

Educational Goals that can be achieved in a variety of lesson formats:

Develop vocabulary

Identify themes that help us understand the human experience at an appropriate grade level

Topic: Tales of a Fourth Grade Nothing by Judy Bloom

### **Behaviorist Model**

*Format derived from M. Hunter*

#### **Objectives**

Students will be able to demonstrate knowledge of words and their definitions through sight and use of context by identifying 7 out of 10 vocabulary words on an examination.

Students will identify the theme of sibling rivalry by writing a hamburger paragraph that summarizes Peter's relationship with his brother Fudge.

Students will apply the theme of sibling rivalry to their own lives by creating a Venn diagram that compares and contrasts their own sibling relationships (or other significant relationship) with the relationship between Peter and Fudge.

#### **Anticipatory Set**

Students complete a KWL chart (Know-Want to Know-Learned).

Vocabulary Words: advantages, announced, advertising, complained, delicious, discussing, hollered, insulted, reptile, slurping

#### **Direct Instruction/Instructional Input**

Whole class discussion: Ask students to describe Peter's relationship with Fudge. Record the ideas on the board.

Paired Share: With an elbow partner, students share about their own relationships with their siblings. If they do not have siblings, they may discuss a relationship they have with a cousin, close friend, or other significant person in their lives. Remind students to speak kindly of others!

#### **Modeling**

Using the ideas generated as a class, the teacher uses one or two of the vocabulary words in sentences that describe Peter's relationship with Fudge. Example: Peter **complained** about Fudge getting all of the attention.

Teacher draws a Venn diagram on the board (or uses Smartboard). The class brainstorms words to describe Peter's relationship with Fudge, and the teacher fills that in one side. Then, the teacher asks for volunteers to nicely share one or two words that describe their relationship with their sibling. The teacher discusses with the class if this belongs in the center (comparison) or in the other circles (contrast).

**Checking for Understanding**

The teacher asks students to add one more word to the Venn diagram and then asks for examples. The examples are correctly placed on the Venn diagram on the board.

**Guided Practice**

Students complete their own Venn diagrams using a minimum of three characteristics in each part of the diagram.

Students write one sentence correctly using and spelling at least one of the vocabulary words to describe Peter's relationship with Fudge.

**Independent Practice**

Students write three to four more sentences correctly using and spelling all ten vocabulary words to describe Peter's relationship with Fudge.

**Closure**

Review all vocabulary words by reciting out loud as a class.

Complete the "L" section on the K-W-L chart.

Remind students that they need to complete their Venn diagram for the next class. They will use their Venn diagram and their vocabulary sentences to create a hamburger paragraph in class.

Students will take a vocabulary quiz in three days.