

# A Lesson Plan Incorporating Audio Support

## *Joyful Noise* by Paul Fleischman

### Lesson Plans by Hillary Wolfe


#### Lesson Plan: Part 3

**Objective:** Students will be able to cite examples of different points of view; students will be able to contrast points of view in narrative text and explain how they affect the overall theme of the work.

**Activity 1:** The class listens to “Honeybees” as they read along. If you prefer to have students work in partners, then half the class describes the character traits of the Queen Bee and the other half describes the traits of the Worker Bee. They will fill out the **Lesson 3 Activity 1** worksheet in the appropriate chart.


#### Lesson 3 Activity 1 SAMPLE:

What does the Queen Bee say?	What does it mean?	Why is it important?
<i>i'm fed</i>	<i>she's lucky</i>	<i>doesn't have to work for food</i>
<i>i'm bathed</i>	<i>she's pampered</i>	<i>others take care of her</i>



**Activity 2:** After completing the chart, pair students to represent both characters and have them complete **Lesson 3 Activity 2**, helping them understand what the traits they pointed out mean, and help them evaluate viewpoint in poetry and narratives. If students have been working independently, they can complete the worksheet independently, or you can guide a class discussion based on the worksheet.

What does the Worker Bee say?	What does it mean?	Why is it important?
<i>up at dawn</i>	<i>hard life</i>	<i>doesn't get to choose</i>
<i>take out trash</i>	<i>unglamorous</i>	<i>not pampered like Queen Bee</i>



**Activity 3:** Students should listen to “Water Striders” and complete a Character Trait Chart and answer questions as they did in Activity 1. This chart is **Lesson 3 Activity 3**. Use this lesson as a way to extend what they learned about the Queen Bee and Worker Bee to other works. This idea could easily translate into social studies projects or complement other literature.

**Enrichment Activity—Essay for Students:** Think of a personal example of a time when you saw a situation from a different perspective as another person—for instance, in class, the teacher vs. the student, or at home, you vs. your parent. How can the same situation be seen from two different points of view?

This is the third in a series of lesson guides from Recorded Books and Hillary Wolfe on *Joyful Noise*. Check <http://recordedbooks.wordpress.com> for more FREE lesson plans with audio.

**More FREE lesson plans available at [recordedbooks.wordpress.com](http://recordedbooks.wordpress.com)**