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A Plan for Pops

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Diverse Families Children’s Literature Lesson Plan

Written by: Hannah Hollowell

STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/2023/>

Lesson Title:	Book title: <i>A Plan for Pops</i> Author: Heather Smith Illustrator: Brooke Kerrigan
Content Area and Grade Level:	3rd Grade English Language Arts
Lesson Objectives:	<ul style="list-style-type: none"> ● The students will be able to navigate a character’s perspective from a literary text. ● The students will be able to summarize the text using correct conventions for their grade level. ● The students will be able to write a personal or fictional narrative using the rules of grammar. ● The students will be able to name a couple of characteristics that make someone diverse.
Florida Standards:	<ul style="list-style-type: none"> ● ELA.3.R.1.3 Explain different characters' perspectives in a literary text. ● ELA.3.R.3.2 Summarize a text to enhance comprehension. Include plot and theme for a literary text. Use the central idea and relevant details for an informational text. ● ELA.3.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ● ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
Assessment:	Teacher observation- informative assessment Partner/group discussion Story Map Flip Book & Character’s feelings Written Summary Written Narrative Exit Slip
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<ul style="list-style-type: none"> ● Teacher will ask children if they know anything about depression. <ul style="list-style-type: none"> ○ This will be time for the Teacher to allow students to share and for the teacher to share any stories as well, keeping things light and positive. ● Teacher will then explain before proceeding into the lesson that not all relationships look the same. Some are what we may see more often as a Mom and Dad or Grandma and a Grandpa. Sometimes it can be a Mom and a Mom or a Grandpa and a Grandpa and so forth. There is not a set relationship standard. Does anyone know anyone in a relationship like this?



Procedures:

- Teacher will welcome students to class and ask students if they know anything about Depression. Once students have had a chance to share, the teacher should continue by explaining that *“Depression is a state of sadness which occurs when there is a hormonal imbalance in the brain. I know that is a lot of big words, but depression can be a heavy topic for some. Essentially this just means that there are chemicals in your brain that are off causing you to be very sad for a longer period of time. In our story today there will be some bigger topics to understand, and depression will be one of them as well as the child in the story having two grandfathers that are together. Not all relationships look the same and this is an example of that.”*
- Teacher will then introduce the book, *A Plan for Pops* written by Heather Smith and Brooke Kerrigan.
 - Teacher will begin with some opening questions while showing the cover to students:
 - *“Why do you think Pops needs a plan?”*
 - *“From looking at the cover, what do you think is going to happen?”*
 - Teacher will then go on to explain the story stating, *“This book is about a grandchild and two grandfathers and how they spend their happy Saturdays together, until something happens that makes their happy days, rather sad.”* The teacher will then read the back cover, *“Lou and Grandad have made a complex contraption that has one simple task: make Pops smile.”*
 - *“As you get older your body tends to slow down and you may not be able to do as much as someone who is younger. Has anyone ever seen someone who is older use a wheelchair or walker? A wheelchair or walker or even a cane may be used to assist someone who is elderly in walking or moving around. But at first that may be a little bit of an adjustment for them. This may cause them to be depressed. Let’s read and see if this translates into the story.” (UDL 3.1 Activate or supply background knowledge)*
- Teacher will then begin to read the story, *A Plan for Pops*, pausing to ask questions to ensure comprehension: **(UDL 3.3 Guide information processing and visualization)**
 - Page 3: *“Why do you think the author makes a point to mention that Pops legs don’t work like they used to?”*
 - Page 7: *“Now that we have seen Grandad and Pops breakfast and lunch choices, as well as their library activities, have we learned anything about their personalities?”*
 - Page 10: Teacher pauses and asks, *“Does anyone know what the 3 P’s mean? Perseverance, Persistence, and Patience?”* Teacher will pause



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and wait for a response and if none is given, give the definitions to students. *“Why do you think Grandad tells Lou this?”*

- Page 14: *“Pops has fallen, do you think you know what’s going to happen next?”*
- Page 15: *“Pops needs a wheelchair for good, how do you think that is going to affect him?”* Teacher pauses, *“Will this change his happy, positive energy?”* Students will turn and talk and then a few responses can be shared with the entire group.
- Page 20: *“Why is Lou making a plan for Pops?”*
- After the teacher has finished reading, the teacher will ask, *“Why did Lou’s plan make Pops so happy? What did they include in the plan that had special meaning to them?”*
 - The teacher will now have students think, pair, share to address the following questions: **(UDL 8.3 Foster collaboration and community)**
 - *“What happened in the story that made Pops so sad?”*
 - *“How did we know that Pops was so sad?”*
 - *“We will now create a flipbook that will provide information about the beginning, middle, and ending of the story. We will begin by folding one piece of paper in half ‘hotdog’ style. Then we will take the sheet of paper and split one half of the hot dog into 3 sections, followed by cutting them apart so they flip up separately. On each of the three sections, write ‘B’ or ‘Beginning’, ‘M’ or ‘Middle’, and ‘E’ or ‘Ending’. Make this your own so you will understand it and color it how you would like. Once you have this portion completed, I would like you to go through and complete the story map. Just write a few sentences in each section that explains what happened within the story. Make special note about how each character is feeling in each stage.”*
- Once the students are finished discussing the questions and filling out the flipbook, Teacher will have students share their responses. The Teacher can also fill out a larger version of the story map to allow visuals for students to see what other students came up with. This will double as an accommodation for English Language Learners because this could be translated to their first language. **(UDL 1.2 Offer alternatives for auditory information)**
- After completing the discussion on the story map and character perspectives, Teacher will ask students, *“Do we know what a summary is?”* After pausing giving students a moment to volunteer an answer, if no one responds, teacher will define the word summary. *“A summary is a brief account of the main points of something, similar to our story maps, just written in paragraph form.”* **(UDL 3.1 Activate or supply background knowledge)**



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- Teacher will ask students to write a short summary as an overview of the story. They are able to use the story map as a guide. This should be given as a daily journal prompt. This will be used to help check the student's comprehension of the story before moving into detail of what happened. **(UDL 3.4 Maximize transfer and generalization)** Some students may need to hear the story again, or may need more insight into the complex mental and emotional meanings behind this story. **(UDL 1.1 Offer ways of customizing the display of information)** The teacher will say, *"Now that we have covered what a summary is, you will write a short summary, based on the story map you created. This will help me see whether or not you understand the storyline as well as the deeper emotional/mental topics behind the story."*
- Students will have time to write and then think, pair, share with their partners. After they are finished, the Teacher should ask if anyone would like to volunteer to share.
- The Teacher should now continue to talk to students about the topics that were discussed before the book. *"Now that we have read the story, do you remember the topics we talked about prior to reading the book? We talked about depression, older people needing assistance with getting around, and how sometimes relationships don't always look the same. Did you see anything in the book that had any connections with that? Let's start with depression."* The teacher should work through the following questions allowing time for students to think, pair, share with their elbow partner. After time is given to students to discuss the questions, the teacher should allow time for them to share with the class. Then move onto the next question. **(UDL 3.2 Highlight patterns, critical features, big ideas, and relationships)**
 - *"Did you see anyone in the story that may have been depressed?"*
 - *"Why was Pops depressed? What did he do that led you to believe this?"*
 - *"Pops was depressed because he had to be in a wheelchair 'for always', does this relate to another difficult topic we touched on earlier?"*
 - *"Pops was depressed, how do you think his depression affected Grandad? What about Lou?"*
- Teacher can use this to transition into the next and final activity. *"Thinking about how Pops now has to be in a wheelchair and how this made him depressed, what made him happy and feel better again?"* Teacher should allow students to answer. *"So we know that Lou and Granddad's contraption that shot off the paper cranes helped Pops feel better again. Keeping this example in mind, I would like you to write a Narrative, that is at least one page long, about a time when you helped cheer someone up or when someone helped cheer you up. Do you remember what a narrative is?"* Teacher will give students to ask questions about narratives. *"I also want you to make sure that you are following the proper rules for English Grammar. Do you remember*



what that is?" The Teacher should wait for the students to respond. "This is periods, commas, sentence structure, etc. You need to ensure that you do a read over of your Narrative to ensure that all grammar is correct." **(UDL 3.1 Activate or supply background knowledge)**

- Once students have finished their narrative writing, they will have the opportunity to participate in a Kahoot as an Exit Ticket **(UDL 3.2 Highlight patterns, critical features, big ideas, and relationships)**. This is a ten question Assessment that lets students show comprehension. The questions can be found below:
 - What is something diverse about this story?
 - The music Pops listens to
 - Pops & Granddad's relationship
 - Lou's breakfast
 - The contraption
 - What did Lou do to make Pops feel better?
 - Make Pops a picture
 - Booked him a vacation
 - Created a contraption
 - Wrote him a poem
 - What animal did Lou and Pops make out of paper?
 - Giraffe
 - Fish
 - Kangaroo
 - Crane
 - What day of the week did Lou get together with their grandfathers?
 - Sunday
 - Saturday
 - Monday
 - Wednesday
 - What happened to Pops emotions after his fall?
 - He fell into a depression
 - He threw a party
 - Nothing happened he was okay
 - He went crazy

Materials:

- Pencil or writing utensil
- notebook or lined paper
- poster paper
- copy of *A Plan for Pops*, written by Heather Smith and illustrated by Brooke Kerrigan
- Story Map Foldable
 - construction paper
 - scissors



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○ markers/crayons/pens/pencils