

Lesson Plan – *The Adventures of Tom Sawyer* (can be used with *Adventures of Huckleberry Finn* and other Twain works)

Concept: Language and Word Choice
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Suggested Grade Level: Intermediate

Time Frame: One week

Objectives: Students will identify 30 “lightning words” from chapters 2 and 3 of *The Adventures of Tom Sawyer*, explain the words’ meanings and identify synonyms for each.

State Standards: Missouri GLE: CA Reading 1E Grade 5
Show-Me Standard CA 1 and 2
Show-Me Goal 2:1, 2:5

Assessment/Evaluation:

Identifying, defining and finding synonyms for “lightning words”

“Lightning word” dictionary: Fifteen words in alphabetical order with definitions and synonyms for each word. Write a paragraph explaining word choices.

Language/Vocabulary:

Students will need to know the meaning: synonym, “lightning word”

Integrated Curriculum: Social studies could be integrated into this activity by discussing the time period of the book, emphasizing the toys and games available to children of this time period.

Background Information: Discuss life without electricity: how would you occupy your time without Game-boys, x-boxes, etc. Talk about games and activities played during the mid-1800’s: swimming, fighting, kite flying, marbles, jaw harp, spool cannon, chalk tin soldiers (and playing soldiers), fire crackers, etc.

Materials:

Copies of *The Adventures of Tom Sawyer* by Mark Twain (or Chapter 1-3)

Dictionary

Thesaurus

Folders for each student

Paper

Pencils

Charting paper for class list of “lightning words” provided by students

Teacher made “lightning word” bingo cards

Dictionary Scoring Guide

Jimmy Buffett lyrics: *Barefoot Children in the Rain* (Barometer Soup CD)

Related Twain Quotes/Other Readings:

“The difference between the right word and the almost right word is really a large matter – it’s the difference between the lightning bug and the lightning.”

Jimmy Buffett lyrics: *Barefoot Children in the Rain* (Barometer Soup CD)

Lesson Plan Format –

A. Introduction: Begin with an attention-getter (question, statement, video clip, etc.). Include scripted questions. (Do you have any superstitions in your family?)

B. Lesson: Include description of your activities; include scripted questions.

C. Closure: Include review; assign homework if appropriate; assessment.

Scheduled Use of Time:

Use this format to outline your lesson (Intro, Lesson, and Closure) with approximate use of time. This will help others visualize your lesson and make it easier to implement.

Time	Teacher Activity/Questions to be asked	Student Activity
Day 1 5 min.	Hook: Have all blinds down, block out side light sources, turn off all lights. Discuss life without electricity from background information.	Listen and respond
15 min.	<ul style="list-style-type: none"> • What do you know about lightning bugs? • What do you know about lightning? • Read Twain's quote (see above) • How can we compare words to lightning bugs and lightning? • "Mark Twain was a Missouri author who was and still is well known for his wonderful use of words. By choosing the right, rather than the almost right word, we can see, hear and smell the world in which his characters live." 	Listen and respond
25 min.	Teacher reads aloud chapter one while students follow along in their own text. Students will underline in pencil 10 "lightning words."	Listen, read and identify
Day 2 20-25 min.	<ul style="list-style-type: none"> • As a class, discuss the "lightning words" and their meaning from chapter one. • Offer synonyms for each "lightning word." 	Identify and define
25 min.	Teacher reads aloud chapter two, while students follow along in their own text. Students will underline in pencil 10 "lightning words."	Listen, read and identify
Day 3 20-25 min.	<ul style="list-style-type: none"> • As a class, discuss the "lightning words" and their meaning from chapter two. • Offer synonyms for each "lightning word." 	Identify and define
25 min.	Student will read chapter three silently and underlining in pencil 10 "lightning words."	Listen, read and identify
Day 4 20-25 min	<ul style="list-style-type: none"> • As a class, discuss the "lightning words" and their meaning from chapter three. • Offer synonyms for each "lightning word." 	Identify and define
25 min.	<p>Evaluation: "Lightning Word" Dictionary</p> <p>Students will:</p> <ul style="list-style-type: none"> • choose their favorite 10 "lightning words" • make an alphabetized list • write definitions • list synonyms 	Identify and define
Day 5	<p>Closure: As a class, play "Lightning Word" bingo</p> <p>To win:</p> <ul style="list-style-type: none"> • students must have 5 words in a row on their card, • give the lightning word • provide a synonym for each 	Identify and define

Possible Follow-up Activities:

- Extend assignment to include the whole book,
- Create a comic strip,
- Act out a scene from the book,
- Create a bulletin board of class favorite “lightning words.”
- Read Jimmy Buffett song lyrics *Barefoot Children in the Rain* looking for “lightning words.”

Possible Guest Speakers/Other Resources:

- *The Adventures of Tom Sawyer* video
- Visit the Mark Twain Boyhood Home & Museum

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“Lightning Words” Dictionary

Scoring Guide

Student Name: _____

Directions: Choose 15 of your favorite “lightning words” from the 30 selected during the reading. Alphabetize the words, write the definition, and provide a synonym for each word. Write a paragraph explaining why you chose the 15 words you put in your dictionary.

_____/15 **Words**

_____/15 **Definitions**

_____/15 **Synonyms**

_____/05 **Rationale**

- 1 pt. Sentences Structure
- 1 pt. Mechanics
- 1 pt. Usage
- 1 pt. Grammar
- 1 pt. Spelling

_____/50 **Total**