

**Lesson Plan Components - Grades 1-12**

<b>Subject/Course:</b> Language Arts	<b>Name:</b> Adapted from EDUC 4736 teacher candidates' plans
<b>Grade Level:</b> Grade 5	<b>Date(s) &amp; Time(s):</b> Oct 6, 2019, 10:30
<b>Topic:</b> <i>The Paper Bag Princess</i> creative writing	<b>Length of Lesson:</b> 80 minutes

**EXPECTATION(S)**

**Specific Expectation(s):**

- Making Inferences/Interpreting Texts 1.5 - make inferences about oral texts using stated and implied ideas in the texts as evidence (e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?)
- Developing Ideas 1.2 - generate ideas about a potential topic and identify those most appropriate for the purpose

**Learning Goal(s)/Refined Expectations(s):**

- Learners will be able to reflect on the content of the story in order to create their own ending. They will use their knowledge to create their own ending to the *Paper Bag Princess* by Robert Munsch.

**Success Criteria (if appropriate):**

- Identify parts of a story;
- Write a paragraph with a beginning, middle, and end.

**ASSESSMENT/EVALUATION**

**Curriculum**

*Strategy:* Written end to story     *Recording Device:* Rubric, see Appendix A

**Learning Skills**

*Skill(s):* Initiative     *Recording Device:* Anecdotal Notes, see Appendix B

**DIVERSITY AND INCLUSIVITY**

- Learners have some prior knowledge of the structure of short stories.
- Depending on the student's time efficiency, the reflections can be done for homework and handed in the next day.
- Physical: JS' dominant arm is broken. To accommodate him, we will have Special Education Resource Room Teacher come in to write/type his story for him as he verbally shares his ideas.
- Learning Disability: LC has an Individual Education Plan in Reading and Writing. To accommodate her, she is able to use the classroom computer to write her short story and reflection that will assist her in proper spelling and grammar. The teacher will also be available to help edit if she needs assistance.
- English Language Learners: TL will be paired up with another student who has strengths in language class

**LEARNING ENVIRONMENT (Physical Space)**

- Whiteboard at the front of the class to display the bubble map for elements of storytelling
- Teacher reading the story at the front of the room, visible to all students
- Students will be working at their desks

- During Think, Pair, Share, they will turn to a partner beside them and then in their table groups
- Resource Room Teacher will be beside JS

## RESOURCES AND MATERIALS

- Whiteboard and markers
- The storybook: *The Paper Bag Princess* by Robert Munsch (pg. 32)
- Paper and pencils (provided for the students, 1 per student)
- Self Rating Scale for students (24 copies)
- Bubble map example for storytelling

## TEACHING/LEARNING SEQUENCE

### Beginning/Activation: (15 min)

- Class Discussion: the teacher will do a bubble map on the board. The focus will be on elements of story structure. The teacher will encourage students to take initiative and participate. What kinds of elements are included in a story? How does this make a story effective? What kinds of examples do you have based on your own prior reading?
- Tell the students the title of the book and show the students the cover of the book. Ask them based on the visual what they think the story would be about.

### Middle/Action/Application/Exploration:

- Teacher does a read aloud of the first half of *The Paper Bag Princess* (until the part of the story when the dragon goes to sleep) (15 min.)
  - Students are actively listening
- Teacher acts as facilitator to discuss the beginning and the middle of the story that has been read so far
  - Where do you think the beginning ends and the middle starts?
  - Do you believe we are still in the middle of the story or the end?
    - Trying to get the students to understand action and conclusion
    - The rising action and climax has occurred - princess racing the dragon/the dragon going to sleep
    - The conclusion/resolution has not occurred yet
- Initiative in this section will be marked by group discussion
  - Students shows interest and understanding by answering teacher's discussion questions in a thoughtful manner
- Students are to write 1-2 paragraphs in a short story format to create their own ending to the story (20 min.)
- This allows them to reflect on what has occurred so far in the story and use their knowledge on the plot and story structures to create their own
- The students have guidelines that they need to include in their ending: 5 nouns, 5 adjectives and 5 verbs
- The teacher discusses initiative, & takes anecdotal notes throughout this writing process
- Have the students do a Think Pair Share.
  - Think - about the elements they used in their own ending to the story
  - Pair - have students in pairs discuss, compare and contrast their stories
  - Share - In their table groups, share ideas
    - Did the princess save the prince?
    - What happened to the dragon?
- Read the rest of the story to the class (28 min.)
- Teacher acts as facilitator for class discussion
  - Remembering
    - What were some of the story structures throughout this particular book?
      - Ex. Characters: Elizabeth, Dragon, Ronald
      - Ex. Setting: Castle, Dragon's Den, Forest, etc.
  - Understanding
    - What are some themes presented in the story?

- Ex. Gender Roles, Fairy Tale
  - Apply
    - Could this have happened in other fairytales?
      - Have them compare and contrast with popular fairytales (Cinderella, Snow White, etc.)
  - Analyze
    - How does the gender roles in this story relate to instances you have seen or experienced in your own life?
  - Evaluating
    - What is your opinion of this story?
    - Would you recommend this book to anyone and why?
    - Do you agree with the message behind the story? (female empowerment)
- Have the students write a short reflection comparing their own story to the actual ending. Have them think about and reflect on some of the questions discussed as a class.

**End/Consolidation/Communication:** (2 min.)

- Have the students complete the rest of their reflection as homework if they did not finish it in class
- Let students know that gender roles will be the topic of next class

**REFLECTION**

- Most of the students were excited to have this creative opportunity to explore their own writing
- They efficiently worked independently
- Physical: John Smith effectively got his ideas across for his learning resource teacher to write down.
- Learning disability: Lucy Conley did not incorporate the number of nouns, verbs and adjectives that were necessary. For next time, we will have to modify the assignment to having less requirements
- English Language Learners: Taylor Lee worked well with other student and benefitted from having extra explanations on the assignment. She also had trouble including verbs into her story. Next time, we could provide her with a chart of examples of verbs to help her understand
- For the next class, the students will bring their reflections to class and hand them in. An idea for the following lesson would be to talk about gender roles further by creating a circle map. Ask the students "What does gender roles mean to you? Give examples of gender roles you have seen at school, at home, in media and in society.
- Need to work on classroom management. Some students were talking to their friends and not paying attention to the story. Next time, make sure the talkers are separated. Clearly explain to the students that if they are talking during read aloud, it is unfair to the other students who are trying to listen and learn.