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In consultation with:

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Lesson Plan- Book #3 “Tiki Beach Battle” Environmental Responsibility

Plan to spend approx. 30 minutes each day on the lesson until completed – can take place over 1-2weeks.

Focus – Grades 1-3

Objective: Students will be able to ask and record questions during the reading activity and discover how the answers can be determined using the ‘right there’ approach and ‘reading between the lines’ approach.

STANDARDS

Reading – Literary Standard a: Students should ask and answer questions to demonstrate their understanding of Tiki Beach Battle. They should give explicit references to the text (right there answers) when locating the information to answer the questions and stimulate discussions about the story.

Reading – Literary Standard b: Students should determine the meaning of words and phrases as they are used in the text of Tiki Beach Battle. They should be able to distinguish between literal and non-literal language.

Reading – Literary Standard c: Students should be able to describe the characters in Tiki Beach battle (ex. their traits, feelings, motivations, or impact) and explain how the actions of the characters contribute to the sequence of events in the story.

Language Standard b: Students should be able to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Language Standard c: Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing from a variety of strategies.

Language Standard d: Students should demonstrate understanding of word relationships and nuances in word meanings.

General Enduring Understandings

- Students should know how to apply phonetic principles, context clues, text structure, and spelling patterns to help them figure out unfamiliar words while reading the story.
- Students should be able to determine meanings of words based on their basic knowledge of syntax and language structure.
- Students should be aware of resources that can aid them in the understanding of terms (dictionary, adult assistance, peer support) as they preview the text.
- Students should be able to interpret the text and link information from the text to other texts, themselves, and the real world.
- Students should be able to understand the author's purpose for the text and provide evidence to support conclusions regarding the message.
- Students should be capable of applying basic comprehension strategies to help them interpret and evaluate the message within the text. They should also be able to show evidence that supports their conclusions.
- Students should be able to determine the usefulness for the text as it relates to citizens needing to make informed decisions.

General Essential Questions

- Who are the characters in Tiki Beach Battle?
- What are the most important events that happened in the story? Provide evidence.
- Can you tell how the characters are feeling in a particular part of the story? Provide evidence to support your claims.
- Do you agree with the way the characters are thinking in the story? How is your thinking the same or different?
- What lesson is the author trying to teach you? Is the story primarily informative, persuasive, or entertaining?

Overview: It is important for readers at all levels to ask questions before, during, and after reading text. Most of the time students have difficulty getting started with this type of process initially. Once they are confident in their ability to come up with valid questions, the questioning encourages deeper, more complex thoughts about the text. Sometimes the students will be able to answer the questions directly (right there answers). Other times they may have to infer (read between the lines) to discover underlying meanings and answers. Without realizing it, students at these early ages can take ownership of their ability to digest a text and truly understand the message.

Prep: The following materials will be helpful:

- Pencils
- crayons or colored pencils
- notecards or sentence strips for generating questions
- copies of the Tiki Beach Battle for each student or group of students
- tagboard or manila file folders for the lap books
- white copy paper or drawing paper for the parts of the lap book
- copies of the Tiki Beach Battle coloring pages for each student
- chart paper for the character traits stick figures
- chart paper for poster-sized dictionary activity
- ice cream cone die cuts (approx. 30 per student in various colors)
- newsprint for the newspaper article

Session 1

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be able to identify the setting and mood of the story based on the text illustrations.
- Students should be able to use graphic organizers of various models to illustrate key elements of a story.

Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Do you know the difference between a KWL chart, bubble map, circle map, etc?
- How can you determine the best graphic organizer for your information?

Session Activity

Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should first do a picture walk through the text and generate a list of questions the children have about the story on the board. This can be in a KWL chart, bubble map, circle map, or any type of graphic organizer that you wish to use.

Once the picture walk has taken place, discuss with the children the structure of the text. Due to the fact that this is literary rather than informational, the children should recognize that there isn't a table of contents, glossary, or index. Instead they should recognize that it tells a story and is organized in paragraphs. There aren't chapters. There is some dialogue. The illustrations are the focal point for each page and the text supports the illustration.

Session 2

Session Specific Enduring Understandings

- Students should know how to apply phonetic principles, context clues, text structure, and spelling patterns to help them figure out unfamiliar words while reading the story.
- Students should be able to interpret the text and link information from the text to other texts, themselves, and the real world.
- Students should be able to understand the author's purpose for the text and provide evidence to support conclusions regarding the message.
- Students should be capable of applying basic comprehension strategies to help them interpret and evaluate the message within the text. They should also be able to show evidence that supports their conclusions.
- Students should be able to determine the usefulness for the text as it relates to citizens needing to make informed decisions.

Session Specific Essential Questions

- Do you know the difference between implicit and explicit answers?
- What are the most important events that happened in the story? Provide evidence.
- Do you agree with the way the characters are thinking in the story? How is your thinking the same or different?
- What lesson is the author trying to teach you? Is the story primarily informative, persuasive, or entertaining?

Session Activity

Students should follow along as the story is read aloud (you can do this or choose a student with an expressive oral fluency). Encourage them to think about the questions they generated in part 1. Did they recognize the answers to any of the questions directly in the text (right there answers – explicit)? Did some of the questions force them to read between the lines to determine the implicit answer?

Once the discussion is concluded, students should again generate questions and write them out on note cards or sentence strips.

Session 3

Session Specific Enduring Understandings

- Students should know how to apply phonetic principles, context clues, text structure, and spelling patterns to help them figure out unfamiliar words while reading the story.
- Students should be able to determine meanings of words based on their basic knowledge of syntax and language structure.
- Students should be aware of resources that can aid them in the understanding of terms (dictionary, adult assistance, peer support) as they preview the text.
- Students should be able to collaborate and come up with a group response or project.

Session Specific Essential Questions

- What do you do when you come to words you do not know?

- Why did the author choose this word? Could you replace the word with something else without losing its meaning?
- Can you identify any transition words that connect the sequence of events in the story?

Session Activity

Using the key vocabulary terms from the text (generate this by asking students to contribute their ideas) students can complete ice cream cards for each vocabulary word. They should identify the word on one side and the definition, part of speech, and any synonyms on the back. As a group of 3-4 students each, they should work to combine ideas from their note cards on to poster-sized dictionary or chart paper.

Session 4

Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.

Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?
- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?

Session Activity

Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Circulate between pairs to observe expressiveness, fluency, and cooperation.

Sessions 5 – 9 - Students will participate in formative assessment activities as provided.

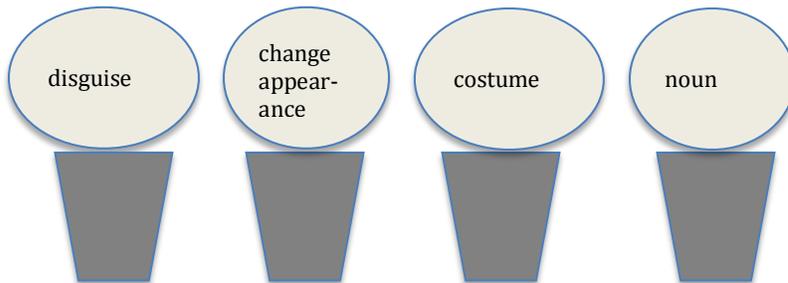
Session 10 – Students will complete summative assessment activities as provided.

Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities:

- Students can create large stick figures and use the lines for the arms and legs to identify and expand in detail the traits of each Tiki Beach Battle character. They can color code the characters with cool colors for negative characters and warm colors for positive characters.
- The class can build a poster sized dictionary that identifies the key vocabulary terms from the story and use illustrations, words, and written sentence samples to help future students with understanding.
- Students can use ice cream cone die cuts to create a stack of ice cream cones with key terms, synonyms, antonyms, and parts of speech.
- Students will write a newspaper article that tells the story of Tiki Beach Battle from the perspective of a roaming reporter that followed the tribe as the story unfolded. Be sure to include at least 5 of the new vocabulary words.

Ice Cream Cone Vocabulary Cards – Use die cuts (if available) or circles and triangles to create ice cream cone shapes. Staple the die cut to blank or lined paper of equal size and shape. Each piece of paper will list important parts of the vocabulary development of that word.



Formative Assessment Rubric

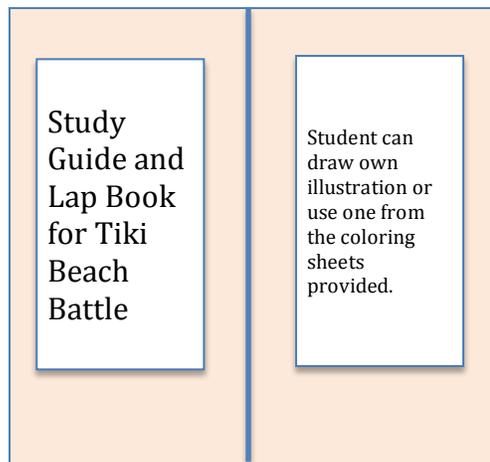
Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Character Sticks	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Dictionary Poster	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Ice Cream Synonyms / Antonyms	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Newspaper Article	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

Summative Assessments

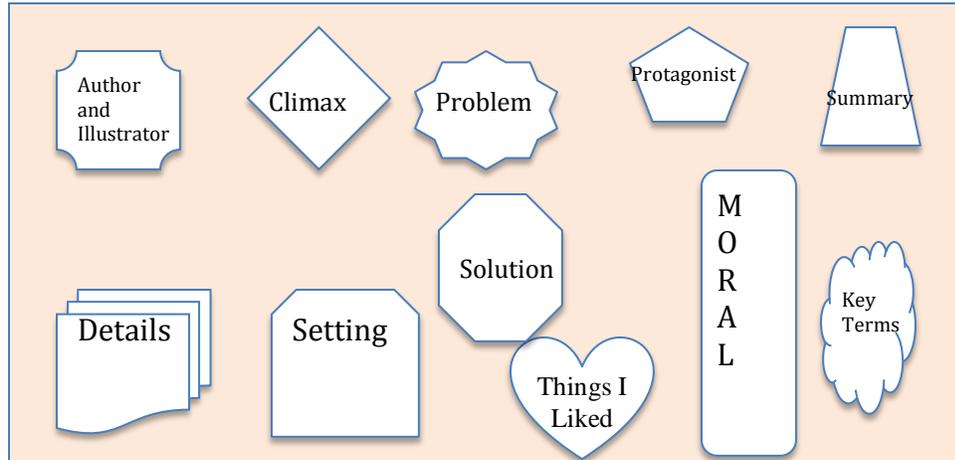
- Students will create a lap book (see example below) of the Tiki Beach Battle that includes characters, problem, solution, climax, plot, protagonist, overall message, and author/illustrator. They should also write a short summary of the story and describe the closest genre by comparison. Allow the children to share some key things they are proud of from their lap book with the class.
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

Lap Book – Lap books are generally foldable books that can open out into the student’s lap for review and study following a story, novel, or unit. They can include, but are not limited to, vocabulary, characters, author, illustrator, problem, climax, solution, key facts, moral or message, feelings regarding the impact of the reading material, Venn Diagrams, tables, or other graphic organizers. Unfolding a manila folder and refolding it to open as a tri-fold, or using tag board that is tri-folded, is usually a good foundation for the book. The lap book can be assessed with the same rubric as provided for the formative assessments.

The outside of the lap book should look something like this...



For the purpose of this book, the inside of the lap book should include some of the following:



Pre/Post Assessment for Tiki Beach Battle

Name: _____
Post-test)

Circle one (Pretest

Concept/ Skills Questions

Place an x on the line before the correct answer.

1. The Tiki Tribe wants to take care of their environment. Which word is a good synonym for environment?
 a. pollution
 b. surroundings
 c. garbage
 d. family
2. Which end punctuation mark would be best for the following sentence?
“Yeah, and what are you going to do about it”
 a. . period
 b. ! exclamation
 c. ? question
 d. , comma
3. What is a consequence of littering?
 a. prizes to be won
 b. pollution in the environment
 c. losing a friend
 d. getting a bad sunburn
4. What is the meaning of the phrase ‘chill out’?
 a. hang out by the air conditioner
 b. get a cool lemonade
 c. relax and calm down
 d. put a bag of ice cubes on your forehead
5. The fog created a large smokescreen for the thief. What is the meaning of the word smokescreen?
 a. a screen over the chimney
 b. a grate on the barbecue grill
 c. a distraction that hides an event or object
 d. a screen door that keeps smoke out of the house

6. Which word is NOT a compound word?

- a. disguise
- b. smokescreen
- c. slingshot
- d. anyone

7. How can you recognize the moral in a story?

- a. it usually has beautiful colors
- b. it usually provides a lesson to learn
- c. it usually has good manners
- d. it usually means there is a treasure

8. What can kids do to prevent damage to the environment?

- a. eat vegetables
- b. pick up the trash
- c. paint the grass green when it dies
- d. lock up the animals for safe keeping

9. What is a prediction in a story?

- a. it is the name of the person that draws the pictures in the story
- b. it is a retelling of the events in the story
- c. it is the climax of the problem in the story
- d. it is the thoughts and feelings about what will happen next in the story

10. What type of figurative language is used in the statement, "Tia is toast!"?

- a. simile
- b. idiom
- c. onomatopoeia
- d. hyperbole

11. What is the correct use of the word protagonist?

- a. The protagonist fixed my bicycle at his shop.
- b. The protagonist gave me a shot at the doctor's office.
- c. The protagonist saved the sea turtle from the boat.
- d. The protagonist launched an attack on the castle.

12. What type of figurative language is the word 'Snap!'?

- a. simile
- b. metaphor
- c. onomatopoeia
- d. idiom

13. What is NOT one of the three main reasons why an author writes a story?

- a. to inform or give information to the reader
- b. to entertain the reader
- c. to persuade the reader to believe his/her ideas or message
- d. to complain about something that happened to him/her

Short Response/Critical Thinking Questions

Write a sentence or two that correctly answers the question.

14. Explain why it is important to help keep the environment safe and clean. Give reasons for your answer.

15. How can you contribute to saving the environment if you can't do it all by yourself? Explain a situation in detail.

16. How can a book or story teach you a lesson about life? Give at least one example with details to support your answer.

Answers and Rubric (questions are worth 6 points each)

1. b
2. c
3. b
4. c
5. c
6. a
7. b
8. b
9. d
10. b
11. d
12. c
13. d

Short Response / Critical Thinking

14. keeps animals safe, safe drinking water, prevents polluting the soil, clean waterways
15. get an adult involved, join a group of other students/kids, volunteer in local area
16. gives examples that make you think about your actions, makes you feel responsible,
provides something that wants you to change your behavior

Rubric for 14-16 (each question is worth 5 points)

- | | |
|--|----------|
| Response is written in 2-3 complete sentences. | 3 points |
| Response gives key details or reasons that are listed. | 3 points |