**A Unit on *Dear Mr. Henshaw* by Beverly Clearly**

**Written by: Ariel Grinnell, Kristen Cocco and Shelby Nosal**

**I. Unit Context**

**Unit Theme:** Exploring *Dear Mr. Henshaw* through writing and fine arts

**Grade Level:** 4th-6th Grade

**Subjects Covered in Unit:** Reading, Writing and Fine Arts

**What major topics or concepts will be included in the content?:** This unit will review to write a journal,

informal letter, narrative, poem and biography. The unit will also review how to research a particular topic.

The unit will also review how to relate the fine arts to any subject.

**Duration of Unit:** Seven 1-Hour Class Periods, plus five 25-minute work on writing periods

**How does this unit relate to the whole learning experience of students?:** This unit teaches students how to properly write letters, journals and biographies. This unit also teaches students how to relate art to any subject they are learning.

**What is the setting or situation?** The students are in a classroom where the desks are arranged in four desk clusters. The teacher in the classroom believes in collaborative learning where every member in the group has a specific job. The students are allowed to work at their desks or around the room during work time. The teacher has a rolling cart of laptops available in her classroom.

**II. State Standards**

**Objectives for Unit:**

**Objective 1: LA 6.2.2.c** Write considering typical characteristics of the selected genre (e.g., biography, report,

business memo, poem, essay, email, podcast)

**Objective 2: LA 5.2.1.d** Provide oral, written, and/or electronic feedback to other writers; utilize others’

feedback to improve own writing

**Objective 3: LA 5.2.1.e** Edit writing for format and conventions (e.g., spelling, capitalization, grammar,

punctuation)

**Objective 4: LA 6.2.1.f** Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies

formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

**Objective 5: Kennedy Center Visual Arts Grades 5-8 Standard 6:** Making connections between visual arts and

other disciplines.

**III. Introductory Activity for Unit**

-Prior to starting this unit, the students will have read *Dear Mr. Henshaw* as a class. To start the unit, the class will play a *Dear Mr. Henshaw* review game. First, the teacher will split the class into two different teams. The teacher will have questions about the book written on little slips of paper (see below for questions). The teacher will have a bell at the front of the room. The teacher will randomly select and read a question. Once the team has an answer, one person runs forward and rings the bell. If the team that rings the bell first answers the question correctly, they get 5 points. If they answer incorrectly, the other team can answer the question. The team with the most points after all the questions have been asked wins.

**List of questions for review game:**

1. What occupations do Leigh’s mom and dad have?
2. How would you describe the economic status of Leigh and his mom? What clues from the story help explain your answer?
3. What are two ways Leigh tries to solve the “lunch box” problem?
4. Who is Mr. Fridley? Describe Leigh’s relationship with him.
5. What happened to Bandit?
6. How does Leigh decide to use the $20 that his dad sends him?
7. At the end of the story, Leigh’s dad finally visits. What surprise does Leigh’s dad bring with him?
8. How do you think Leigh feels about his parents’ divorce at the end of the story? Compare these feelings with those he felt at the beginning.
9. What things bother Leigh?

**IV. Five days lesson plans**

**Lesson One:** **Alarm**

**Authors:**

Shelby Nosal, Ariel Grinnell, Kristen Cocco

**Grade Level:**

4th-6th Grade

**Integrated disciplines:**

Reading, Writing, Fine Arts

**Nebraska Standards:**

**LA 4.2.2.c** Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

**Visual Arts Grades 5-8 Standard 6:** Making connections between visual arts and other disciplines

**Objectives:**

-Students will be able to create a poster of an alarm including a diagram and an explanation of their creation.

**Assessment:**

Posters will be graded for creativity, neatness and completeness by using a checklist.

**Materials:**

* 1 Poster board per group
* A variety of colored pencils, markers, crayons
* 1 Checklist per group (see end of lesson plan)

**Anticipatory Set:**

Discuss the reasons Leigh made a lunchbox alarm and how he did it. Have you ever made some type of alarm? What would you make an alarm for if you could?

**Learning Activities**

**Teacher:**

-The teacher will review Leigh’s lunchbox alarm with the class.

-The teacher will ask the students if they have made an alarm before.

-The teacher will ask the students what they would make an alarm for if they could.

-The teacher will split the class into groups of four students.

-The teacher will explain that each group will need to invent an alarm.

-The teacher will explain that each group will need to draw a diagram of their alarm on their poster board.

-The teacher will explain that each group will also need to include a description of their alarm on the poster board.

-The teacher will walk around the room as the students work.

-The teacher will invite each group to present their poster.

**Students:**

-The students will participate in the discussion about Leigh’s lunchbox alarm.

-The students will work on their poster with their group.

-The students will present their posters with their group.

**Differentiation:**

-The teacher will assist any students that need extra help.

**Closure:**

-Each group will present their poster and explain their alarm to the rest of the class.

**Suggested Time Frame:**

1 one-hour class period.

**References:**

**http://educate2inspire.com/reading-comprehension-with-chapter-books/dear-mr-henshaw-by-beverly-cleary/**

**Reflection:**

I think that the students will really enjoy getting to be creative by creating their own alarms. I think that the groups will get really creative with their alarms.

**Poster Checklist:**

**Names of Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_/5: The poster was created neatly.

\_\_\_\_/5 : The poster includes a diagram of the alarm.

\_\_\_\_/5 : The poster includes a description of the alarm.

Total: \_\_\_\_/15

**Lesson Two: Journal Time**

**Authors:**

Shelby Nosal, Ariel Grinnell, Kristen Cocco

**Grade Level:**

4th-6th Grade

**Integrated disciplines:**

Reading and Writing

**Nebraska Standards:**

**LA 4.2.2.c** Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

**LA 5.2.2.e** Analyze models and examples (own and others) of various genres to create a similar piece

**Objectives:**

-Students will be able to keep a journal for one week after learning about what a journal is.

**Assessment:**

**-**The teacher will assess each student’s journal for completion at the end of the week.

**Materials:**

-1 Journal per student

-A variety of pens and pencils

**Procedures**

**Anticipatory Set:**

-The teacher will ask the students what is a journal? The teacher will ask the students if they have ever kept a journal.

**Learning Activities**

**Teacher:**

**-**The teacher will explain what a journal is and the purposes for writing in a journal.

-The teacher will lead the class in a discussion about why Leigh kept a journal.

-The teacher will explain that each student will be writing in a journal for a week.

-The teacher will explain that the students will start their journals today, but will work on them the rest of the week during the work on writing rotation of “the daily five”.

-The teacher will play music as the students work on their journals.

-The teacher will ask the students what their favorite part of writing in their journals was at the end of the week.

**Students:**

**-**The students will say if they have ever kept a journal.

-The students will discuss why Leigh kept a journal.

-The students will begin their journals.

-The students will share what their favorite part of writing in their journals was at the end of the week.

**Differentiation:**

-Students will be allowed to type their journals if necessary.

**Closure:**

After keeping a journal for one week, discuss with the students what they got out of the activity. What did they learn about keeping a journal? Would they do it on a regular basis? Did it help you? The students will also share their favorite part of writing in their journals.

**Suggested Time Frame:**

1 one-hour initial class period, plus five 25-minute “work on writing” periods

**References:**

http://educate2inspire.com/reading-comprehension-with-chapter-books/dear-mr-henshaw-by-beverly-cleary/

**Lesson Three: Answering Mr. Henshaw's Questions**

**Authors:**

Kristen Cocco, Ariel Grinnell, Shelby Nosal

**Grade Level:**

4th-6th Grade

**Integrated disciplines:**

Writing, Reading

**Nebraska Standards:**

**LA 6.2.2.a** Write in a selected genre considering purpose (e.g., inform, entertain, persuade,instruct)

**LA 6.2.2.b** Write to a specified audience considering interests, background knowledge, andexpectations (e.g., known or unknown individual, business, organization, cyber audience)

**LA 6.2.2.c** Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

**Objectives:**

-Students will be able to express answers to Mr. Henshaw's questions in the book by preparing the answers to the questions using all of the proper writing skills necessary.

**Assessment:**

-The teacher will assess the student’s ability to answer the questions that Mr. Henshaw sent to Leigh Botts with proper letter format by grading each student’s work for accuracy. Accuracy will be measured by the use proper punctuation, grammar, spelling, capitalization, and correct letter format using a checklist.

**Materials:**

* 1 *Dear. Mr. Henshaw* book per Student
* 1 List of Questions per Student
* 1 Checklist per student (see end of lesson plan)

**Procedures**

**Anticipatory Set:**

-The teacher will ask students if they remember any of the questions that Mr. Henshaw asked Leigh.

**Learning Activities**

**Teacher:**

-The teacher will ask the students if they remember any of the questions that Mr. Henshaw asked Leigh.

-The teacher will explain that the students will be writing an informal letter like the ones that Leigh wrote to Mr. Henshaw.

-The teacher will explain all the requirements for properly writing an informal letter.

-The teacher will explain that they are writing their letters to Mr. Henshaw.

-The teacher will give each student a list of questions that they will need to answer.

-The teacher will explain that each answer needs to be at least one paragraph in length.

-The teacher will walk around the room as the students work.

**List of questions:**

1. Who are you?

2. What do you look like?

3. What is your family like?

4. Where do you live?

5. Do you have any pets?

6. Do you like school?

7. Who are you friends?

8. Who is your favorite teacher?

9. What bothers you?

10. What do you wish?

**Students:**

-The students will say if they remember any of the questions that Mr. Henshaw asked Leigh or not.

-The students will work on writing their letters and answering the questions.

**Differentiation:**

-The teacher will be available to answer any questions students have.

-The teacher will allow students to type or write the paper depending on if they have a computer at home.

-The teacher will allow students to use computer for 30 minutes after school if they need to.

**Closure:**

-The teacher will ask the students which question was their favorite to answer and why?

**Suggested Time Frame:**

1 One-Hour Class Period

**References:**

http://www.scholastic.com/teachers/lesson-plan/dear-mr-henshaw-teaching-plan

**Reflection:**

I think this lesson would be fun for kids. A lot of students like to write about themselves. It makes writing easier. Each student could choose one answer to share with the class to work on speech skills as well. I think it would be fun to go in further and set the children up with pen pals.

**Checklist:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The letter contains:

\_\_\_\_/2: Correct Punctuation

\_\_\_\_/2: Correct Grammar

\_\_\_\_/2: Correct Spelling

\_\_\_\_/4: Correct Letter Format

Total: \_\_\_\_\_/10

**Lesson Four: Writing, Writing, Writing**

**Authors:**

Kristen Cocco, Ariel Grinnell, Shelby Nosal

**Grade Level:**

4th-6th Grade

**Integrated disciplines:**

Writing

**Nebraska Standards:**

**LA 6.2.1.f** Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

**Objectives:**

**-**Students will be able to write a story about when Bandit was missing that explains what really happened.

-Students will be able to rewrite a new ending to Dear Mr. Henshaw changing some aspect that would cause a different outcome for the story.

-Students will be able to write a poem about anything from the story that is approved by the teacher.

**Assessment:**

**-**The teacher will assess each student’s writing assignment using a rubric.

**Materials:**

-One Dear Mr. Henshaw book Per Student

-Different Kinds of Lined Paper

-Different Pens and Pencils

-One Rubric Per Student

**Procedures:**

**Anticipatory Set:**

The teacher will introduce the three different writing assignments options the students can choose from. The first option is to write a story about when Bandit was missing that explains what really happened. The second option is to write a new ending to Dear Mr. Henshaw that changes some aspect that would cause a different outcome for the story. The third option is to write a poem about anything from the story that is approved by the teacher.

**Learning Activities**

**Teacher:**

-The teacher will introduce the three different writing assignment options the students can choose from.

-The teacher will ask the students which option they are choosing to do.

-The teacher will walk around the room as the students work.

-The teacher will ask the students what option they chose and what their favorite part of the assignment was.

-The teacher will collect each student’s writing assignment and will assess it using the rubric.

**Students:**

-The students will choose which writing assignment they would like to do.

-The students will tell the teacher which writing assignment they chose.

-The students will work on their writing assignments.

-The students will turn in their writing assignments.

-The students will share what option they chose and what their favorite part of the assignment was.

**Differentiation:**

-The teacher will allow the students to type their writing assignment if necessary.

**Closure:**

-The students will share what option they chose and what their favorite part of the assignment was.

**Suggested Time Frame:**

1 One-Hour Class Period

**Reflection:**

I think this will be fun for students because in my practicum the teacher seems to give different options for assignments and the students have fun choosing which to do.

**Rubric:**

* Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Sentence Fluency (Options 1 and 2 only) | Every paragraph has sentences that vary in length. | Almost all paragraphs have sentences that vary in length. | Some sentences vary in length. | Sentences rarely vary in length. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader\'s mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader\'s mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader\'s interest. Jargon or cliches may be present and detract from the meaning. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Adding Personality (Voice) | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them \"his own.\" | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. |
| Penmanship (Conventions) | Paper is neatly written or typed with no distracting corrections. | Paper is neatly written or typed with 1 or 2 distracting corrections (e.g.,dark cross-outs; bumpy white-out, words written over). | The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words. | Many words are unreadable OR there are several distracting corrections. |

**Lesson Five: An Author Biography**

**Authors:**

Ariel Grinnell, Kristen Cocco, Shelby Nosal

**Grade Level:**

4th-6th Grade

**Integrated disciplines:**

Reading, Writing and Visual Arts

**Nebraska Standards:**

**LA 5.1.6.e** Summarize and analyze the main idea from informational text using supporting details

**LA 5.2.2.c** Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)

**LA 5.2.1.d** Provide oral, written, and/or electronic feedback to other writers; utilize others’ feedback to improve own writing

**LA 5.2.1.e** Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

**LA 5.2.1.f** Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)

**Visual Arts Grades 5-8 Standard 6:** Making connections between visual arts and other disciplines

**Objectives:**

**-**Students will be able to research and gather information about an author.

-Students will be able to write a rough draft of their author biography.

-Students will be able to edit and provide oral feedback about a partner's biography.

-Students will be able to write a final copy of their author biography.

-Students will be able to create a piece of visual art to accompany their author biography.

**Assessment:**

-The teacher will assess the student's ability to research and gather information about an author by assessing his or her final author biography with a rubric.

-The teacher will assess the student's ability to write a rough draft of his or her author biography by assessing the rough draft with a checklist.

-The teacher will visually assess the students ability to edit and provide oral feedback about a partner's author biography by observing when the student is editing his or her partner's author biography.

-The teacher will assess the student's ability to create a final copy of his or her author biography by assessing each author biography with a rubric.

-The teacher will assess the student's ability to create a piece of visual art to accompany his or her author biography using a checklist

**Materials:**

-A variety of books on different authors.

-Different kinds of lined paper

-Different pens and pencils

-Blank paper

-Crayons

-Colored Pencils

-Markers

-One checklist per student (see end of lesson plan)

-One rubric per student (see end of lesson plan)

**Procedures**

**Anticipatory Set:**

-The teacher will ask the students if they have a favorite author like Leigh does. The teacher will ask the students to share why they like that author.

**Learning Activities**

**Teacher:**

**Day One:**

-The teacher will ask the students if they have favorite author like Leigh does.

-The teacher will ask the students to share why they like that author.

-The teacher will explain that the students will be writing a one page biography on an author.

-The teacher will explain that their author biography needs to include the authors birthdate, place of birth, country or city the author is from, major books the author has written, problems or obstacles the author had to overcome, people who influenced the author and date of death if applicable.

-The teacher will explain that the students can use any of the books at the front of the room.

-The teacher will explain that the students will need to write a rough draft of their biography.

-The teacher will explain that after they have completed their rough drafts, they will need to trade rough drafts with a partner.

-The teacher will explain that they will need to edit their partner's author biography and provide oral feedback about their partner's author biography.

-The teacher will then explain that the students will need to turn in their rough drafts at the end of class.

**Day Two:**

-The teacher will return each student's rough draft and will give each student a new piece of paper to write the final copy of their author biography on.

-The teacher will explain that after they have written their final copy, they will need to create a piece of visual art to go with their author biography.

-The teacher will walk around the room as the students work on their final copies and pieces of visual art.

-The teacher will collect the student's final copies and pieces of visual art.

**Students:**

**Day One:**

-The students will share who their favorite authors are and why.

-The students will research their author and write a one page rough draft of their author biography.

-The students will edit a partner's author biography and will provide oral feedback about the author biography.

-The students will turn in their rough drafts.

**Day Two:**

-The students will write the final copies of their author biographies.

-The students will create a visual representation of their author biographies.

-The students will share their pieces of visual art with a shoulder partner.

-The students will turn in their final copies and pieces of visual art to the teacher.

**Differentiation:**

-The students will be able to type their rough drafts and final copies if necessary.

Closure:

-The students will share their pieces of visual art with a shoulder partner.

**Suggested Time Frame:**

-Two one-hour class periods,

**Reflection:**

-I think that the students will really enjoy getting to write a biography about an author. I also think that the students will have a lot of fun creating a piece of visual art to go with their author biographies.

**Rough Draft Checklist:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Rough Draft Contains:

\_\_\_\_/4: Correct Punctuation, Grammar and Spelling

\_\_\_\_/2: The author’s birthdate, place of birth and date of death if applicable

\_\_\_\_/2: The country or city the author is from

\_\_\_\_/2: Major books the author has written

\_\_\_\_/2: Problems or obstacles the author had to overcome.

\_\_\_\_/2: The people who influenced the author

Total: \_\_\_\_\_/14

**The Piece of Visual Art Checklist:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Piece of Visual Art:

\_\_\_\_/2: Relates to the student’s author biography

\_\_\_\_/2: Is completed

Total: \_\_\_\_/4

**Final Copy Rubric:**

* Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader\'s mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader\'s mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader\'s interest. Jargon or cliches may be present and detract from the meaning. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader\'s attention and greatly interrupt the flow. |
| Information | The Author Biography includes all of the required information. | The Author Biography includes all but 1 piece of required information. | -The Author Biography includes all but 2 pieces of required information. | The Author Biography only includes 1 or 2 pieces of required information. |

**V. Culminating Activity for Unit:**

We will have an author’s chair at the end of the unit. Each student will present his or her author biography. They will read their biography and share any other interesting information that they learned. They will also share their piece of visual art. The teacher will ask the students if they believe that Leigh would have liked to do a similar assignment on Mr. Henshaw. The teacher will ask the students if they believe that their author would be similar to Mr. Henshaw.

**VI. Assess student achievement of the Unit objectives:**

-At the end of the unit, the students will create a portfolio that includes their alarm poster (teacher will look at the poster board for each group member), their journal, their informal letter, their writing assignment, their rough draft of their author biography, their final author biography and their piece of visual art. The teacher will also include all the checklists and rubrics in each student’s portfolio. The teacher will look at each student’s portfolio and assess weather or not each student met the unit’s objectives.