

Sarah Wood
Guided Reading Lesson Plan

Dear Ms. LaRue: Letters from Obedience School
By Mark Teague

I. Second Grade Language Arts, Reading, Science and Character Education.

Language Arts and Reading goals:

Letter writing

GLE 0201.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.

GLE 0201.2.2 Develop critical speaking skills essential for effective communication.

Comprehension Strategies: Compare/Contrast and Sequence of Events.

GLE 0201.8.4 Identify basic literary elements.

GLE 1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

Vocabulary

GLE 0201.1.2 Employ a variety of strategies to decode words and expand vocabulary.

Research Project

GLE 0201.3.2 Employ various prewriting strategies.

GLE 0201.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0201.4.3 Write a simple research report.

Science goals:

Research animals--specifically dogs and about how they are trained.

Study veterinarians and animal science.

GLE 0207.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.

GLE 0207.Inq.3 Explain the data from an investigation.

GLE 0207.1.1 Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.

GLE 0207.2.1 Investigate the habitats of different kinds of local plants and animals.

Character Education goals:

Students will be able to define obedience and recognize that there are consequences for our actions.

II. The genre of this text is fiction. The form is personal letters that the dog writes to his owner, Ms. LaRue. Personification is an element that is seen in this book as the dog takes on human characteristics.

III. Lesson Essential Question:

How can we use literary techniques, proper grammar, our character and our knowledge of the world around us to write a meaningful letter?

III. Activating Strategy:

Conduct a think/pair/share with the predictive question, “What would you do if you were Ike and you were sent to the boarding school? What do you think Ike will do?”

V. Vocabulary list:

- local
- establish
- resident
- patience
- melodramatic
- severe
- solitary
- desperate
- misery

VI. Word Work Activity:

Discuss the different types of sentences (declarative, exclamatory, interrogative, and imperative). Write the types on slips of paper and put them in the “hat.” Also, have the students’ names in another “hat.” Draw a student’s name and a sentence type and that student will go to the board and write a sentence using the type that was drawn. Then, the whole class will find an example of the same sentence type in the book.

VII. Comprehension Strategies:

- A. Make a calendar and mark off the dates that the letters were written along with a description of what happened on that day (Story Map).
- B. Analyze the pictures in the book. What do they tell us that the words may leave out? Discuss the black/white and color technique. Have the students do an illustration themselves.

VIII. Summarizing:

- A. Write a letter pretending you are Ike.
- B. Write a letter to a person of your choice (mom, dad, grandparent, school administrator, author, government official).

IX. Extension:

Design and write the get well card that Ms. LaRue sends to Ike.

X. This lesson integrates:

- A. Science: Study animals, specifically dogs. Research obedience schools, characteristics of dogs and Veterinarians.
- B. Character trait: Obedience.
 - Talk to the students about the importance of obedience. Give rewards for immediate obedience.

- Address the consequences and punishments that come as a result of not being obedient, whether at home, at school or in any other situation.
- Ike seems to get away with being disobedient. Discuss this aspect with the children. Have them think of consequences for disobedience that the book doesn't cover.