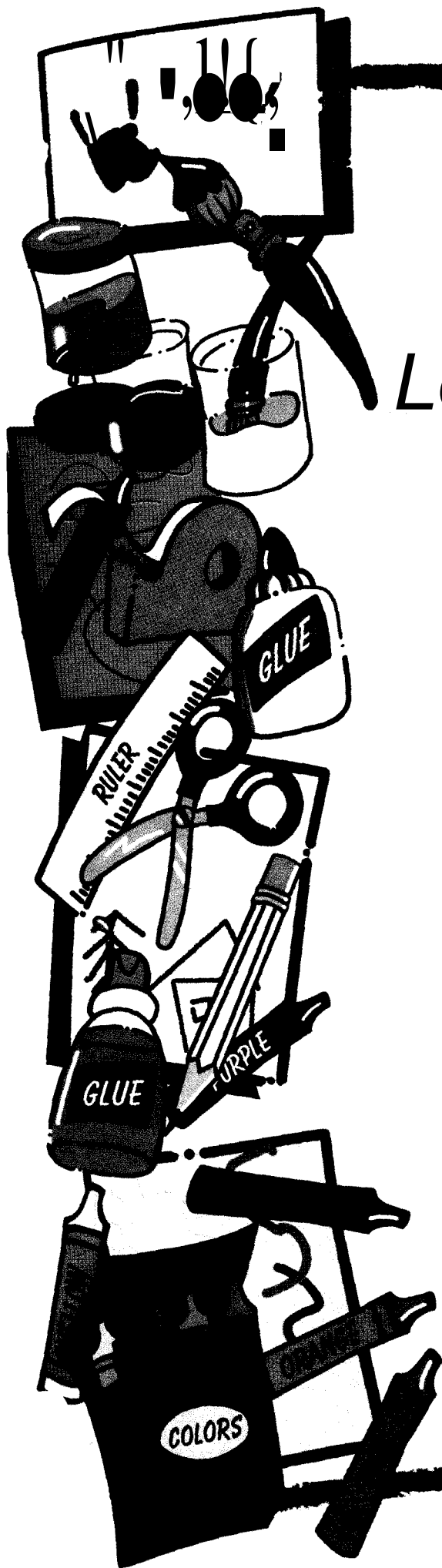
The fifth lesson is designed to incorporate reading, writing, and the visual arts. The reading and writing assignments will require the students to use their imagination and relate to the characters in the book. The visual arts activity allows the students to use unconventional art methods to create a visual representation of the Chocolate River in the Wonka Factory.

Through the reading and writing activities, the students will use their creativity and imagination while also developing letter-writing skills. The students will be asked to write a letter to one of the characters in the book. They may ask questions, give advice, or offer their opinions to the characters. This activity will require the students to use the skills they have been developing in the journal writing responses. In the previous lessons, the students have written their thoughts and feelings about the text. Now, they will use the same process to write a letter to the characters. However, the students must use the proper letter writing format that is provided. I felt that this experiences would give the students an opportunity to develop their letter-writing skills. Even if the students are already familiar with the format, they will be given some extra practice.

After writing the letters, the students will exchange letters and become the character that the letter is addressed to. This activity is similar to the simulated journal responses because the students are asked to become the characters and speak as the characters. Not only do the students receive writing practice, but they also receive more practice in reading as they must read each others' letters. The students will also receive another opportunity to develop character identification through this activity as well, I felt that this experiences would be a great bonus to the program by providing a fun way to read, write, and relate to the text.

Furthermore, the students will be engaging in a visual arts activity in which they will create a collage. This unconventional form of art work, using magazine pictures,

shows the students that there are ways to create artwork other than drawing or painting (as most students believe). The students will use magazine pictures to create a visual picture of the Chocolate River that they will have just read about. I feel that this visual arts activity was an excellent method of enhancing the text because it allows the students to use their imaginations in creating the Chocolate River. The students will make more meaning of the text by physically "mapping out" the message that the print is conveying. As a result, reading comprehension will be increased.



Lesson Plan

for Sixth

Meeting

Lesson 6

Title: "A Trip to the Wonka Factory"

Topic: Writing, technology

Time: 2 hours

Grade Level: Fourth

State Standards:

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark 3.B.2b: Establish central idea, organization, elaboration and unity in relation to purpose and audience.

Learning Standard 3.C: Communicate ideas in writing to accomplish a variety of purposes.

Benchmark 3.C.2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository and persuasive writings.

Objectives: When asked, the students will be able to:

1. write a detailed entry in their journals responding to a designated question.
2. use the Internet to further supplement their reading by visiting pre-selected sites pertaining to the book.
3. obtain answers to their questions by writing a business letter to a chocolate company using the proper format.

Materials:

texts

journals

pen/pencil

business letter-writing format sheet (provided)

Internet access on a computer

Material Preparation: none

Motivation: Tell the students that today we will be reading some more about the Wonka Factory and they will get a chance to see it too.

Learning Activities:

1. Read Chapter Twenty and Twenty-one. Discuss the consequences of Violet's actions.
2. Tell the students that they will get a chance to visit the Wonka Factory themselves on the Internet. On a computer, log on to the Wonka website at <http://www.wonka.com> (the initial page is provided for a reference). On the site, the students will find that they can do many educational things. The students can experiment with boiling temperatures and melting points, acid and alkali levels in candies, melodies in music, and much more. Once finished, ask the students if they think that the website accurately depicts the Wonka Factory. Have them explain their opinion.
3. Read Chapter Twenty-two and talk about what it would be like to have lickable wallpaper. In their journals, have students write about what types of lickable wallpaper they would have in their houses and why they chose those types. When finished, the students may share their responses if they desire.
4. After the Internet tour to the Hershey's Factory and the tour in the Wonka Factory, ask students to name some of the questions that they still have about chocolate or chocolate making. Pass out the business letter-writing format page. Help the students as they write a letter to a chocolate company asking their questions. Send the letters, making sure the responses will be mailed back to the students' addresses.

Assessment: The objectives will be met when the students:

1. write a detailed entry in their journals responding to a designated question.
2. use the Internet to further supplement their reading by visiting pre-selected sites pertaining to the book.

-
-
3. obtain answers to their questions by writing a business letter to a chocolate company using the proper format.

Rationale of Lesson

The lesson planned for the sixth meeting incorporates reading with writing and technology. Whereas the students used technology to actually locate information and create graphs in previous lessons, this lesson utilizes the Internet as a supplemental tool to the reading process. Furthermore, the students will be extending what they learned in the previous lesson about letter-writing to writing business letters in this lesson. These two activities are meant to supplement the reading process in order to allow the students an opportunity to expand on the text.

First, the students will be responding in their journals to what it would be like to have likable wallpaper (since they just read the chapter). They will use their imaginations to add on to the text they just read. By relating the text to the students' lives, I am hoping to increase interest in the book as well as reading comprehension.

Second, the students will use the Internet to enhance their reading. Since the students are reading about being inside the Wonka Factory, I thought it would be a good idea to logon to the Wonka website. On the site, the students can experience what it might be like to be inside the factory themselves as they learn about different aspects of candy and other things. After visiting the website, I would like the students to compare the site to the book. By doing this, I am hoping to help the students separate the site from the book. Although I want to supplement the book, I do not want the students confusing what was in the site with what is actually in the book. Hopefully, this discussion will accomplish that.

Lastly, the students will think about extra questions they have about chocolate factories or chocolate after having visited two sites. The students will extend on the previous letter-writing lesson in this activity. They will be writing letters to businesses, asking their questions using the correct format that is provided. This activity will allow

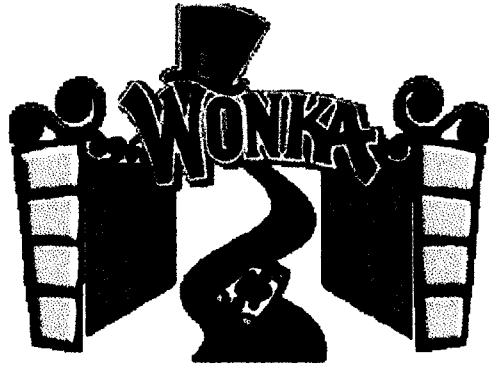
the students to receive practice in writing, asking questions, and using business letter formats.

Description of the Lesson

The lesson went pretty well considering that the students had never had experience writing a business letter. To begin, the students read a couple chapters, and we discussed Violet's actions and the consequences of those actions. We then visited the Wonka website as was planned. The students enjoyed testing out the different types of candy and learning about a variety of things that were available on the site. Afterwards, we discussed the differences between the website and the book. I felt confident that the students were successfully able to separate the two.

Next, we read in the book some more and wrote the journal responses. Two of the students opted to share their responses with the group. I found this to be a sign that they were becoming more comfortable with the others and myself.

Lastly, the students wrote letters to businesses asking their questions. I found that the students had some difficulties coming up with other questions, so I decided that as a group we should brainstorm some ideas. The brainstorming went well, and the students were given the letter-writing formats. Since the students had not worked with the format before, I modeled how to write a business letter. I found that the modeling was extremely effective in teaching the method of business letter-writing. The students wrote their letters, and I checked them over before sending them. I think that when the students receive the responses from the companies at their houses, they will be very excited!



Welcome to the official Website of
THE WILL V WONKA CANDY FACTORY@
Click on the Golden Ticket to Enter the Factory.

@Nestle

Business Letter-Writing Format



Your Return Address
City, State Zip code
Date

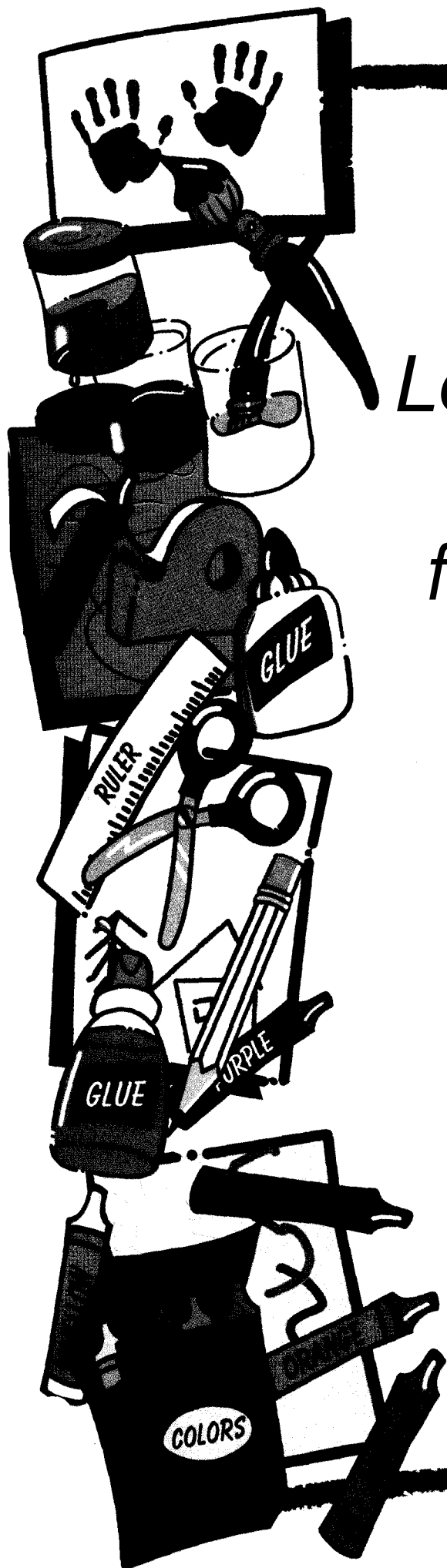
Name of whom the letter is to
Company name
Address of company
City, State Zip code

Dear _____ :

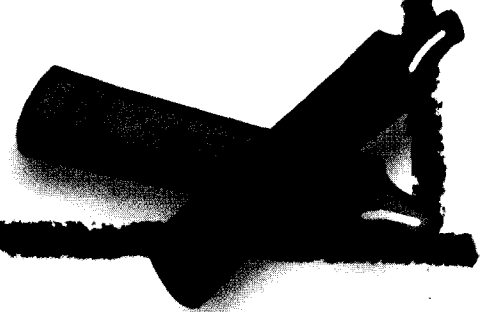
Sincerely,

Your signature

Your printed name



Lesson Plan
for Seventh
Meeting



Lesson 7

Title: "What Happens Next?"

Topic: Writing, predicting, poetry

Time: 2 hours

Grade Level: Fourth

State Standards:

State Goal 1: Read with understanding and fluency.

Learning Standard 1B: Apply reading strategies to improve understanding and fluency.

Benchmark 1.B.2a: Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark 3.B.2a: Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

Benchmark 3.B.2b: Establish central idea, organization, elaboration and unity in relation to purpose and audience.

Objectives: When asked, the students will be able to:

1. write a short poem about an incident that could happen in the book by following the pattern used in the book.
2. predict what will happen next in the book to the remaining characters based on the clues given in the text by completing the provided prediction sheet.

Materials:

texts.

"Follow the Clues" graphic organizer (provided)

paper

pen/pencil.

Materials Preparation: none

Motivation: The motivation for writing poetry and predicting is in step two of the learning activities.

Learning Activities:

1. Read Chapters Twenty-three and Twenty-four. Discuss what happened to Veruca. Ask the students to explain how what happened to Veruca is similar and different to what happened to Violet in the previous chapters.
2. Point out the poetry used in the book by the Oompa-Loompas to describe what happened to the character. Reread the poetry used for both Violet and Veruca. Ask the students to pretend they are a character in the book. They are one of the five lucky winners and they are on the tour of the factory. What bad thing would happen to them as a result of their misbehavior in the factory? Have each of the students write a short poem that the Oompa-Loompas would sing about them. Share the poems when finished by making the words into a song.
3. Pass out the "Follow the Clues" graphic organizers, and ask the students to think of the things that have happened to the characters so far. After realizing what has already happened to Violet and Veruca, ask the students to predict what might happen next in the story. Have them fill in the clues that lead them to their prediction on the organizer. Allow the students to explain their predictions to the group when finished.
4. Read Chapter Twenty-five and briefly discuss.

Assessment: The objectives will be met when the students:

1. write a short poem about an incident that could happen in the book by following the pattern used in the book.

2. predict what will happen next in the book to the remaining characters based on the clues given in the text by completing the provided prediction sheet.

Rationale of Lesson

This lesson will involve reading, writing, predicting, and poetry. Since the students only had an opportunity to engage in predicting in the first lesson, I felt that they needed some more opportunities. I also felt that the students should write some poetry since they had not yet experienced it in the program.

Based on the clues that have been given to them in the text, I wanted the students to predict what may happen next. For example, Violet and Veruca both behaved badly in the factory and were given negative consequences. Hopefully, the students will make predictions of the story that will be based on these clues and that will logically fit in the pattern of bad behavior equals negative consequences. The students will get to see if their predictions are headed in the right direction in the next lesson. Predicting is a great way to get the students involved in the reading process. By predicting, the students will be using what they have already read and by revealing what they desire to occur in the outcome of the story. Then, the students become anxious to read more in order to see if their predictions are correct.

The other important topic being covered in this lesson is poetry. Since the students have read a little poetry in the book so far, I thought it would be the perfect opportunity to use poetry. First, the students should reread the poetry that they have already read. This will help the students to become more aware of the poetry that they already have read. Then, the students will be asked to use both their creativity and their imaginations to come up with some poetry of their own. I am asking the students to pretend they are a character in the book who is on the Wonka Factory tour. Just as the Oompa-Loompas sing a poetic song about the other characters, so will they sing one about the students. However, the students will have to come up with their own poetry about themselves. This activity draws the students further into the book as they must pretend they are characters. The students can follow the format of the poetry that they

already read in the book to create their own poetry. I will be assisting the students as needed. Without a doubt, I feel that poetry is an important part of the language arts that often gets neglected. This is one of the reasons that I decided to include it in my program. Not only do the students get experience reading it, but they will also gain experience in writing and speaking it.

Description of the Lesson

This lesson went fairly well, but not as well as the others. One of the main reasons was that the students did not enjoy poetry. When they were working on the activity, it was clear that they did not have positive experiences working with poetry in the past. As a result, the students needed more guidance from me than I had planned to give. When we began the activity, all of the students complained about having to do poetry. They said that they did not like it and it was boring. So, I opened my book and began reading a passage from the text that we had already read. It was a passage that the Oompa-Loompas had sang about the characters. After I finished reading, I told the students that the passage was poetry and that not all poetry was the same. We read the other passage that was similar to the one I had read, and the students stopped complaining. I asked the students to pretend that they were a winner of the golden ticket and they were on the tour of the Wonka Factory. However, they were not well behaved and something bad happened to them. Each of the students thought of something bad that they would do on the tour and what would happen to them. I read a poem that I had wrote about myself and the students seemed to enjoy it. This was my way of modeling how the activity should be done. I found that the displeased faces soon turned into smiles as they all shared their ideas. I asked the students to write a small poem as Rohl Dahl did in his book (not as long though). I ended up helping all the students come up with ideas and helping them to write their poems. Afterwards, we all put the poems to a sing-song tune and read them aloud. The students really seemed to enjoy hearing every one else's poems.

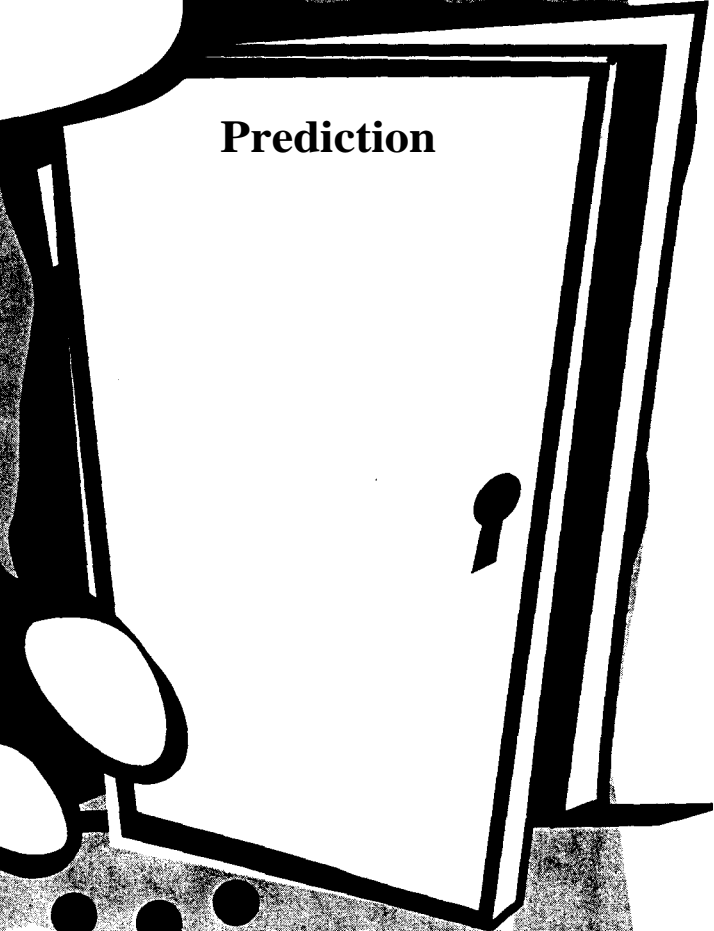
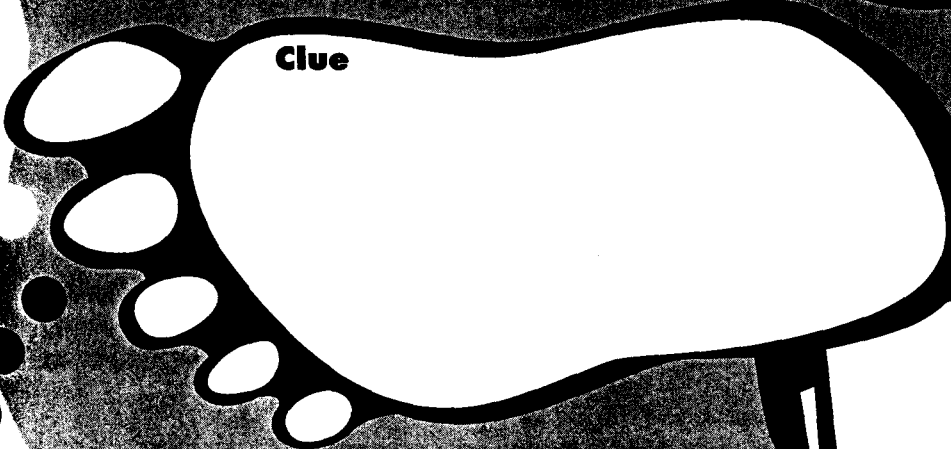
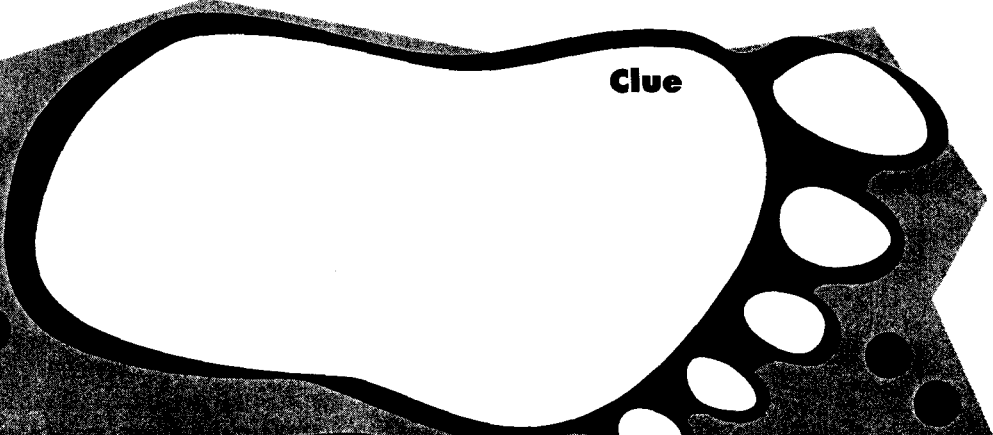
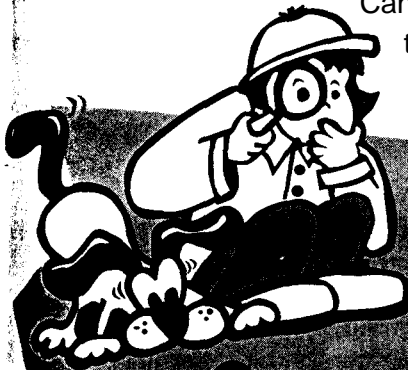
As planned, the other aspects of the lesson were completed. The students made some accurate predictions on what would occur in the book and the reading went extremely well. All in all, the lesson went fairly well.

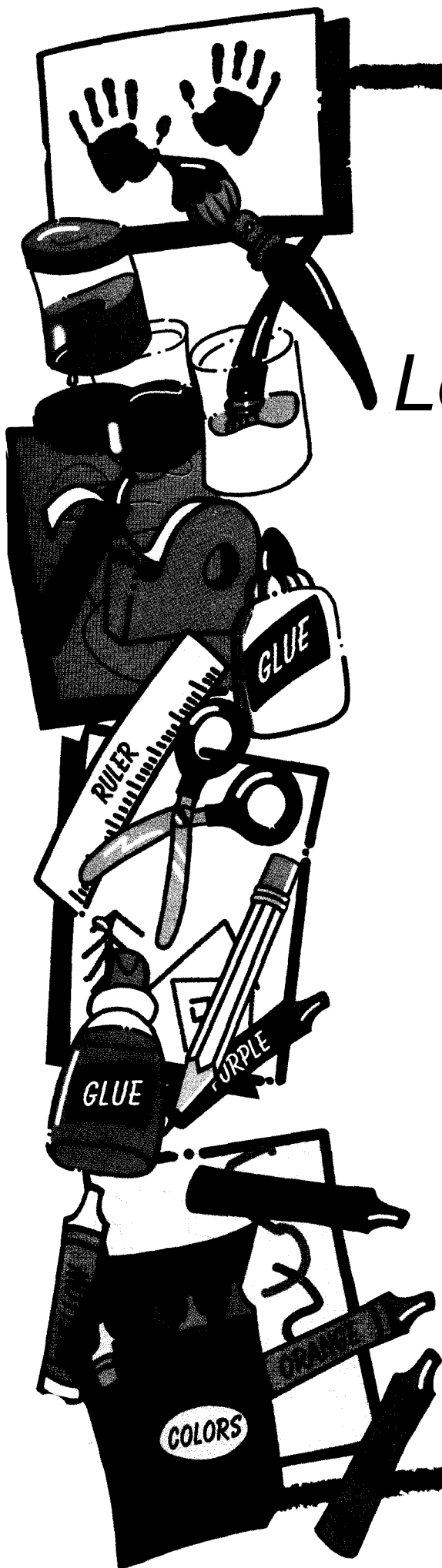
Name: _____ Dare: _____

~k Title: _____ Author: _____

Follow the Clues

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.





Lesson Plan

for Eighth

Meeting

Lesson 8

Title: "Tell Me About the Characters"

Topic: Reading, writing, character identification

Time: 2 hours

Grade Level: Fourth

State Standards:

State Goal 1: Read with understanding and fluency.

Learning Standard IB: Apply reading strategies to improve understanding and fluency.

Benchmark I.B.2a: Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark 3.B.2a: Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

Objectives: When asked, the students will be able to:

1. create a character profile pamphlet for all of the characters in the book by correctly identifying the characters as well as the situations the characters become engaged in.

Materials:

texts

construction paper

markers

pens/pencils

Material Preparation: none

Motivation: Tell the students that they will be doing an art activity that will portray all the characters; but, first, they get to check their predictions from last time.

Learning Activities:

1. Read Chapters Twenty-six and Twenty-seven. Discuss what happened to Mike Teavee and why it happened. Discuss how what happened to him is similar to what happened to the other characters that misbehaved in the factory. Ask the students whether they think that something will happen to Charlie. Discuss the responses.
2. Pass out the construction paper and the other art supplies to the students. Tell them that they will be making an accordion book that will describe the main characters in the book. To do this, they will need to look back in the book in order to get a better feel of the characters. Students may want to reread selections of the book that describe the character or what happened to the character. The students will begin by folding their papers into an accordion shape as is shown in the example. The first page will be the cover page that may read: "Character Pamphlet." Next, the students should list the main characters that they want in their pamphlets on a separate sheet of paper. Next to the names, the students should jot down the ideas that they want to include about that character. The students should then begin their pamphlets. For example, on the second page, the students may want to draw their character and write the character's name and a description beneath the picture. Then, on the opposite page, the students may wish to describe what happened to that character. If the student has selected a character that still has an unknown outcome, the student may wish to return to that page after reading the end of the book. Have the students share and explain their character profiles to the group when they are finished.

Assessment: The objective will be met when the students:

1. create a character profile pamphlet for all of the characters in the book by correctly identifying the characters as well as the situations the characters become engaged in.

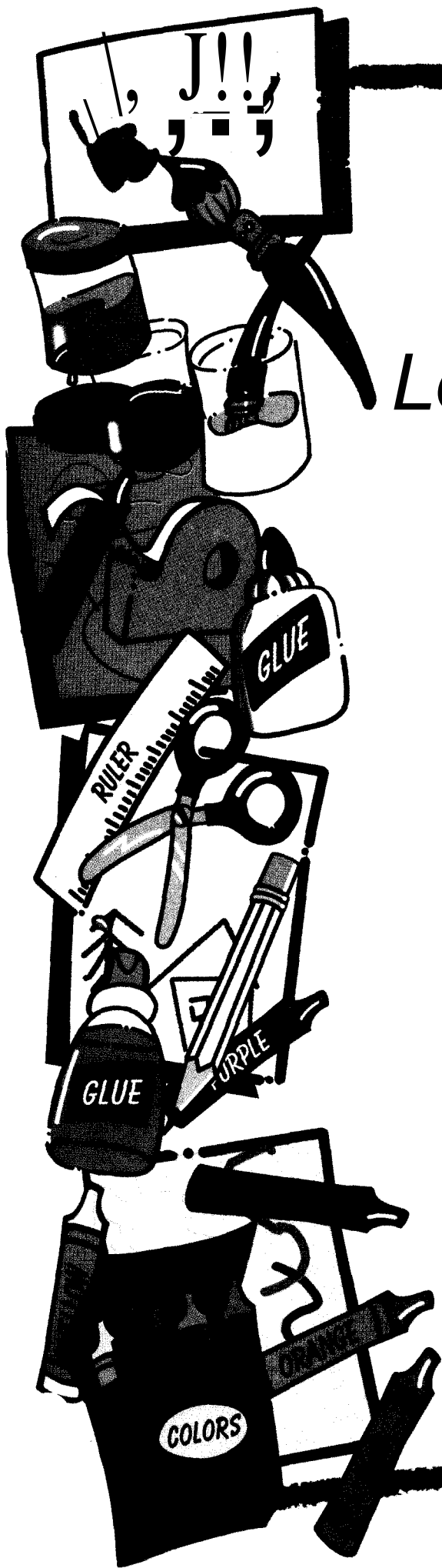
Rationale of Lesson

For lesson eight, I decided to focus the lesson on using reading and writing to develop character identification. Since the activity that I planned would require a large amount of time, it is the only main activity planned for the lesson. In the activity, the students will be creating character profiles, or a character pamphlet. There will be a cover sheet on the accordion folded packet that the students may label as they please. On the inside, the students can draw and write about the character on one side of the accordion and on the other they can write about what happens to that character. I felt that the pamphlet would be more meaningful to the students if they selected their own characters to include in the booklets.

My reasoning for doing this activity considers various perspectives. Since we are coming to the ending of the program, the booklet is a good way for the students to recap on the story. They can review all the characters and record their knowledge of the characters in the pamphlet. Also, the activity serves to enhance character identification. This activity will help the students to connect with the characters as they create the characters' profiles in the pamphlet. By connecting with the characters, the students will become more drawn into the book, which will make reading the ending more meaningful. Furthermore, this activity increases reading comprehension. Part of reading the book means reading about the characters and discovering the characters. By learning more about the characters and expanding on the knowledge that they have of the characters, the students' reading comprehension will hopefully be increased.

Description of the Lesson

Today, I found that the students definitely exceeded my expectations in the lesson. After reading the selected chapters and discussing them, the students began on their character profiles in the pamphlets. I mentioned that I wanted the students to select the characters they wanted in their pamphlets. Well, to my surprise, the students choose to include the majority of the characters. They all decided that they would include all of Charlie's family members, the main characters in the factory, and Mr. Wonka. We actually had to tape three sheets of paper together in order to get the accordion to be long enough! The students completed as much of their profiles as they could, but left pages blank when the page required information we had not read yet. The students decided that they would finish their pamphlets at home as we read the book more, and then bring them back when they were finished to show everyone. A sample of an accordion page is provided.



Lesson Plan

for Ninth

Meeting

Lesson 9

Title: "What Will Happen to Charlie?"

Topic: Brainstorming, predicting, listening, speaking

Time: 2 hours

Grade level: Fourth

State Standards:

State Goal 1: Read with understanding and fluency.

Learning Standard IB: Apply reading strategies to improve understanding and fluency.

Benchmark 1.B.2a: Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.

State Goal 4: Listen and speak effectively in a variety of situations.

Learning Standard 4.A: Listen effectively in formal and informal situations.

Benchmark 4.A.2b: Ask and respond to questions related to oral presentations messages in small and large group settings.

Learning Standard 4.B: Speak effectively using language appropriate to the situation and audience.

Objectives: When asked, the students will be able to:

1. participate in a group discussion by speaking their opinions and thoughts clearly and efficiently.
2. participate in a group discussion by listening tentatively to others' thoughts and opinions.

Materials:

texts

Rationale of Lesson

For this lesson, the focus is on oral discussions. Therefore, the students will be using listening and speaking skills as well as reading and writing skills. They will also be predicting and brainstorming as well.

Although we have had many oral discussions in our group, the discussions were never the focus of the lesson. Therefore, I decided that the program needed to focus a lesson on speaking and listening skills. The students will be reminded to speak loudly and clearly to convey their ideas to the group. They will also be reminded to listen tentatively and pay close attention when others are speaking. By listening closely, the students can also form questions for the other speakers. Speaking and listening are the focus of the objectives I had made for the lesson. The oral discussion will consist of a variety of topics as is listed in the lesson plan.

Along with speaking and listening, the students will also be writing in their journals as to what they think and feel about the ending of the book. This will be the last journal entry that I require, but the students are more than welcome to write in their journals during the final lesson.

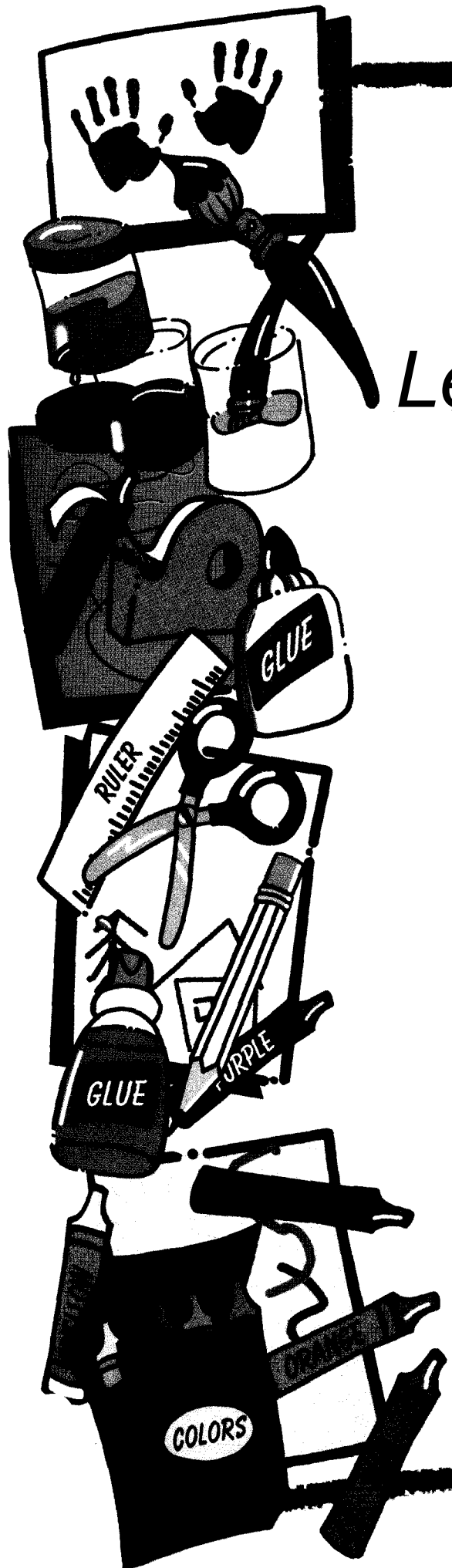
Furthermore, the lesson will consist of brainstorming and planning. I decide to make a group discussion revolve around a tour of the factory. I will ask the students to pretend that they are Charlie and that they just told their family about winning the chocolate factory. They need to give the family a tour of the factory. So, the students will be orally planning a tour of the chocolate factory. After brainstorming, the students and I will decide on a tour for the family and also give reasons why we chose that tour. I thought this was a good way to add on to the ending of the book, as it prepares the students for the final lesson.

Discussion of the Lesson

To begin the lesson, we discussed the motivation portion of the lesson plan. Then, the students read Chapters Twenty-eight through Thirty. We had a brief discussion on how they enjoyed the book and the ending. The students were to write their thoughts and opinions in their journals. The reading responses were extremely open since the students could write about the book, the chapters recently read, or the ending. The responses could be anything that the students desired to write.

Next, we began the group discussion. All of the students were reminded of their roles as speakers and listeners in the group. The students brainstormed on how they might continue the book if they were the writers. All the students shared their ideas openly and the discussion went well.

Then, the students were asked to continue in their group discussion by planning a tour of the chocolate factory that they would give Charlie's family. They wrote down some ideas and brainstormed some more also. I noticed that all of the students were able to meet the objectives of the lesson in the discussion. It appeared to me that the students enjoyed the lesson because it was very laid back.. However, they did not seem to enjoy it as much as the other lesson because they were not involved in many hands-on activities. Although I would rather include hands-on activities, I felt it was still important to focus a lesson in oral discussion to stress the importance of speaking and listening skills.



Lesson Plan

for Final

Meeting

Lesson 10

Title: "Let's Watch Charlie"

Topic: Culminating activities

Time: 2 112hours

Grade level: Fourth

State Standards:

State Goal 3: Write to communicate for a variety of purposes.

Learning Standard 3.C:Communicate ideas in writing to accomplish a variety of purposes.

Benchmark 3.C.2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository and persuasive writings.

Sate Goal 4: Listen and speak effectively in a variety of situations.

Learning Standard 4.B:Speak effectively using language appropriate to the situation and audience.

Benchmark 4.B.2b: Use speaking skills and procedures to participate in group discussions.

State Goal 26: Through creating and performing, understand how works of art are produced.

Learning Standard 26.B:Apply skills and knowledge necessary to create and perform in one or more of the arts.

Benchmark 26.B.2d: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

Objectives: When asked the students will be able to:

1. orally compare and contrast the book and the movie after viewing the video.

2. write a short paragraph describing their preference to either the book or the movie by providing various reasons explaining their preference.
3. design on a large poster board a candy machine that would produce their originally created piece of candy using various art supplies.

Materials:

texts
movie of "Charlie and the Chocolate Factory"
poster board (large)
various art supplies
journals
pen/pencils
paper

Materials Preparation: none

Motivation: The motivation in this lesson consists of the questions asked in the first step of the learning activities.

Learning Activities:

1. Begin the lesson with a group discussion. Ask the students to share their thoughts/feelings on the following questions and discuss their responses.
 - What was your favorite part of the book?
 - What was your least favorite part of the book?
 - Is there anything that you did not understand in the book?
 - If you could change the book, how would you change it? Why?
 - Did you enjoy the book? Why?
 - Do you like the author's style of writing?
 - Would you read other books by Rohl Dahl? Why?
2. Watch the movie.
3. In an oral discussion, compare and contrast the book and the movie. Use a Venn Diagram to show the responses on a large poster board.
4. Have the students write in their journals to answer the following question.
 - Which did you like better, the book or the movie? Why? (Give at least three reasons.)

5. As a group, have the students brainstorm their own type of candy. Now, use the art supplies to create a candy machine on the poster board that would create that piece of candy. When finished, have the students explain how their machines would work and what the pieces of candy would be like.
6. To end the program, ask the students their opinions on the program, such as strengths, weaknesses, and changes that would improve it.

Assessments: The objectives will be met when the students:

1. orally compare and contrast the book and the movie after viewing the video.
2. write a short paragraph describing their preference to either the book or the movie by providing various reasons explaining their preference.
3. design on a large poster board a candy machine that would produce their originally created piece of candy using various art supplies.

Rationale of Lesson

This lesson is for the final meeting of the reading program. Therefore, the activities for the lesson consist of culminating activities to end the program. In the lesson, the students will be comparing and contrasting the movie to the book, writing a paragraph, and designing a machine on a posterboard. I felt that after watching the movie these activities would be an excellent way to end the program. Not only are the final activities fun for the students, but the activities are also educational and meaningful to the reading of the book.

For comparing and contrasting the book to the movie, I thought it would be a good idea to use a Venn diagram. This will allow the students to visually see the similarities and differences in the movie and the book. I recorded the students' responses on a large posterboard. (I have included a Venn diagram that has some of the students responses on it.) Comparing and contrasting the book to the movie shows the students that just because the story is the same, the events may not be. This will help the students to realize that not all movies they see are the same as the books. The activity also allows the students to recap both the book and the movie, therefore serving as a type of review for the book.

The students will also be engaging in another group discussion revolving around some questions about book. The questions in the lesson plan are meant to be open questions that will encourage discussion among the students. They are encouraged to share their thoughts and opinions on the book. At the end of the lesson, the students will also be asked to discuss their opinions of the reading program itself. I decided that since the students were so open with their opinions that there was no need to have written evaluations. I felt confident that the students would provide their honest opinions about the program.

Lastly, the students will be asked to engage in a minds-on and hands-on activity. This activity is meant to be a fun way to end the program, but still emphasizes the topic of the book. The students will be thinking of a piece of candy that they would design themselves. They will then think of a machine that would make that piece of candy and create it on the large poster board using the provided supplies. When the students are finished, they can share their candy machines with the group and explain how it will work. I felt that this was a worthwhile culminating activity.

Discussion of the Lesson

The last meeting was a lot of fun, as all the students seemed to enjoy the activities. We began with a group discussion on how the students liked the book and the author. All of the students said that they love the book and were going to read more books by Rohl Dahl. At this point, I provided the students with a website where they could join the Rohl Dahl Club. Then, we watched the movie while eating some chocolate treats.

After the movie, we made a large Venn diagram, and I explained what each of the spaces meant. The students and I filled in the diagram. I noticed that the students were able to pick out a lot more differences than I had noticed myself.

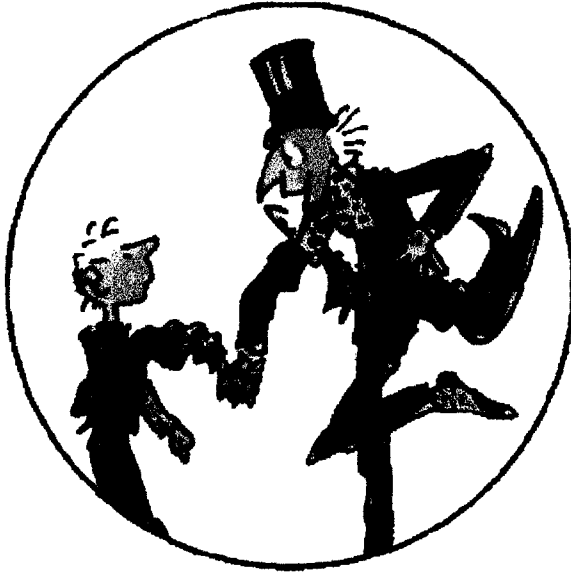
Next, the students wrote a paragraph on which they liked better, the book or the movie. They needed to include at least three reasons why they chose what they did. All the students volunteered to share their responses with the group.

Finally, we began the visual arts project. The students began by brainstorming a bunch of ideas for their candy machines. Although I had planned on each student creating their own machine, the students wanted to all work together. So, we taped together all three poster boards and the students created one large candy machine. When they were finished, they all explained to me how it would work and what the piece of candy would be like. Everyone really enjoyed this activity!

Before leaving, I wanted the students to orally discuss their opinions of the reading program. I had hope that the girls would be more open about their thoughts of the program, which is why I did not have any written evaluation forms. However, they were very general in their thoughts about the program. So, I began asking very detailed questions to elicit responses. Basically, the students said that they enjoyed the program and had a lot of fun. Their favorite things to do were all the arts and crafts, the visual arts aspects of the program. Their least favorite part was the drama reenactment. I asked for

recommendations for improvement, but the students had little to offer. However they did say that they wished that they could meet more often for less time. Also, they said to include more people in the program so there would be more people to work with on the activities. Without a doubt, though, the program was a huge success and turned out to be better than I had expected

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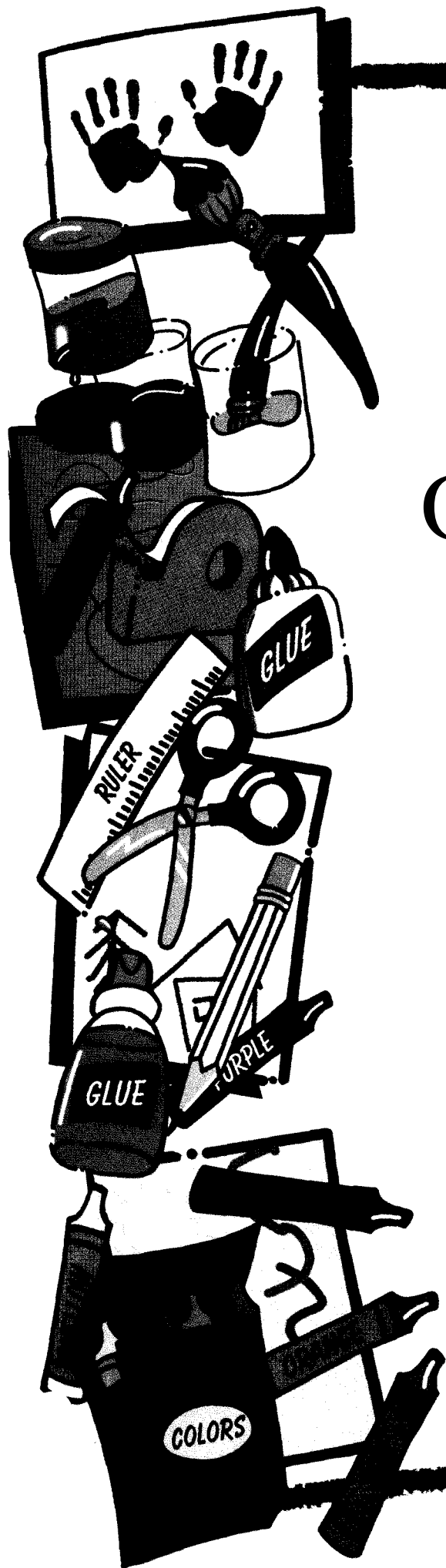


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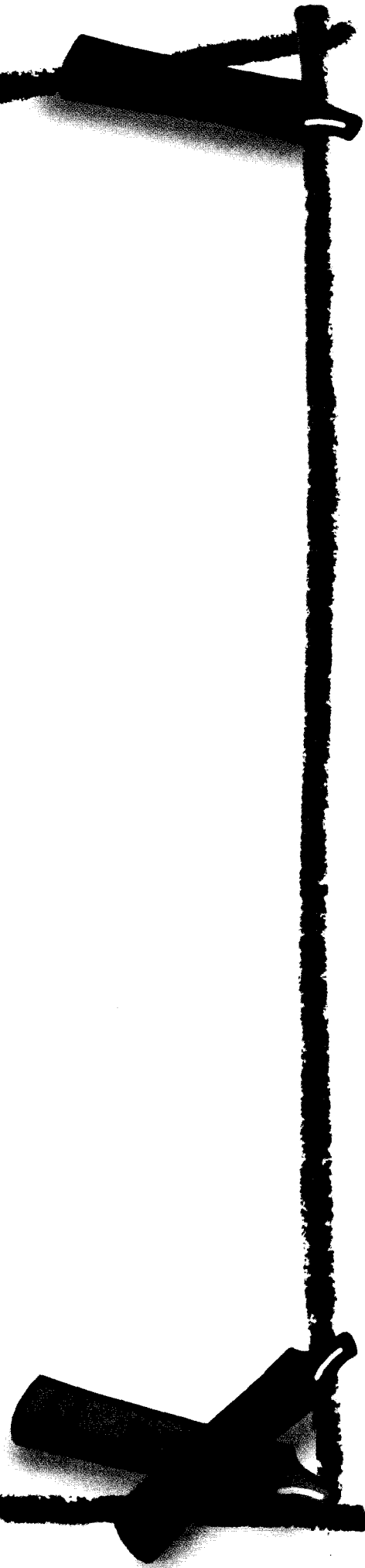


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Overview of the Program



In analyzing the effectiveness of the program, many thoughts came into mind. In this section, the program will be discussed in regards to the consistency with the beginning research, the strengths, the weaknesses, and the recommendations for improvement. .

After reviewing the program, I compared the program to the initial research that was done. I believe that the program consistently represented the research in as much as ideas were given for the program, and these ideas were accurately utilized in both the planning and implementing of the lessons. The majority of activities are based on ideas from the research. For example, the research indicated that brainstorming was an excellent method for use with the students. So, in the program, many lessons revolved around the students brainstorming ideas for the activities, such as in the radio broadcast. There are many other similar instances where the activities correlated with the research as well. Furthermore, the program itself was based on the underlying ideas from the research. The program consists of lessons that consider the theories of Piaget, Vygotsky, and other educational psychologists. As one may notice, the majority of the lessons used the students' previous and background knowledge to teach them with concrete learning experiences. This underlying framework is based on Piaget's theories as mentioned in the research paper. Without a doubt, the lessons and activities in the program correlate with the ideas found in the research paper.

Along with reviewing the program's correlation with the research, the program's strengths were considered. I truly believe that the program turned out better than expected. The students advanced beyond my expectations in the majority of the activities, and the learning environment was more "comfortable" than I had anticipated. All of the

lessons were very creative and encompassed a wide variety of subjects. By integrating multiple subjects with reading and writing, I feel that the students received a more profitable learning experience. Not only was I pleased with the lessons, but I was also extremely impressed by the students and their abilities. All of the students put an immense amount of effort into the reading and the activities. They read with so much enthusiasm and emphasis that I could see them "become part of the book." One sure sign of this was that the students became upset to stop reading and to leave the program. Furthermore, the students put a lot of effort into the activities. The most productive activities consisted of the visual arts and writing activities. Without a doubt, the journals were a huge success too. The students took awhile to get used to them, but after initial hesitations, they really opened up in their responses. When the students felt comfortable with the others, they shared their unique responses. All these strengths were clearly the most positive aspects of the program.

Although there were many strengths, the program also had many weaknesses. The main weaknesses occurred due to a lack of experience on my behalf. I feel that I did not have enough experience to teach the students how to engage in various activities. Mainly, this occurred in the drama reenactment. I gave the students a few tips in using drama and then expected them to accurately act out one of the scenes from the text. The use of drama did not go well as a result. I feel that I did not have enough knowledge of using drama to teach the students how to use it. Conducting more research on the use of drama and introducing drama to the students in a different manner could have alleviated this. Perhaps by slowly introducing drama in smaller increments, the activity may not have seemed forced or intimidating for the students. Another weakness of the program was the

scheduling. I tried to be very accommodating to the parents' needs and the students' lives in the meeting times. This caused a lot of confusion on meeting times. This weakness would have been avoided by selecting a designated weekly meeting time that fits in with the students' schedules. Another major weakness of the program was timing. In numerous instances certain activities were rushed in order to complete the lesson. I found that I often spent too much time on one part of the lesson, rather than allocating time properly. Time management definitely needs improvement to correct this problem. Despite the program's weaknesses, it was definitely a beneficial learning experience for the students and for myself. While the students learned from the lessons in the program, I learned from the strengths and weaknesses of the program.

Along with the recommendations listed above for the improvement of the weaknesses, there are more general recommendations for improvement in regards to the program's implementation. One aspect that I would change revolves around the collection of more students' works. I feel that I should have made photocopies of each student's work on a daily basis, which would aid in the evaluation of the program. I wanted the students to take home their work after each lesson; however, this left me with few samples of completed work. By having more samples, the success of the program could be evaluated more efficiently. Another aspect that should have been implemented was the completion of written evaluations. I felt that the students would openly evaluate the program when asked, but they hesitated to offer honest opinions. By allowing the students to fill out written evaluations, the success of the program could be evaluated better as well. Other general improvements would consist of having a larger, heterogeneous group of students rather than a small, homogenous group. This would

allow more student participation to occur in group work and more student involvement in reading the text. Also, I would suggest meeting more than once a week. This would allow the students to become more involved and would allow the group to read more than one text. For example, perhaps the group could have read James and the Giant Peach or another Rohl Dahl book as well. Multiple texts would also allow independent reading time for the students, which would provide them with both silent and oral reading practice. Another improvement would be to question the students on favorite subject areas, such as visual arts, to allow for better planning strategies. When creating the lessons, the activities could vary by alternating least and most favorite subject area activities. Hopefully, this would increase student motivation. All of these recommendations for improvement are meant to strengthen the program's framework and lessons. By making these adjustments, the program will create more beneficial learning experiences for all of the students.

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