

**Discipline:** Reading, Writing, Speaking and Listening

**Standard Category:** Reading, Analyzing and Interpreting Literature

**Lesson Focus:** Identify characters, setting, and plot

<b>PA Standard(s):</b>	<b>Related TESOL Standard(s):</b>
1.3.3B: Identify literary elements in stories describing characters, setting, and plot.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

**Key Objectives in Accordance with TESOL Level:**

<b>Pre-Conversational Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
Students will be able to: <ul style="list-style-type: none"><li>• Listen attentively during read-alouds.</li><li>• Illustrate cover, setting, and/or characters for group-produced big book (with teacher or classmate support, if needed).</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Participate in individual and group work of identifying characters and setting.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Participate in individual and group work of identifying characters, setting, and plot.</li></ul>

**Materials:**

1. The Very Busy Spider by Eric Carle
2. Chart paper
3. Colored markers

**Procedure:**

1. Teacher reads aloud The Very Busy Spider by Eric Carle.
2. Before rereading, teacher tells students they are to listen carefully so they can answer the questions Who? What? Where? When? about the story (students have already learned the 4-Ws). Students are allowed to write or draw while the teacher rereads the story.
3. After rereading, the teacher picks pairs of students to work together to come up with a combined list of answers to the questions. *(When choosing partners for ESL students, it is important to consider their English language levels. An ESL student should be paired with someone who will be a good language model. However, personalities also play an important in the choice. An extroverted English speaker may overwhelm an introverted ESL student, which would not provide the best language-building experience for the ESL student. Therefore, pair ESL students with those who will respect and build on their contributions without being too*

**Suggested Level:**  
Primary

**Lesson Focus:**  
Identify characters, setting, and plot

**Teaching Strategies:**  
Whole group  
Instruction

Partner work

Small group work

**Assessment Strategies:**  
Anecdotal records of student participation

Written/illustrated final product: big book

*dominating.*)

4. The teacher will again reread the story. Prior to this reading, the students will be instructed to focus on what happened in the story (plot). Pairs will work together to show this through illustrating or writing.
5. The teacher will put two pairs together to compare and refine their efforts. Negotiation and collaboration are excellent vehicles for language acquisition.
6. The teacher will reread the story for the last time. For the final reading, the students will focus on “How does it end?” The two pairs will work together.
7. The groups of four will each create a big book with their own text and illustrations.
8. Groups will share with each other. Then, groups may visit other classes to read their books.

**Assessment:** Anecdotal records to reflect appropriate efforts:

**Beginner**

Listen attentively during read-alouds, illustrate cover, setting, and/or characters for group-produced big book (with teacher or classmate support, if needed)

**Intermediate**

Participate in individual and group work of identifying characters and setting

**Advanced**

Participate in individual and group work of identifying characters, setting, and plot

**Notes:** Try making the chant “who, what, where, when, how does it end?” a regular part of the students’ retelling practice.