

Read Aloud & *WordSift* Lesson Plan  
Based on *A Bad Case of Stripes* by David Shannon  
By Julie Michaelis, CSU Stanislaus, Winter 2009  
EDMS 4150

Grade: 3rd

Objectives:

1. The student will listen to the story being read.
2. The student will comprehend the story and engage in discussion.
3. The student will construct meaning about the story based on his/her experiences.
4. The student will be able to identify a theme from the story.

Standards:

*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

*Narrative Analysis of Grade-Level-Appropriate Text*

3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

Materials:

1. A Bad Case of Stripes by David Shannon
2. Boy/girl cut outs
3. Markers or crayons
4. Lined writing paper

Anticipatory Set:

1. Have you ever been worried about what other people think of you?
2. What does it mean to be unique?
3. Does anybody like to eat lima beans?

### Instruction:

1. Give the students a brief introduction of the story. This is a story about a girl, named Camilla, who likes to eat lima beans, but never does since none of her friends like them. On the first day of school she wakes up and is covered in colored stripes. Throughout the story, Camilla continues to face challenges with her unusually colored skin.

2. Preview the pictures in the story with the students, not showing the very last page.

3. Read the story to the students, stopping along the way to discuss the story and unknown words.

Pg. 1 Define vocabulary, using the sentence for understanding: "Today she was *fretting* even more than usual."

Pg. 2 Why was Camilla afraid to go to school? (Discuss with a partner.)

Pg. 8 Discuss the meaning: "Camilla was changing faster than you can change channels on a T.V."

Pg. 10 Define vocabulary, using the sentence for understanding: "...those stripes might be *contagious*."

Pg. 12 What are specialists? How come so many specialists were checking Camilla? (Discuss Question 2 with a partner.)

Pg. 14 Define vocabulary, using the sentence for understanding: "...*multi-colored* pill..."

Pg. 16 Discuss the meaning: "But the Experts didn't have a clue..."

Pg. 17 Why do you think there were news reporters and crowds of people outside Camilla's house?

Pg. 21 What do you think might cure Camilla? (Discuss with a partner.)

Pg. 25 Why did Camilla choose to finally eat the lima beans? (Discuss with a partner.)

Pg. 29 Do you think Camilla continued to eat lima beans? Do you think she cared what other people thought about her?

### Guided Practice:

1. Engage the students in a class discussion, focusing on these questions:

- Is it a good idea to do things just to please others?
- Is it ok to be yourself?

Independent Practice:

1. Ask the students what their skin would look like if they woke up one morning like Camilla. Then have each student decorate a boy or girl cut out with different colored/patterned skin.
2. Have the students write a paragraph about something they learned from the story.
3. Attach each student's cut out to their paragraph.

Closure:

1. Review the story.
2. Discuss main ideas.
3. Have each student share their cut out and paragraph with the rest of the class.

**Wordsift is a unique tool that could prove to be quite useful for EL students. Since visuals are a large part of teaching students who don't know English well, EL students would certainly use this website. If students didn't know what a word meant, they could type in the word or text and a visual for that word would appear. In this lesson, lima beans (among other words) would have worked well in Wordsift.**

**For my teaching, Wordsift is helpful because it identifies what words occur frequently in the text. It also identifies academic words. As a result of both these searches, it would help me focus what words I might need to define or explain to the students. Additionally, it provides a visual that I can use to help explain the word. I recently wrote a lesson plan for EL students using the nursery rhyme *Jack and Jill*. I write the lesson on chart paper, providing pictures after specific words such as hill, pail, and crown**

**(those that might be difficult for the EL students). To continue displaying nursery rhymes in this manner, I would type the rhyme directly into Wordsift, click on specific words, choose the picture that best fits each word, and then cut and paste the picture next to the text. As a result, a major part of my lesson would be complete. All with the ease of using Wordsift.**