

Lesson Plan: Children's Literature

Greta L. Richardson
Richland Elementary
Literature: *Mirette on a high wire*

November 15, 2006
Grade Level: 3

PA Academic State Standards:

Reading, Writing, Speaking and Listening

- 1.6.3. B. Listen to a selection of literature (fiction and/or nonfiction).
 - Relate it to similar experiences
- D. Contribute to discussions.
 - Respond with appropriate information or opinions to questions asked
 - Listen to and acknowledge the contributions of others.
 - Display appropriate turn-taking behaviors.

Geography Standards

- 7.1.3. B. Identify and locate places and regions.
 - Physical features • Continents and oceans
 - Human features • Countries (i.e., United States, Mexico, Canada) • States

Arts and Humanities Standards

- 9.1.3. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - Visual Arts: • draw • print • design for environment, communication
 - Dance: • move • perform

Health, Safety and Physical Education

- 10.5.3. E. Know and describe scientific principles that affects movement and skills using appropriate vocabulary.
 - balance

Science and Technology Standards

- 3.4.4. C. Observe and describe different types of force and motion.
 - Describe various types of motions.
 - Compare the relative movement of objects and describe types of motion that are evident.

History Standards

- 8.4.3. B. Identify historic sites and material artifacts important to world history.

Objectives:

- ♥ The students will explore the Caldecott Award Website.
- ♥ The students will be able to locate Paris, France on the map and compare the geographic location with the United States.
- ♥ The students will demonstrate how to say certain words in the French language.
- ♥ The students will discuss fears and share a fearful experience
- ♥ The students will count to five in French while doing a series of stretches.
- ♥ The students will balance their bodies and perform a movement experience to music.
- ♥ The students will create a colorful illustration that highlighted their favorite part of the book *Mirette on a high wire* or a favorite part of the lesson (i.e. The Tour Eiffel, The Arch de Triumph, etc.).

Subject Integration: Literature, Art, Music, History, Science, Social Studies, Geography.

Materials: The book: *Mirette on a high wire* by Emily Arnold McCully (1992), the Prepared Caldecott Award Power Point, print outs of a Caldecott Medal, computer, circus balloons, clothesline, a large pole, CD player, CD: *Fine classics: Classical music in films*. Chalkboard, chalk, world map, globe, laser pen, numerals 1-5 to hang on the board, model of the Tour Eiffel, The book: *This is Paris* by M. Sasek (1959), various photographs and postcards of famous landmarks in Paris, France. A pocket chart will be hung in the front of the room to display photos and postcards. The CD: *Physical Education* by The Learning Station (Can you keep your balance?), model of a balancing eagle, The “Family Bell” (for behavior management), paper, pencils, crayons, and medals for the winning illustration. (22 medals for all the students to win the “Mirettacott award”) Various additional texts to display for extension will be placed in a learning center: *First thousand words in French* by Amery & Folliot, *Good day Mr. Gaugin* by Michel Pierre, *French fairy tales* by Paul Delarue, and *Starring Mirette and Belinni* by Emily Arnold McCully.

Vocabulary: Europe, Paris, France, La Corde raide (tightrope/ high wire), Le Cirque (circus), Tour Eiffel, Arch de Triumph, Le livre (book), garçon (boy), fille (girl), s'il vous plait, (please), merci (thank-you), un, deux, trois, quatre, cinq (one, two, three, four, five), oui (yes), non (no), balance, center of balance, acrobats, agent, wavering.

Instructional Procedure:

It is important to note that I took the children to the computer lab the morning of the lesson to present a Power Point of the Caldecott Award. We discussed the criteria for winning the award and explored the Caldecott Award website:

www.ala.org/alsc/caldecott.html

This mini lesson prepared the students for an activity following the presentation of 1993 Caldecott Award winning story: *Mirette on a high wire* by Emily Arnold McCully.

- ♥ Anticipatory Set: I will play dramatic music from a classical CD and hold a long rod while acting out a tightrope act. At first, I will act frightened and waver around, but then I will contain myself, straighten my posture and proudly get to the end platform where I will take a bow. I will then say, “ Bonjour! Je m’ appelle Mirette Gateaux! Comment-allez vous au jourdhui? Parlez-Vous Francais? Non? Ahh, Les Americains! (Hello, my name is Mirette Gateaux! How are you today? Do you speak French? No? Oh, Americans!). You speak English? Yes!
 - I will explain that I am Mirette Gateaux from the story that I will be reading shortly. I will activate prior knowledge of the Caldecott Award, as well as the concept of balance that we talked about in a previous math class. We will talk a little bit about balancing a body and center of gravity.

- ♥ Developmental Set: I will continue using my French accent and I will tell the students that I am from France. I will begin the cognitive part of my lesson by asking if anyone knows where Europe is located on the world map. I will have the students come up and use the laser pen to show the class where Europe is located. We will discuss the location of Europe in relation to the United States. I will then have the students locate France and Paris on the map as well.
 - I will talk about important landmarks in Paris and show the students selected pages from the book: *This is Paris* by M. Sasek. I will tell the students that there are many photos and postcards from Paris that are displayed in the front of the room. I will have the children view these photos and postcards after the lesson is over. I will also show the children a small replica of the Tour Eiffel and tell them that it is 984 feet high and one can see 30 miles in each direction if standing on the top. I will also have them guess how many steps are in the Tour Eiffel. (2, 710 steps, however...there is a lift too)
 - As I am introducing the new vocabulary of French words, I will have the students repeat after me. I will also write the words on the chalkboard. I will teach the students how to use a “gargle” when using words with the letter r in them. I will teach the students how to use a “nasal sound” when using words that end with the letter n. I will then teach the children how to count to five in French, using a clever story.
 - I will introduce the story *Mirette on a high wire* by Emily Arnold McCully. I will point out the Caldecott Medal to the students and remind them to pay close attention to the illustrations. I will read the story with great expression.

- After I read the story, I will have a discussion with the students about The ways that Mirette helped Bellini overcome his fears of the tightrope. I will then share a fear that I once had and who I turned to for help in Conquering that fear. I will then have the students share fearful experiences with the class.
- After our discussion about fear, I will talk about balance and tightrope walking. I will discuss what tightrope walking is, how it is performed, and introduce famous tightrope walkers: **Charles Blondin and Philippe Petit**, both from France.
- I will then focus on balance and talk in depth about the center of gravity. I will show the students a balancing eagle and I will ask the students, “Why does this toy balance on its beak”? I will then remind the students that the tightrope walker uses the pole or rod to help balance his body.
- I will tell the students that we are going to be doing a balance activity in the classroom. I will have the students do a few stretches to get ready for the exercise. We will count to five while doing the stretches—in French. After stretches, we will all participate in a balance exercise to A selected piece from a physical education CD. I will tell the students to Pay attention to the directions.
- ♥ Closure: After the students return to their seats, I will pass out cardstock, pencils and crayons, and I will have the students illustrate their favorite part of the lesson. I will tell them to be very neat and colorful because I will be giving an award like the Caldecott Award, but it will be called the “Mirettacott Award”.

Assessment

I will observe the students while they are participating throughout the lesson. (Pointing to Europe, pronouncing the French vocabulary, and demonstrating balance during the exercise). I will also asses the illustrations that the students created for neatness, color, and clarity.

Special Needs Adaptations

I will use an overhead and large letters for the visually impaired when I am introducing the vocabulary words. I will also show the pictures from the picture book on the visualizer. I will have students that have a speech disability write in their journals. I will also have the student with Autism work with another well adapted student or a classroom grandma.

Extensions: Explore <http://www.tpt.org/newtons/13/hwire.html>. This is a website about the circus high wire. We could also read the book: *The man who walked between the towers* by Mordicai Gerstein.

If time is limited: The Caldecott Award activity could be done at another time.