

MAKERSPACE CARDBOARD CHALLENGE!

Lesson Plan

Life in the Castle

Lesson Plan for *Cardboard Castle Challenge!*

Grade 3

Objective

To help students write interesting, detailed, and sequential narratives using new vocabulary.

Things Needed

- *Cardboard Castle Challenge!* book
- Access to the “Cardboard Castle Challenge!” web page on the Pop! website: <https://popbooksonline.com/makerspace-cardboard-challenge/castle-challenge>
- Computers
- Printer
- Pocket folders
- Red pens
- Editor Checklist (attached)

Before the Activity

Read *Cardboard Castle Challenge!* as a class. Divide students into groups of two. Print a copy of the Editor Checklist for each student. Give each student a checklist and a pocket folder. Open the “Cardboard Castle Challenge!” web page in your internet browser. Pull up the “Explore Links” tab and click on the DK Findout! web page “Castles.” This web page can also be found here: <https://www.dkfindout.com/us/history/castles>

Activity

As a class, read through the text on the “Castles” web page. Then click on the picture labels to read the captions about different parts of a castle. Explain that over the next week, students will write and edit short stories about what it is like to live in a castle. Students should first choose their main characters—people who would be inside the castle. Then, students should write five-page stories in which their main characters go to at least three different parts of the castle and interact with different people. Some of the places characters could go to include:



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- battlements or curtain walls
- great hall
- gardens or bailey
- towers or lookouts
- lord's chambers inside the keep
- drawbridge
- dungeons

Follow this sample schedule of tasks:

Day 1: Each student will type and print out an outline for a five-page story. The outline should include several bullet points in the order they will appear in the full story. Students should include a short definition or description of each part of the castle where their characters visit. Students should keep their outlines (and all of the drafts they develop) in their pocket folders.

Days 2 and 3: Students will type and print out rough drafts of their five-page stories. Students should save their drafts on the computer, titling them LAST NAME_rough draft.

Day 4: Students will exchange their printed rough drafts with their partners. Each student will now act as an editor. As editors, students will read through their peers' stories and fill out the Editor Checklist. Toward the end of class, students should give the rough draft and Editor Checklist back to the original author.

Day 5: Each author should review the editor's comments. Authors should revise their stories and print off the new version. Remind students to save a copy of this version on the computer, titling it LAST NAME_final draft. Collect these final versions.

Evaluation

Give students up to 25 points for their projects:

- 5 points for turning in a folder with the following: outline, rough draft, final draft
- 5 points for filling out all questions on the Editor Checklist
- 5 points for creating a compelling storyline and interesting characters
- 5 points for incorporating different parts of a castle
- 5 points for writing that is relatively strong and free from errors

Standards

This lesson plan may be used to address the Common Core State Standards' reading standards for informational texts, grade 3 (RI 3.4), and writing standards, grade 3 (W 3.3).



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Editor Checklist

1. Did the author write a complete story that was five pages long?
2. What did you like about the story? List at least two things in the space below:
3. Who was the story's main character? Did this character interact with other people in the castle? Who were those people?
4. Did any of the characters' words or actions seem confusing or unrealistic? If so, explain what was confusing in the space below:
5. Did the main character go to at least three different parts of the castle? What parts were they?
6. Did the author include descriptive details about each of these places? If no, explain places that were hard to imagine or that you wanted to know more about:
7. Was any part of the story confusing? Describe any events you wanted to know more or less about:
8. Do you have any other suggestions for the author about the story?

