



If I Found a Leprechaun

Kimberly Ream
University of Pittsburgh at Johnstown

Date-Thursday, March 16, 2006
Subject- Reading and Writing

Grade level: 2

Objectives:

- The student will be able to listen and comprehend the text.
- Students will be able to demonstrate their creative writing as they follow the rules for proper sentence structure, spelling, organization, and punctuation.

Standards: Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening: Speaking and Listening- 1.6.3-B. - Listen to a selection of literature (fiction and/or nonfiction). • Predict what will happen next. • Recognize character and tone. • Identify and define new words and concepts. Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening: Types of Writing- 1.4.3-A. - Write narrative pieces (e.g., stories, poems, plays). • Include detailed descriptions of people, places and things. • Use relevant illustrations.

Cross-curricular integration: art

Materials: a copy of the attached rubric for each student, accompanying book, final draft paper, an overhead, transparency of rubric, at least one piece of white construction paper for each child, crayons and/or markers

Bibliography of Text:

Keenan, S. (2005). *Looking for Leprechauns*. New York: Scholastic

Vocabulary:

- mischief- trouble
- kettle- a large pot use to cook over an open flame

Instructional Procedures:

- Anticipatory set-
 1. Ask the students what important day is tomorrow.
 2. Read the book “*Looking for Leprechauns*” to the class.
 3. Ask appropriate questions as you read.

4. Ask summarizing questions regarding the text to the class.
- Developmental Activities-
 1. Explain to students that since tomorrow is St. Patrick's Day, they will be writing a short paper.
 2. Tell the students that they will be required to use the following writing prompt: "If I Caught a Leprechaun..."
 3. Explain to the students that they will be graded by using a rubric.
 4. Using an overhead, explain to the students how this rubric will be used.
 5. Tell the students that there are twenty total points for this writing activity.
 6. Allow the students 25-30 minutes to create a rough draft.
 7. Tell the students that after they have completed their rough draft, they will meet with me at the discussion table. At this time, we will have a one-on-one conference to look for any errors.
 8. Tell the students that when we are done with our conference, they will return to their seats to create their final copy, which will be written on the "final draft paper."
 9. Explain to the students that should do their best because their work will be hung in the hallway.
 10. Tell the students that after the final draft has been written, they will turn it into me. I will then give them a piece of paper, which they will use to draw a picture that shows a piece of their story.
 11. Pass out a copy of the rubric to each student.
 12. Tell the students that they can use this as a checklist to make sure they are including everything that you are looking for. (Neatness, correct spelling and punctuation, creativity, and nicely drawn illustrations.)
 13. Tell students that at this time they get out their paper and pencil; and, they may begin writing.
 - Closure-
 1. Review the definitions of mischief and kettle.
 2. Tell the students that they will present their creative writing piece to the rest of the class at this time.

Assessment: The attached rubric will be used to score the students' writings. Each category is worth one point; therefore, the total possible score would be a twenty out of twenty (20/20).

Extension/Enrichment:

1. Tell the students the history of St. Patrick's Day.
2. Tell the students what you would do if you were to catch a leprechaun.

Students with Special Needs: Visually impaired students will be given a larger rubric, as well as an enlarged "final draft paper." Learning support students will be seated next to a student who can help to keep him/her on task.

Reflection: