Introduction

The lesson is built around the book, Cactus Hotel by Brenda Z. Guiberson. It is a writing lesson that focuses on beginning, middle, end and sequence of events, as well as conventions, an element in the six traits writing.

Behavioral Objectives

Students will listen to the story, Cactus Hotel, and then role-play a seedling that grows very slowly into an adult, one hundred and fifty-year-old, cactus. Students will enhance their comprehension skills by having to retell the sequence of events and identify the beginning, middle, and end of the story in a graphic organizer. Students will then use their knowledge to write a summary, poem or narrative in a cacti’s perspective.

State Standards

W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing task.

PO 1. Spell high frequency words correctly
PO 2. Punctuate endings of sentences
PO 3. Capitalize sentence beginnings
PO 4. Use standard, age-appropriate grammar and word usage
PO 5. Write legibly

W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting.

PO 1. Write a narrative
   - establish a beginning, middle, and end
   - use sensory details to describe
**Anticipatory Set**

Introduce Cactus Hotel by Brenda Guiberson and go through the story in a picture walk, allow students to make predictions and then read story. Students will image being a cactus by acting out the life cycle of a cactus from seedling to adult cactus.

**Teacher Input**

The teacher will start a discussion about what a saguaro cactus looks like and begin the picture walk by showing the class the front cover of the book, *Cactus Hotel*.

**Script**

Teacher: Does anyone know what a saguaro cactus looks like? Has anyone seen a saguaro in the desert?
Student: A saguaro cactus is very tall and straight. It doesn’t look like a tree.
Teacher: Why doesn’t it look like a tree?
Student: A saguaro cactus doesn’t have leaves, a trunk, or bark. A cactus has things that prick you so I can’t touch it.
Teacher: Many saguaro have holes in them, does anyone know why?
Student: Maybe people tried to cut it down.
Teacher: The book is called, *Cactus Hotel*. Does anyone know what a hotel is?
Student: A hotel is a place where we stay when we go on vacation.
Teacher: What do you think lives in the *Cactus Hotel*?
Student: Animals
Teacher: Do you think that the animals made the holes? Does it hurt the cactus?
Student: The animals made the holes so they can live in the cactus. Yes, it hurts the cactus.
Teacher: Well let’s finish our picture walk and read the story to find out what kind of animals live in the *Cactus Hotel* and if they help the cactus or harm it by staying there.

**Modeling the Behavior**

Teacher will read to the students an example of a finished product - poem and narrative that include the beginning, middle and end of the saguaro cactus’ life cycle.

**Check for Comprehension**

Teacher will question students throughout the anticipatory set to elicit prior knowledge. Teacher will check for comprehension of the term life cycle by asking students to give an example of their own life cycle and role-play.
Guided Practice

Teacher and students will fill in the graphic organizer together. Teacher and students will write a summary of the story together, identifying the main points in the beginning, middle, and end of the story. Students will use the information to write their own narrative from the perspective of a saguaro cactus.

Closure

Teacher will review once the guided practice is over what sequence of events is and what the sequence of events were in the story.

Independent Practice

Students will write their own poem or narrative from the perspective of the saguaro cactus. Students will incorporate the cactus’ life cycle and sequence of growth process. Students will use proper grammar, spelling of sight words, and use proper punctuation and capitalization.

Assessment

Students will be assessed on their written poem or summary. Does it make sense? Did they spell their sight words correctly? Did they use proper punctuation and capitalization? Is the cactus’ life cycle in sequence order? Did they take the perspective of the saguaro cactus?

Materials

- Book, Cactus Hotel (English and Spanish)
- Graphic Organizer
- Poem, The Saguaro
- Pre-formatted summary and poem that helps students get started on their writing
- Overhead projector

Modifications for Students with Disabilities

Provide graphic organizer for reading and writing task to increase comprehension and retention.
Obtain students’ attention before presenting new information
Help students get organized
Individualize assignments by including Spanish text and allowing students more time to complete assignments.
Check comprehension frequently
Model whenever possible
Utilize non-linguistic means for encouraging comprehension (role-play)
Use culturally relevant materials. Ecological; real life experiences use the student’s culture and environment
Put concepts in context (Book, Cactus Hotel)

Technology Integration

Make the graphic organizer on the Power Point program and have the students help fill it in.

Mechanics

Overall Lesson Plan Evaluation
I am a little seedling _________________________________.

After ten years, I am only four inches tall. I grow ___________________.

At fifty years old I am 10 feet and have white flowers that attract ________
_______________________________________________________________.

Finally, I am a giant saguaro, one hundred and fifty years old and over fifty feet tall and have several branches. I can see _____________________
_______________________________________________________________.

Many different types of animals live in my arms or seek the shade I provide. For example, ________________________________
_______________________________________________________________.

_______________________________________________________________.
Now I am two hundred years old, and very weak. The wind has blown me over, and the animals that lived in my arms __________________
_____________________________________________________________.

I am now able to provide a home for animals that live on the desert floor, such as ______________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________.