|  |  |  |
| --- | --- | --- |
| **ENGLISH LANGUAGE ARTS** | | |
| **Grade: 2** | **Unit: Creative Writing** | |
| **Lesson: 1** | **Activity: Fractured fairy tale** | **Duration: 30 minutes** |
| **Essential Question:** | | |

|  |
| --- |
| **OUTCOMES FROM ENGLISH LANGUAGE ART ALBERTA PROGRAM OF STUDIES** |
| **General Learning Outcome:** Students will listen, speak, read, write, view and represent to manage ideas and information.  **Specific Learning Outcome:** Students will talk about how new ideas and information has changed previous understanding (1.1) and use knowledge of the organizational structure of stories (2.1). |
| **Learning Objectives** |
| *Students will:*   1. *Review previously learned material about the components of a fairy tale* 2. *Effectively use* the *“popcorn style” of telling a story as a class* 3. *Read and dissect a fractured fairy tale.* 4. *Collaborate with peers to share ideas.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENTS** | | | |
| **Observations:**   * *Students ability to recall previously learned material* * *Students ability to collaborate with peers and provide constructive feedback* * *Students ability to* participate in discussion * *Students ability to efficiently contribute to the popcorn read* | | **Key Questions:**   * *What makes a story a fairy tale?* * *Who was is the hero?* * *Who is the villain?* * *What is the setting?* * *Who are the characters?* | |
| **Written/Performance Assessments:**  Completed with Mrs. Fulton | | | |
| **MATERIALS AND EQUIPMENT** | | | |
| * Chart paper and markers * Fractured fairy tale book (same as fairy tale) * Fairy tale book | | | |
| **PRE-LEARNING CONSIDERATIONS** | | | |
| * Students will understand the structure of a story * Time of day: the class right before first recess * Reading carpet is accessible | | | |
| **TEACHER RESOURCES** | | | |
| * Lesson plan | | | |
| **PROCEDURE** | | | |
| **Introduction** **and Review** (3 min.): | **Teacher**  Teacher will go over tasks for today.  Teacher will ***ask:*** *what is your favourite fairy tale?*  *Assessments of Prior Knowledge:*  **Key question**: What makes a story a fairy tale?  -Once upon a time… -Good/evil character -Magic/enchantment  *Expectations for Learning and Behaviour:*  Students are expected to be respectful and appropriate. They are sitting at their desks, keeping talking and noise level to a minimum. Students are expected to contribute ideas when called on.  *Accommodations:* Students always have the right to pass. | | **Student**  Students will put away their books from guided reading and return to their desks  Students are reading and listening to the tasks for the class, being able to mentally prepare themselves for the points to cover in today’s class.  Students are participating in discussion |
| **Teacher/Student Transition**  (1 min.)**:** | **Teacher**  Teacher will get students attention back and then explain that now we will be reading a book | | **Student**  Students are collecting themselves after the introduction |
| **Learning Activity #1**  (10 min.)**:**  **Popcorn read of  GOLDILOCKS AND THE 3 BEARS** | **Teacher**  Teacher will explain the popcorn style of reading the fairy tale. *The teacher will start telling the start of the story, pass the ball to a student and they will say one or two sentences about the story, pass the ball, and we will try and recall the whole fairy tale. (Teacher will have the original book for reference)* ***only talk if you have the ball***  *Accommodations:* Teacher will have the fairy tale at the front of the class to assist any students that don’t remember how it goes.  ***Key Question:*** *Who was is the hero?  Who is the villain?  What is the setting? Who are the characters?* | | **Student**  Students will be participating in the popcorn read |
| **Teacher/Student Transition**  (2 min): | **Teacher**  Teacher will explain that now we are going to read the fractured version of the book we just read together  Teacher will ask the students to go sit at the reading carpet | | **Student**  Students will be listening to the next instructions  Students will move from their desks and quietly sit on the carpet and wait for further instruction |
| **Learning Activity #2**  (8 min.)**:** | **Teacher**  Teacher will read both of the fractured fairy tales and pause and ask questions throughout  ***ask:*** *what do you think will happen next?  Ask what certain words mean*  After the reading the teacher will have a discussion with the students about the similarities and differences of the two books. Teacher will write down the student’s answers on the chart paper using a venn diagram.  *Assessment:* Teacher will observe students’ writing process to ensure they have appropriate information to start drafting.  Teacher will walk around and be available for questions.  ***Key Question:*** *Who is the hero?  Who is the villain?  Same characters? Same setting?* | | **Student**  Students will be actively engaged because the teacher is pausing and asking questions and listening to the reading  Students will be participating in group discussion |
| **Transition**  (1 min.): | **Teacher**  Students will move back to their desks (if there is lots of time left, if not just stay at the carpet for the closure) | | **Student**  Students are quietly moving back to their desks |
| **Closure**  (2 min.): | **Teacher**  Once students return to their desks, teacher will ask if there are any questions for clarification.  Teachers will ask students about other fairy tales that they have read that are fractured.  Teacher will explain that students will be writing their own fractured fairy tales with Mrs. Fulton!  *Consolidation/Assessment of Learning:* Does anyone have any questions about what we read today?  *Feedback from Students:* Answer to questions above.  *Feedback to Students:* Thank you for working hard today and respecting each other and the expectations in class.  *Transition to Next Lesson:* Next week we will be reading another fractured fairy tale, I brought in a bunch of different books that you are able to read but we have to be very careful with them and make sure not to mix them up with our other books. | | **Student**  Students will return to their desks  Students will wait for instructions on tomorrow’s lesson before leaving for recess. |
| **Extra Time Activity:** Read another fractured fairy tale | | | |