

RARE BEAST MADNESS

Topics to cover: Rare Beasts by Charles Ogden

Title of Lesson: Rare Beast Madness

Materials needed:



Construction Paper	Edgar & Ellen (E&E) Teacher's Guide
Dictionaries	List of rare animals with descriptions
Markers	Copies of book
Popsicle Sticks	Paper and pencils/pens
Glue & Craft items	Awards (if used)

Goal of this lesson:

- Reading for comprehension
- Vocabulary building
- Improving group interaction
- Cross-curricular connection with Science

Objectives:

Students will be able to:

- read text for comprehension
- identify new vocabulary
- apply new vocabulary
- create their own pet
- describe their new pet using new vocabulary

Procedure:

➤ **Anticipatory set: (3-5 minutes)**

Ask students write a brief description of a pet they have or might like to have OR ask students to make of list of imaginary beast they have heard of (for example unicorns)

Development of Concept: (3-4 hours or class periods)

➤ **Activities**

- 1) Give each student a word from the vocabulary list in the E&E teacher guide
 - Students make up a definition for their word (3-5min.)
 - Students look up the real definition for their word(3-5 min.)
 - Then go around the room and each student shares their made up definition and their real definition (15-20min.)
- 2) Break students into groups of 3 for research and writing activity.
 - Give each group a rare (or mythical) animal to research. (10-20 min including explanation)

- Give an example of what information you are looking for by presenting a report you have done ahead of time that uses the vocabulary words. (5-7 min.)
 - Have the students find information about where the animal lives, what it looks like and why it looks that way (ie: uses its color to blend into surroundings, its long claws are for climbing trees to escape predators) and what it eats. (30-40 min.) (This could be done as homework)
 - As a group they can write up a summary of their research using 3-5 of the vocabulary words they looked up before. (30 min.)
 - Teacher can decide whether the groups should present to the class or not.
- 3) Have students create a Rare Beast either out of art supplies or online at edgarandellen.com
- This is a creative exercise so you do not need to give an example unless they feel they need one. (5 min if they want one)
 - Allow kids to create their Rare Beast (30-45 min.) (May be too much time)
 - Then ask the students to write a paragraph about their creature including their name, where they live, a little about their personality, what they eat, their favorite hobby/sport/color, etc. Let the students be as silly as they want. (10-20 min.)
 - Have the students get together in groups of 2 or 3 (different kids from the last activity) and create a short skit about the interaction between their 2 creatures (skits can be about 2 minutes each). Have them write it out (it is the teachers choice whether they collect this or not) and then perform it for the class. (30 min. to create, 30-40 to perform)
 - Students can choose and awards can be given for the funniest, scariest, weirdest, etc. beasts. (Lots of categories equal lots of winners!)

Multiple Intelligence styles used in activities:

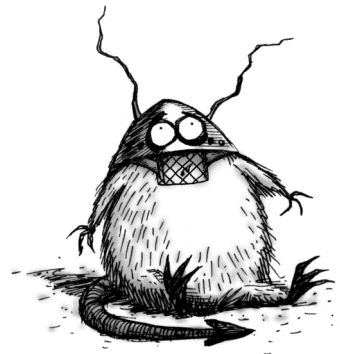
Activity:	Verbal/ linguistic	Logical/ math	Visual/ spatial	Bodily /Kines.	Musical/ rhythmic	Inter- personal	Intra- personal	Naturalist
Anticipatory set	x					x	x	
Vocabulary activities	x	x						
Group activities				x		x		
Research on rare beasts	x							
Create a Rare Beast	x		x					x
Skits				x	x	x		

➤ **Conclude: (3 minutes)**
Ask students what they learned.

➤ **Evaluation:**
Formative and summative

➤ **Assignments:**
Read [Rare Beasts for homework](#)

➤ **Assessment:**



Teacher can assess written activities based on a writing rubric. Student awards can also be included in the assessment.

Reflection/Revision

What worked:

What didn't work:

Ideas for Improvement: