

Julie of the Wolves Poster



Pre Lesson Plan 2 / LA

Age: Grades 6 - 8

Setting: Classroom

Standards: Environment and Ecology: 4.7.10B
Language Arts: 1.5.8B, 1.6.8B, 1.6.8D

Objectives: Students will be able to:

- Listen, respond and speak about literature.
- Cooperate within a group to complete a task.
- Write short summaries and make predictions.

Overview: This lesson is intended to be a pre-lesson to be completed prior to attending *An Arctic Adventure* at Nixon Park, although it could be used as a post-lesson instead. The students will use listening, writing, discussing, and cooperation skills in this lesson. It is also an opportunity for an artistic student to use his/her talent.

Materials:

- One copy of *Julie of the Wolves* by Jean Craighead George.
- Poster board
- Art supplies: markers, colored pencils, ruler, glue, colored paper, scissors
- Response Journal
- Computer access

Procedure:

1. The students will listen to the teacher read *Julie of the Wolves*.
2. Each student will write a short summary, a new vocabulary word, and a prediction in his or her journal after the teacher reads each section.
3. When the book is completed, the students should be divided into small groups of about 4-5 students.
4. Each group will meet and discuss the book and journal entries. The poster that each group will complete should have eight sections: title and author, introduction, setting, main characters, main events told in order, theme (main character's goal or problem), new vocabulary, and connections (relate story to your own lives).
5. Students should be responsible for 2 sections if there are 4 in the group. Illustrations or pictures, use of color, interesting layouts, word processing of text, and fancy lettering are encouraged.
6. Students will present the completed poster to the class, each student speaking about the section(s) he/she completed.

Assessment: Assessment rubric (page 23)

Making A Poster: Julie of the Wolves

Teacher name: .

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.