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| **Outcome(s) of Lesson: Program of Studies** |

* + 1. Express ideas and develop understanding
* use appropriate knowledge and experiences to make sense of new ideas and information
* read, write, represent and talk to explore personal understandings of new ideas and information

1.2.1 Consider the ideas of others

* seek the viewpoints of others to build on personal responses and understanding

1.2.2 Combine ideas

* use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

2.2.1 Experience various texts

* describe and discuss new places, times, characters and events encountered in oral, print and other media texts

2.2.2 Construct meaning from text

* describe characters qualities based on what they say and do and how they are described in oral, print and other media texts
* describe and discuss the influence of setting on the characters and events

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| **How will I know students have achieved the learning outcome(s)?** |

* Students will **recall** the original fairytale to help make **predictions** in the novel
* Students will share and **collect** information in charts about characters in story after exploring own ideas and those of others
* Students will **discover** information about the medieval times through the setting of the novel
* Students will **describe** characters in the novel and **discuss** how the setting influences the characters and events in the novel

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| Hook: Introduce myself, let students know I will be teaching them LA for the next 5 weeks and we will be doing a short story unit based on Fractured Fairy tales |

**Learning Opportunities:**

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| **Time** | **Learning Opportunity #1** | **How do I check that students understand what to do?** |
| 10 min | * Hook – Introduction
* Students have already been introduced to fractured fairytales in their rotations and have been able to compare some things that are the same and different from the originals.
* Today we are going to read one together – have students gather in the reading corner.
* Ask students before reading what they think is going to be different about this story. What are some predictions
* Read “Old MacDonald had a dragon” by Ken Baker
 | Students will make predictions about he story |
| **Materials Needed** |
|  Book “Old MacDonald had a dragon” by Ken Baker |
| **How do I differentiate for ALL learners?**  | **Accommodations (ISP’s)** |
| **Beginning: use word prompts for prediction ideas****Developing: use word prompts for prediction ideas****Achieving: students will say differences and make predictions****Exceeding: students will say differences and make predictions** | none |
| **Transition: Students will go back to their desks** |
| **Time** | **Learning Opportunity** | **How do I check that students understand what to do?** |
| 10 min | * Next we go over the important elements of a story – Google slide
* (Hand out Plot Diagram Templates) We will go through the elements of this story together.
* On slide 2 ask students if they can identify the different parts of the diagram without help then go through rest of slides for explanations

**The Exposition** – where the characters are introduced, the setting, main conflict/problem, point of view, **The Rising Action** – where the conflict is developed and what happens to reach the climax, **Climax** – turning point of the story where the main character comes face to face with conflict, **Falling action** – a solution is reached, problems are solved,Resolution – the stories ending* Use **Plot diagram template** to fill out for “Old MacDonald had a dragon story together as a class (students also fill one out to keep as reference when creating their own stories)
* When finished students will put in short story “Making Connections” duotangs – pass out duotangs, have them write their names and label “Making Connections”.
 | This activity is guided, so I will ask questions to check they understand the story elements |
| **Materials Needed** |
|  Book “Old MacDonald had a dragon” by Ken BakerGoogle Slide – Elements of a plot diagram |
| **How do I differentiate for ALL learners?**  | **Accommodations (ISP’s)** |
| **Beginning: give word prompts, ideas****Developing: give word prompts, ideas** **Achieving: Students will follow along and provide input to plot diagram which we will fill in together as a class.****Exceeding: can work ahead and fill out on their own if they want** |  |
| * **Transition**
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| **Time** | **Learning Opportunity #2** | **How do I check that students understand what to do?** |
| 25 min | * **Rotations:** assign rotations and explain the stations.

**Station 1**: **Short Story Writing** – start on plot diagrams for their fractured fairytale short story – I will work with them on this. (Start the “Potato” group here since they are a little more advanced and I won’t be officially starting the short stories till Wednesday when I will go into more detail)**Station 2**: **Word Work** – worksheets (word work)**Station 3**: **Read to Self** – own choice books**Station 4**: **Write a story** – use a story starter card to write a mini story. – This will help prepare them for writing their fractured fairytales. If finished early they can share their stories with each other. | Ask the groups assigned to each station to repeat what they are going to do there. |
| **Materials Needed** |
| * Plot diagrams/Fairy tale organizer sheet
* Word work sheets
* Own choice books
* Write a story package
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| **How do I differentiate for ALL learners?**  | **Accommodations (ISP’s)** |
| **Beginning: students will work at their own pace****Developing: students will work at their own pace****Achieving: students will work at their own pace****Exceeding: Stronger group will start at short story writing station, work more independently** | none |
| **Transition: Have students head back to desks, hand out two-column charts** |
| **Time** | **Learning Opportunity #3** | **How do I check that students understand what to do?** |
| 40 min | * Start reading “Twice upon a time: Rapunzel-The one with all the hair” by Wendy Mass. Read up to pg.21 (ch1-4)

1. Read Front cover, discuss what the author & illustrator tell about the book already, etc., back cover, 2.Students will fill out individual charts of what they already know/Something new they learned from reading….fill out 1st column only – point form.3. Start Reading book – reading corner? Desks?\*Stop after pg.3 and discuss the new character (sticky note in book)\*Stop after pg.8 discuss setting (sticky note in book)\*Stop after pg.16 discuss Rapunzel and Prince being “stuck” (THINK, PAIR, SHARE) by first thinking alone, then get up, walk around with hand up, pair with a partner when I say stop and share, then walk around again with partner till I say stop then high five another partner group, record ideas in group of 4 on paper strips provided and put on 1st chart paper on chalkboard**\*\*If time left keep reading….*** After reading p. 21 fill out chart.

\*2nd Chart – Start a chart, put up on chalkboard and write what we know so far: \*Setting, Main characters/ qualities we know about them so far, point of view, main problem, any other characters that are important**\*\*\*If time runs out, continue next class (Tuesday Nov 19).**  | Students will respond to questions about the book discussing characters and settings and share ideas for chart |
| **Materials Needed** |
| * Book “Rapunzel – The one with all the hair” by Wendy Mass
* Chart paper x 2
* Two-column charts
* Paper strips for Think, pair share
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| **How do I differentiate for ALL learners?**  | **Accommodations (ISP’s)** |
| **Beginning: give word prompts, ideas****Developing: give word prompts, ideas** **Achieving: Students will respond to questions about the book and share ideas****Exceeding: Students can help others with ideas** | none |
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| **CLOSURE:*** **Thanks everyone you worked really hard today, we learned a lot about plot diagrams and and how to start a our own stories, next LA class we will continue with the story.**
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**Lesson Plan Analysis: Using your lesson above, describe the following: (This information MUST be in your learning opportunities)**

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| **Cooperative Learning Strategies used** | Think, Pair, Share, group discussion and sharing |
| **Movement Breaks** | Moving around during think, pair, share |
| **Modes of Learning** | Intrapersonal, Linguistic, logical |
| **Higher Order Question(s)** | What do we know about the story from looking at the front, back cover?What are some predictions?Why is Rapunzel stuck?Why is Prince Benjamin stuck? |

**Reflection and Revisions:**