

Lesson Plan Title	After Reading (Obstacle Course, p. 64, <i>Beyond the Blueprint</i>)
Lesson Plan Created by	Amy F. Radikas, CSDE Educational Consultant for Early Literacy
Grade	4
Subject	Language Arts and Social Studies
Standard(s)	Comprehension Strategies: Activating background knowledge, questioning.
Time	30 minutes
Indicators/Objective(s)	Students will proceed through a classroom obstacle course as they answer questions about their current readings of Connecticut.
Required Materials for Lesson / Technology	Questioning cards, beanbags, coffee cans, tennis balls and masking tape. Questions can be found at http://www.kids.ct.gov .
Initiation (prior knowledge; connections; vocabulary)	<p>Ask a few of the questions from the questioning cards before beginning the obstacle course. All questions should be color-coded by station. The same questions may be asked around the room so that the level of difficulty is the same for all.</p> <p>Place questioning cards in color-coded envelopes (each team has its own color) and have the teams take the question with them after they answer it.</p>
Learning Procedures	<p>The teacher plans obstacles that each team must overcome by answering a series of questions posed at each classroom obstacle station. Each team receives a color (red, blue, green...). Questions at each station are in color-coded envelopes. Green team only answers green questions. Clipboard given to each team.</p> <p>Station 1 – Students must spell the name of two rivers in Connecticut. Then hop to station 2.</p> <p>Station 2 – Students must name the Connecticut state flower (Mountain Laurel) – for a bonus draw a picture of it. Throw the two green bags into the coffee cans placed three feet away. Move to station 3.</p> <p>Station 3 – Who founded the town of Hartford? (Reverend Thomas Hooker) Skip to station 4.</p> <p>Station 4 – What is the capitol of Connecticut? (Hartford) Roll a tennis ball into the coffee can placed four feet away. Proceed to station 5.</p> <p>Station 5 – Name two Indian tribes once found in Connecticut during the colonial period (Pequot and Mohegan). Proceed to station 6 by having each team member hop on one foot to the bonus station.</p> <p>Bonus Station – What is the state song for Connecticut? (Yankee Doodle) What is the state fish for Connecticut? (American Shad) In what Connecticut town do they sell shad? (Higganum) What is the state bird for Connecticut? (American Robin)</p>

Grouping	Try to split your class into even teams (four participants or fewer per team). Each team should have its own color.
Guided Practice	Model a station or two indicating how the teams should proceed from station to station.
Instructional Strategies	Activating prior knowledge, questioning.
Closure	Review how many questions each team answered correctly. Place the questions that were difficult for teams to answer on the board. See if teams can work together to answer these questions. Some teams may reference the Web site mentioned above (http://www.kids.ct.gov).
Independent Practice	This is a team approach; however, you can ask students to write in their journals about their experience with the obstacle course. What would they have added to the obstacle course (question and task)? Why would this be important to add?
Assessment based on Objectives (informal, formal, formative, summative – essential question)	See closure. Teacher may also make some anecdotal notes as teams proceed from station to station.
Interventions (for struggling students)	All teams should include a variety of students.
Enrichment (for gifted students)	All teams should include a variety of students.
Connections to Other Subjects	Language arts, social studies and technology
Reflection(s)	See independent practice.