

Henry County Mini-Society Literature Based Lesson Plan

Week One, Day One

Literature Title: Rent A Third Grader

Author: B.B. Hiller

Economic Concept(s): Scarcity of time

1. Content Map: (Grade Level and Subject)

3rd Grade Social Studies

3rd Grade Language Arts

2. Content Map Objective(s): (Number and Statement; QCC Correlation)

3-LA-3 Create, discuss, and extend story maps with emphasis on plot elements (i.e., conflict, characters, setting, solution, and point of view).

3-LA-5 Make inferences prior to, during, and after reading, including drawing conclusions, predicting outcome, and making generalizations.

3-SS-3 Distinguish the differences among rights, privileges, and responsibilities of citizens.

3-SS-8 Describe the origins and development of the local community.

3-SS-12 Describe and classify the physical and human characteristics of urban, rural, and suburban communities.

QCC- LA 27,28,29

QCC- SS 1,2,3,20,21,23,48,49

3. Developer(s): (First and Last Name)

Debbie Brown

Amy Clifton

Christine Harris

4. Year Developed: 2001

5. Lesson Outline: Students will make predictions, read for information, and analyze a character.

6. Description of Activity:

Before Reading – Look at the cover of Rent A Third Grader. Discuss picture. Make predictions on chart about the book. Present vocabulary to class for chapters 1-3 using “rivet” method: Write numbers and draw lines to indicate how many letters each word has (ex. 1. _ _ _ _). Teacher starts filling in letters one at a time as students try to guess word (ex. 1. r _ _ _). Allow enough time between letters for students to guess. Once students guess the word, have class finish spelling the word as the teacher writes it (ex. 1. r e n t).

During Reading – Shared reading of Chapters 1-3. As teacher reads aloud chapters 1-3, have students discuss events in each chapter. Teacher questions students about Brad’s feelings

and actions.

After Reading – Have students create character web about Brad with partner or group. Each group shares web with class.

7. Student Background Assumption(s):

Scarcity, careers, communities, and giving oral reports.

8. Materials Needed:

Chart paper or board, paper, and markers for web.

9. Web Link(s):

10. Evaluation:

Completed character webs.

11. Multiple Intelligences Addressed in this Lesson:

Verbal/Linguistic

Logical/Mathematical

Visual/Spatial

Bodily/Kinesthetic

Musical/Rhythmic

Interpersonal

Intrapersonal

Naturalist