

## Day 2: Scene One

### Objective:

Students will read Scene One from the play adapted from Wolfe's novella *The Lost Boy*. After the in-class reading students will answer discussion questions, work on in-class activities and writing assignments. The paper assignment is optional in-class or homework.

### Common Core Standard Goals:

4<sup>th</sup> Grade:

CCSS.ELA.Literacy.W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Length:** ~ 1 hour (longer if paper assignment is done in class)

### Materials:

Play of the *Lost Boy* **Scene 1** (30 copies Play Folders)

Discussion Questions for **Scene 1** (in Play Folders)

The dialogue of Grover and description of Mrs. Crocker (30 copies in Hand Outs folder)

Dry Erase Markers (32)

White board cleaner (make sure plastic sleeves are cleaned after lesson or they will stain)

### Procedures:

1. Hand out script for Scene 1 and assign roles to the students. There are 5 speaking parts in Scene 1
2. Have the 'actors' read the scene aloud while the rest of the class reads along. As they read, put the image of 1906 Pack Square up. The class can really see what is being described.

3. After the reading is finished, go through the discussion questions with your class. (Questions found in Play Folder at the end of the scene)
4. Work on the activities based on the two passages from *The Lost Boy* to examining some of Wolfe's descriptive words. Hand out the descriptions in the plastic sleeve and a dry erase maker to each student or have them work in groups. Have the students do Activity 1 and Activity 2 on descriptive paragraphs.
5. In class or as homework, have the students work on the 'slop copy' of the personal narrative paper assignment. The class can come back to this throughout the week making revisions.

**Activities:**

**Activity 1: Examining Descriptive Words**

Hand out or display the first dialogue of Grover describing the square as he walked. Read the dialogue. (Dialogue in Handouts Folder)

Discussion Questions

*What does Grover see as he walks the Square?*

*Why does Grover think the Square will never change?*

*Do you think Grover likes the Square?*

In groups or individually go through the description of Pack Square in the plastic sleeves and mark all the descriptive words with a dry erase marker.

**Activity 2: Examining Descriptive Words**

Hand out or display the description of Mrs. Crocker out to all the students. Read the description of Mrs. Crocker. (Description in Handouts Folder)

Discussion Questions

*What does Grover think about Mrs. Crocker?*

*He never says "I like Mrs. Crocker" or "I dislike Mrs. Crocker," so how do we know how he feels about her?*

In groups or individually go through the descriptive passage in the plastic sleeves and mark the positive descriptions and negative descriptions with a dry erase marker. *i.e.:* *When describing her with "pinched features," is that a positive or negative description?*

**Writing Assignment:**

Have the students compose a very descriptive paragraph about a place they have or would like to visit. After they have written the paragraph have them exchange it with a fellow student to read. After reading the paragraphs, have the readers tell the writer why they thought the place they described was a positive or negative place. Have them explain their answers.

**Paper Assignment:**

Work on a 'sloppy copy' of the Personal Narrative writing assignment. This assignment can be done in class or as homework. By starting with a 'sloppy copy' your students can revisit this through the week to work on revisions and proof reading. (Writing prompt in Handouts Folder)