

Early Lesson Plan

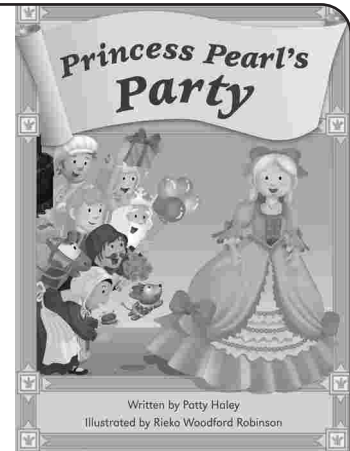
Princess Pearl's Party

Early Level 11

Lesson rationale

The students will

- Develop a characterization based on information in the story
- Identify the writer's purpose



Before the lesson

Prepare for today's lesson by reading through the story and lesson plan. Prepare yourself, the resources and the materials you will need to implement the lesson plan effectively.

Reading and thinking

Discuss with the students the concept of character. Talk about some of the characters they are already familiar with and ones that they know. Encourage the use of descriptive language that creates a picture of the character; what they look like, what they do and how they are. Extend the students thinking to incorporate ideas about their emotions and how characters can change. This initial discussion will give you some thoughts as to where the students are with characterization.

Introduce the book to the students by reading the title and talking about the cover illustration.

Tell the students that together you want to find out lots of information and ideas about Princess Pearl. Tell the students to think about this as they are reading the story and looking at the illustrations. Ask the students, *What can you tell me about Pearl already? What do we know? What can we guess at?*

Read pages two and three. Regarding Pearl, discuss the ideas presented in the text and through the illustrations. Praise the students for their responses. Encourage the students' to offer reasons for their ideas from information in the text.

Read pages four and five. Take ideas from the students when offered. Continue reading the story in this way until the end of page nine.

Ask the students, *What else do you need for a birthday party? What do you think it would be like?*

The students' answers to the second question will tell you if the students have developed a typical characterization of Pearl based on their existing knowledge of princesses in the traditional fairy tale genre.

Turn to page 10. Let the students explore the illustrations and discuss the unexpected. Read pages 10 and 11.

Read page 12 and discuss the points of interest.

Ask the students, *What does the writer mean when she says, "Well, not everything good has to be pretty and pink." Why does she tell us this? What is her message? What does she mean?*

More thinking

Using FUS 5 or 3, or a blank sheet of paper, ask the students to record some of their ideas about Princess Pearl. Encourage them to use the story, use the illustrations and use the knowledge that they already have about princesses. Ask that they 'research' their information by checking back to the story to make sure their information is right.

Your students may be able to use a brainstorm, mind-map, list, labelled diagram or many other ways to effectively record or present their ideas.

You will become aware of their understanding of characterization through discussion of their work, and their responses during the reading part of the lesson.