

Title: **Literature Circle: *The Crystal Palace: Rescue of the Baby Fairy Prince***

By Michele Hauser

Subject: Language Arts

Grade Level: 3rd, 4th, 5th

Literature Circles

Fantasy Lesson Plan

The Crystal Palace: Rescue of the Baby Fairy Prince (84-page chapter book)

Written by Michele Hauser; Illustrated by Karina Nance (nine-year-old granddaughter)

(California State Language Arts Standards indicated in parentheses)

Objectives for the Unit:

- 1. Read, enjoy, & comprehend the fantasy chapter book** (3rd Reading 1.3; 4th Reading 1.1)
 - Be able to retell story sequence (3rd Reading 2.4; 3.2)
 - Demonstrate understanding in final product (3rd Reading 2.7; Speaking 2.0, 2.1, 2.3; Writing 1.10; 4th Reading 2.7)
- 2. Raise awareness of character development**
 - Notice clues in text to personality of characters (3rd Reading 3.3; 4th Reading 3.3))
 - Write a brief, original story, using one of the characters (3rd Writing 2.1; 4th 1.2, 2.1, 2.2, 2.4)
 - Illustrate a character, based on the clues in the reading (3rd Reading 3.3)
- 3. Raise awareness of setting and plot development** (4th Writing 1.1, 1.2 1.3)
 - Be able to compare and contrast settings (4th Reading 2.1, 2.5; Writing 1.3)
 - Be able to put plot events in sequence (3rd Writing 1.0 and 2.2; 4th Reading 3.2)
- 4. Identify meaning or words in the book**
 - Use context clues to identify meaning or words in the book (3rd Reading 1.6)
 - Be able to use vocabulary words from the book in their own sentences
- 5. Raise awareness of theme**
 - Be able to elaborate and relate to themes of book (3rd Reading 3.4; 4th Writing 2.1, 2.2)
 - Be able to explain how a theme is shown in the book (3rd Reading 3.4; 4th Writing 2.4)

Materials needed:

- 1. Copies of the book:** Available at <http://www.outskirtspress.com/crystalpalace> and www.amazon.com and www.barnesandnoble.com
- 2. Student Activity Leaflets:** Free at <http://www.michelehauserstories.com>
 - Leaflet #1 for chapters 1-3
 - Leaflet #2 for chapters 4-7
 - Leaflet #3 for chapters 7-10
 - Leaflet #4 for chapter 11 and Review
- 3. Readers' Theater scripts:** Free at <http://www.michelehauserstories.com>
- 4. Discussion Questions & Writing Prompts** Free at <http://www.michelehauserstories.com>
- 5. Coloring Pages of Characters:** Free at <http://www.michelehauserstories.com>
- 6. Art supplies:** pencils, erasers, colored pencils

Procedures:

1. Teacher will offer *The Crystal Palace: Rescue of the Baby Fairy Prince* as a choice for Literature Circles (usually one of four or five books, so children can choose books that appeal to them; usually about 4-5 students per book, to discuss and do activities related to the book together) OR get a class set to pass out to everyone.
2. In literature circle, children look over the cover, back summary, table of contents, and About the Author and Illustrator pages. The children discuss what they THINK the

story will be, using the clues to make predictions. Then children read together, taking turns. The children are assigned to finish chapter 3 before the next literature circle time.

3. As each section of the book (chapters 1-3, 4-7, 8-10, 11), is read, children complete the Activity Leaflet that relates to it. (Includes activities for Characters, Plot & Setting, Vocabulary, and Theme)

Student Activity Leaflets: Free at <http://www.michelehauserstories.com>

- Leaflet #1 for chapters 1-3
 - Leaflet #2 for chapters 4-7
 - Leaflet #3 for chapters 7-10
 - Leaflet #4 for chapter 11 and Review
4. Students work on the activity leaflets for chapters 1-3 together in their literature circles, finishing at home before the next literature circle time.
 5. Students use the “Discussion Questions” and “Writing Prompts” within their literature circle after chapter 3 (again after chapter 7, and chapter 10).
 6. After chapter four is read, introducing the main fairy character Angela, students participate in Readers’ Theater to review. (See The Magic Crystal Readers’ Theater on <http://www.michelehauserstories.com>) This is short, 5-8 minutes, using 7 student readers.
 7. After chapter 7 is read, children use Discussion Questions and Writing Prompts for chapters 4-7, and complete the Activity Leaflet for Part 2 (chapters 4-7)
 8. After chapter eight is read, setting up the problem and solution for getting to the Kingdom of the Leprechauns and the Sorcerer character is introduced, students participate in Readers’ Theater to review. (See The Sorcerer Readers’ Theater on <http://www.michelehauserstories.com>) This is 8-10 minutes, using 13 student readers.
 9. After chapter 10 is read, children use Discussion Questions and Writing Prompts for chapters 8-10, and complete the Activity Leaflet for Part 3 (chapters 8-10)
 10. Once the book is completed, each student is given a picture of a character in the book (Free at <http://www.michelehauserstories.com>) and asked to look carefully at the details and clues, and then to write (1-3 paragraphs or so) about that character. This could be a simple description in paragraph form, OR a brief writing *showing* what that character might do or say, based on the clues, OR the beginning of a new story, using the character.
 11. Children share their writings with partners; Partners compliment the “authors” with specific details. (ex: I like the way you showed how the character would walk and talk; I like the way the character’s personality led to the story’s problem)

Closure:

1. Introduce a discussion on the themes of the book:
 - “Now, think about the human girls in this story. Though the plot was fantasy (we don’t really expect girls could be taken to Fairyland), the girls are realistic. Their courage, cooperation, and compassion helped them to solve the problem in the story.”
 - What showed their courage? How might courage help you in your real life?
 - What showed their cooperation? How might cooperation with others help you in your real life?
 - What showed their compassion? How might compassion play a part in your real life?
2. Final Product: Students choose which project format they want to show their understanding of the book, *The Crystal Palace: Rescue of the Baby Fairy Prince*. Depending on the choice, these could be done individually, or in partners, or as the whole literature circle.
 - Mobile of characters (with illustrations, and index cards explaining each)
 - Diorama of important scene (with index card, explanation of the scene & its importance)
 - Play script (write original script of what *might* happen next)
 - Story (complete earlier story started and present as a book)
 - Map (showing setting, with signs indicating each location and its importance to the plot)
 - News article (as if reporting on what happened. Title example: Three Local Girls Taken to Fairyland; Include the who, what, where, when, why, how of reporting)
 - Puppet of one character (with a brief interview with that character, written out on a large index card)
 - Gameboard of Plot (showing events of plot. Perhaps with obstacles and character cards to add interest, using spinners or dice, for example. Should be really able to be played)
 - Character mask (with a brief interview with that character, written out on a large index card)
3. Presentation of Final Products before the class. Children then learn about the books in the other literature circles, hopefully inspiring more interest in reading.

Evaluation Method:

- Leaflets
- Writings based on Writing Prompts
- Final Products & Presentations
- Discussion