Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Mischief

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Suggested Grade Level: Intermediate

Time Frame: 2 weeks to read the book; 1 week for project

Objectives:
Objective 1: After being divided into groups of 2, 3, or 4 per group, students will be able to explain 5 vocabulary words from their chosen chapter of the text.

Objective 2: Students will define the "mischief " that takes place in their chosen chapter.

State Standards: CA2 reading and evaluating fiction, poetry and drama

CA5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)

CA6 participating in formal and informal presentations and discussions of issues and ideas

Assessment/Evaluation: Student groups will show mastery by defining and explaining their 5 vocabulary words orally. Each group will act out or role play their chosen mischief. (Scoring guide attached)

Language/Vocabulary: Attached is a master list of vocabulary from the book The Adventures of Tom Sawyer which can be used by student groups to choose their 5 words.

Integrated Curriculum: Students may want to create an art project depicting the mischief portrayed in the chapter. Students may also create a word search with the vocabulary words.

Background Information: The book, The Adventures of Tom Sawyer, will be read aloud to the students prior to the beginning of the projects.

Materials: copy of the book for each student, master list of vocabulary words for each chapter, assessment rubric for completed projects, sticky notes (teacher will assist individual groups in designing and/or locating costumes and props)

Technology Support: http:www.marktwainmuseum.org This website will provide background knowledge and/or numerous ideas for teachers, parents, and students.

Related Twain Quotes/Other Readings: Related quotes available at: http://twainquotes.com

Lesson Plan Format –

A. Introduction: After getting the students attention, the teacher quietly walks to the back of the class and on the way "lightly" pulls the hair/ear of one of his/her students without breaking stride.

When reaching the back of the room, teacher asks, "What mischief just happened?" Teacher generates a discussion about mischief and allows students to share examples of mischief in their lives.

B. Lesson: Teacher will introduce the book, <u>The Adventures of Tom Sawyer</u>, telling the students they will identify several examples of mischief in the story. As the story is read aloud to them, the students will have small sticky notes which they will be instructed to place on the text where mischief takes place. These examples will be used later when the student groups choose a mischief for their group project. Upon completion of the read aloud, student groups will be given a list of vocabulary words pertaining to the chapter they have chosen. Students will choose 5 words from the list to be defined before their role playing.

C. Closure: Student groups will present projects orally in front of the class. Teacher will use the attached scoring guide for assessment. The group score will be given to each individual of the group.

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
15 min. 1st day	Teacher role plays mischief by pulling hair and generates a discussion of mischief in students' lives.	Listen and respond
15 min. 1st day	Teacher will introduce the book and explain how to use their sticky notes for this project.	Listen and respond
15 min. 1st day	Teacher begins read aloud, modeling when and where to place the sticky notes.	Listen and place sticky notes.
45 min. daily	Each day thereafter, the teacher will read aloud for 30 minutes and generate discussion of the day's reading. Students will be expected to share examples of mischief they have "sticky noted" in the text.	Listen and respond. Place sticky notes.
45 min. daily	Upon completion of the book, students will be divided into groups of 2, 3, or 4. Each group will review sticky noted examples to choose a mischief for their role playing project. After choosing the mischief they wish to perform, they will also choose 5 vocabulary words from a given list and be expected to orally define those terms before role playing.	Group work
45 min. daily	Student groups will perform their role playing mischief.	Role playing

Strategies/accommodations to support students with exceptionalities: Most resource students will be able to participate fully in this lesson. Those who need assistance can be assigned a peer tutor or helper. The resource teacher can team-teach with the classroom teacher. (class-within-a-class)

Possible Follow-up Activities: Create and illustrate a class book of related text or modern day mischief.

■ **Possible Guest Speakers/Other Resources:** Dr. Cindy Lovell, Quincy University – guest speaker; paper dolls - http://www.paperdolls.com/pages/pdgallry.htm#top; View the online Virtual Tours for the boyhood home, the Becky Thatcher house, the Huck Finn house, Jackson's Island, Cardiff Hill, the cave, and the Mississippi River to introduce "St. Petersburg" - http://marktwainmuseum.org/content/community-projects/; Creates word puzzles and games using vocabulary - www.puzzlemaker.com

Vocabulary/Role Playing Scoring Guide
<u>The Adventures of Tom Sawyer</u>

	5	4	3	0
Vocab Words	5 words presented clearly and defined	4 words presented and clearly defined	3 words presented and clearly defined	2 words or less presented and defined
Presentation	Dialogue clear and understandable	Dialogue mostly understandable	Dialogue somewhat understandable	Dialogue unclear
Props or Costumes	Appropriate props AND costumes	Appropriate use of props OR costumes	Attempted to use props OR costumes	Inappropriate/no props or costumes used
Mischief	Good example of mischief and clearly defined	Example of mischief, partially defined	Mischief not defined or incorrect definition	No example from book
Audience	Group holds audience attention	Group mostly holds audience attention	Group somewhat holds audience attention	Group does not hold audience attention