

Lesson Plan Title: Big-Enough Anna by Pam Flowers
Biography and Foldables

Developed by: Martha Dobson

Discipline / Subject: Reading/language arts

Topic: Biography about a woman's trans-arctic journey with her 8 dog team and an unexpected leader who guides the team

Grade Level: Fifth

Resources / References / Materials Teacher Needs: Big-Enough Anna by Pam Flowers

<http://www.pamflowers.com/> (Refer to this web site for purchasing the book.)

Foldable instructions:

<http://www.registereastconn.org/sblceastconn/foldables/JournalResponseThreeQuarterBook.pdf>

<http://www.registereastconn.org/sblceastconn/foldables/LLBGuideDirections.pdf>

Attachment with foldable instructions & questions. Pronunciation guide: Anna's name is pronounced *ah-nuh*. Optional resource: Alone Across the Arctic by Pam Flowers. This is the autobiographical book for older readers and adults about Pam's journey.

Lesson Summary

Students will respond to a juvenile biography, analyze causal relationships, & determine story elements using student-made foldables.

Standard's Addressed: (Local, State, or National)

1. NCSCOS 2.03 Read a variety of texts, such as: nonfiction (books of true experience)
NCSCOS 2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the plot development.

NCSCOS 2.08 Explain and evaluate relationships that are causal.

Alaska State Standards **[5] 2.7.2** Identifying or explaining the characteristics of fiction and nonfiction*

R1.2 a. Comprehend literal meaning from text.

b. Use a variety of strategies to support comprehension including predicting, questioning, rereading, and monitoring own comprehension.

National Standards

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. To read a biography & identify story elements 2. To determine cause and effect relationships. 3. To find support in the text for their answers. 	<p>Assessment:</p> <p>Method of assessment for learning: Evaluate foldables with a rubric agreed upon by the class & teacher. Rubric elements may include, but aren't limited to, neatness, completeness, correct spelling and mechanics, effort, correctness. Search the Internet for sites to help create the rubric.</p>
<p>Procedural Activities</p> <ol style="list-style-type: none"> 1. Share background information with the class about Pam Flowers' 1993 2,500 mile trans-Arctic journey, the first woman to do so. Epilogue and map are in the book. Use this web site for more background. http://www.pamflowers.com/ This site includes study guides written by Pam. 2. Create the response journal foldable first. See instructions for the foldable and response questions on the attachment. 3. Read <u>Big-Enough Anna</u> to the class. Or, students read their own copies. As students listen or read, they should respond to their questions in the response journal. Reading the book may take 2 days to allow time for thoughtful responses. 4. Over several days, students use the book to complete the response journal foldable, the story elements foldable, and the cause and effect foldable. 	
<p>Materials Students Need:</p> <p><u>Big- Enough Anna</u>, notebook paper, attachment with foldable web sites and activity instructions, story elements printed pages, colored pencils or crayons, stapler, rubric</p>	
<p>Technology Utilized to Enhance Learning:</p> <p>Students format their own rubrics on computer.</p>	
<p>Other Information</p> <p>This lesson easily moves to 4th or 6th grades. Working with story elements, cause and effect, and finding evidence in the text for answers are skills to practice with every genre of literature.</p>	
<p>Modifications for special learners/ Enrichment Opportunities</p> <p>Work in groups to create the foldables. Challenge students to find additional cause and effect relationships. Discuss experiences students may have had when they were considered “not big enough” and write about that experience and its result.</p>	