

ATTACK OF THE CHICKEN NUGGET MAN

Lesson Plan
by Melissa
Green, NBCT

Chapter 1 Reading: Literature

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Class Activity:

As a class, begin by listing things the students know about being blindfolded. Then list things they know about baboons. Have them look at their adjectives and come up with a description of the way a blindfolded baboon may act.

A baboon would...

A blindfolded person/animal would...



A blindfolded baboon would...

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Standards Addressed:

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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“It looked like Chris had been dressed by a blindfolded baboon.”

View the illustration of Chris on page 9 and point out things that might make someone describe him this way.

Class Discussion: Why would the author choose a blindfolded baboon as a way to describe Chris’ dress? What was he trying to help us understand about Chris’ character? How does this help us understand the story better?

Remediation

Use the description of the principal on page 8 to illustrate the way you visualize the principal of Chris’ school.

Embedded Assessment: Students will need to take very literal information from this paragraph to make a relevant drawing. These are skills found at the bottom of Bloom’s Taxonomy (showing, naming, listing, restating, finding, choosing). Their illustration should reflect that the principal was “three legged purple lizard who burped up teachers”.

Enrichment:

Have a neighbor fill in the blanks for you.

“It looked like Chris had been dressed by a(n) _____ adjective _____ noun.”

Create an illustration of Chris if he had been dressed by this noun. Include one sentence descriptions that explain your thinking behind the details of his outfit.

Embedded Assessment: This assignment requires the students to access some creative thinking and work on thinking levels found in the higher portions of Bloom’s Taxonomy such as combining, constructing, formulating. They will show an understanding of these standards if they are able to create an illustration that adequately reflects the characteristics of the adjective and noun given by their classmate.

Other Assessment Options:

- (pg. 42) What does the illustration of Ms. Bubblebrain help you understand about her as a character?
- What if the book’s illustrator had decided to create the illustrations with water color or oil paintings? Would that make sense with the tone and mood of the book? How do the illustrations help us better understand the tone of this story?

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