# **Assignment 2 Planning Grid**

# Unit Plan Topic/Theme **Myths, legends and folklore.**

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| Diagnostic Information:  Students who are preforming below than average are struggling to comprehend words, and pulling apart meaning from sentences. They need to build up knowledge and vocabulary to help gather ideas. There are also students who are struggling to achieve to their potential and needs constant extending to expand on their critical literacy skills. ELL students’ needs more stimulation in using English and would work well with students who are similar but higher ability in English. There is a student who is struggling a lot (Tere) and needs also extra stimulation from peers. Students are interested in arts and craft. | Class level: Year 3 and 4, reading from range red to school journals. Curriculum level 2  Context for study: Myths, legends and folklore.  **Are you able to have modern myths, legends or folklore?**  Time allocated:  8 Lessons varying in time, usually taking a whole spell as this has cross-curricular activities and learning. |
| Learning Strands/Achievement Objectives:  Level 2: Listening, reading, and viewing Processes and strategies  Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.  Purposes and audiences  Show some understanding of how texts are shaped for different purposes and audiences.  Level 2: Speaking, writing, and presenting Processes and strategies  Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.  Purposes and audiences  Show some understanding of how to shape texts for different purposes and audiences.  Language features  Use language features appropriately, showing some understanding of their effects. | Cross Curriculum Links:  Arts level 2:  Visual  Understanding the visual arts in context Share ideas about how and why their own and others’ works are made and their purpose, value, and context.  Drama Communicating and interpreting Share drama through informal presentation and respond to elements of drama in their own and others’ work.  Social sciences level 2  Understand how cultural practices reflect and express people’s customs, traditions, and values. |
| Specific Learning Outcomes:  Students have had a few lessons on Myths, legends and folklore, however, they will extend their ideas of pre-existing myths and legends, and think more critically about these texts. Myths and Legends usually tell a story about what has happened, can we see similarity in the texts to modern stories? Is there something the students ‘wonder’ about that we can inquire into? These learning outcomes will be based on what they can get out of their “SQUID” activity and may change depending on their inquiry process. | |
| Learning Intentions:  WALT understand why myths and legends are made (Came from).  WALT investigate the difference between, myth, legend and folklore.  WALT understand if there different cultures countries have similar myths  WALT to inquire if we are able to create a myth or legend. | Success Criteria:  We will be able to:  - Tell the difference between a myth, legend and folklore.  - Understand what myths, legends, and folklore tell, and why/how they are created  - Create their own myths, legends or folklore through their understanding of what is one. |
| Assessment Task/s:  Summative assessment:   * Presentation on myths, legends and folklore and what they discovered about them. (To see their understanding of these texts, and whether students are able to research a topic) * Informal summative: Kahoots on the learnt the vocabulary, and being able to identify what the titles of the myth, legends or folklore. * Thumbs up, down, sideways on how they are feeling on the task (Self-assessment)   Formative assessment   * Constant group to group, one to one monitoring, and verbal conversations to check where students are at. * Feedback within group (student reflection) on their research to each other in their own groups to understand what needs more working on e.g. good ways of research, bad ways etc.(Peer assessment) * Have self-evaluation throughout the process * SQUID activity that will help students understand which direction they need to approach | |
| Learning Experiences:  Students are to being their learning inquiry on myths, legends and folklore. The inquiry will based on what they will achieve through their squid activity. The possibilities of that can be cultural relevance in myths, legends and folklore or the meaning behind these texts, the stories these texts tell and are we able to make modern ones etc.  Students are to understand the structure, ideas, vocabulary used in myths, legends and folklore with will be exciting for the students as this will allow them to develop creativity with their wondering questions (I wonder…)  Students are given multiple opportunity to be in a classroom environment where ako (recipcal learning), whanaungatanga (relationship), and Tangata whenuatanga (where we come from) are being used. There will be collaborative work (group and pair) and these will develop relationship building. Students are also given the opportunity to investigate their own cultures myths, legends and folklore and use these understanding to relate to others in their own culture.  **Lessons**   1. Understanding what we know   The first lesson will be on students completing a SQUID activity. This activity is similar to a brain dump where form groups of 4 and ‘dump’ all of their understanding of the topic: Myths, legends and folklores. Students are to start from a rectangular box on left hand page on an A3 piece of paper. They are to ask themselves as a group to on question about the topic, each question and answer should lead to multiple more questions and answers (the tentacles of a squid) until they reach an I don’t know answer. This is so students know what they know and have identified what they do not know. Below is an example of what could happen. Sometimes there is more than once answer, sometimes one answer stems more than one question, this continues until students do not know the answer to. From there students are given the chance to research what they do not know, and inquire into myths, legends and folklore.  Groups at the end are given the opportunity to present the route their group took with their answers and questions. There will be a big variability of where everyone went as this was part of an inquiry process. This part students are asked and to be thinking about other people’s routes. They are given a adapted form of KWL, with only K and W. This is students have an idea of what they are wondering about. From this I can form groups based on their KW sheet and let the students start and specific inquiry process from what they what to know.  Due to the nature of this lesson students are divided into groups are based on their “what they want to know”, the groups will most likely be of mixed grouping, giving the chance for higher ability learners to help out the lower ability learners.  At the end of the lesson the students will hand everything back to the teacher to decide on the validity of the path the inquiry is taking place by assessing the SQUID and KWL sheets.  (This lesson may take longer than 1 lesson due to the fact that the inquiry process may take longer)  Homework: Students are to find at least 2-3 myths, legends or folklore your culture has (parents will be useful), they are asked to see if they are able to find out electronic or physical version of the text.   1. Understanding vocabulary   It has been identified students have difficulty in understanding words. This lesson will deal with vocabulary used in the lessons. This lesson students be split into groups of 3, this is because they are doing an expert jigsaw activity. The original group of 3 are the ‘home’ group, they then labelled myth, legends and folklore. They will split into their text groups. All of the myths will find out what a myth is, how is it different than the other two, they will also find examples of their text. They are to become the expert in the group of that text as they will be bought back to their home group to teach the other two what their type of text is about and examples of some text. They are encouraged to try to read a text to your home group. This is done so that students are given the opportunity to become the teacher and the learner as well as introduce understanding in the types of texts. Also students can explain to one another hard vocabulary they encounter. Students are then asked to make a table and try to identify the difference evens, or characters occurring within the text.  Regroup into a class discussion on what the definition is and the difference to have all the learners be the same page at the end of the lesson.  Finish of this lesson with a technology game called Kahoots. Kahoots is an online quiz where students are required to have an BYOD to use. Students who cannot connect are able to use the classroom computers. Students are expected to use their real name as their nickname this is so this can be another summative assessment the teacher can use as the data of student’s answers are saved. You can view who got what question right and who got what question wrong. This helps identify what occurs in the following lesson and what content needs to go over again.   1. Critical literacy of texts students has brought from home   Students should have bought from home 2-3 tales; the group will try to read together as we have already read a few for class reading – This will be planned as a guided reading for the different groups as the texts will be various. For particular groups, I will allow them to select from a range of texts I have chosen as this will be more appropriate for their learning needs.  Texts  Ask the students is this a myth, legend or folklore? What is the purpose of the story? Who are the main people in the story? Is the myth, legend or folklore always the ‘good guy’? Was it just a story to scare people? Is it the whole story? Who do you think wrote the myth, legend or folklore? These are the types of question students are to be suggested to think about and answer.  These questions will be connecting with the four dimensions of critical literacy, disrupting a common situation or understand, interrogating multiple viewpoints, socio-political issues, and taking action and promoting social justice.  (For me as a teacher: Although students are young, has the media influenced their perspective and open their minds to gender, socio, and racial issues within the texts?)  Students are to regroup as a class and to have a group presentation on the text they have read and tell everyone on their critical thinking on the texts. While groups are presenting students are to be asked to take notes of comments they found interesting, give them the possible threat of being randomly asked on tell the class what they thought about other groups discussion.  Students using their own language to answer critical literacy issues and questions would be vital for student understanding as they will be trying to explain in their daily language in discussions.   1. Different perspectives on texts (critical literacy)   Students are to create a timeline of the myths and legends they had just read. The activity will be a bus stop activity in groups of 4. Each bus stop will consist of a myth, legend or folklore students are introduced last lesson. They are to put the main events of the storying using pictures, words or simples sentences in a time line. They are given 5-10 minutes per bus stop. Each bus stop will have a group visit a few times, this is so they are critical about the previous student’s interpretation of the sequencing of events. The reason students are to do this is because we will incorporate these main events into preforming a scene. This will help students understand what happens in the stories, and may help generalise what occurs in it (action, fighting). This activity allows students to have critical literacy and creative thinking of personal and intercultural of other myths and legends. From this students are also able to identify key characters within the various stories, the power they had in the text, the role they played, discussion would occur from this.  Students are then to look at the posters of various texts they have just played out, could they identify what the story was going to be about? What the main story was going to be? Students are then compare illustrations of different stories such as they style of drawing and colour used (BYOD online search). Did the person drawing wanted to show the picture this way? Have students influence an illustration they liked of a text and draw their own interpretation of what the cover of the book should be like. They are encouraged to develop their own cultural flavour in the drawing. Such as expression Korus or Chinese lanterns in Greek mythology, or have Helena of Troy text be a war fought over something different (example: Maui against his brothers, or Zeus, or even something more humours such as green apples verses red apples) This will bring students to start discussion myths and legends could be combined, are they  Students are then to discuss their artwork with a partner ready to describe why they wanted to draw their specific cultural influence on the text. This is so they are developing multiple perspectives on the text they have chosen.  Have a discussion at the end that people will understand things differently, such as stories, or drawings. And in myths and legends we do not know who drew it and whether they added their own ideas. This can lead to students understanding that there are different perspectives, and with Myths, legends and folklore there will probably be different than the original story, so you can give them this question to discussion in a think pair share. Is it okay to change myths, legends and folklore? (Reflect)   1. Considering perspective and new perspectives   Students will be developing on last lesson on considering new perspective (changing myths and legends). When the students created a drama scene last lesson, did they create a new perspective in the story? Students are given the chance to argue their case, and then lead on to movies and videos based on myths and legends, are they new perspectives? They are a different perspective as different people has rewritten it for a different purpose and audience. This is the same when they were given the chance to draw their own perspective in the illustrations of the text, they created a different perspective on the same text. Give them the idea that new perspectives and different perspective of texts is a good thing. To look at texts in different ways.  Give the student a challenge and have them create a modern perspective on a myth, legend or folklore. They students would be best in groups of 3 and they decide together what text they would like to use to have a think overnight what text and group they want. This will be done over a few lessons for feedback and feedforward in their text.   1. Using students’ creativity to make a modern twist to the myths and legends   This lesson students are trying to develop their own perspective in the text of their choice. Before we get the students to make their own text, we will develop more learning on structure on the types of text we are dealing with. Is there a big idea, meaning behind the text? Some cultures have a moral of a story for each text where it gives you a lesson. Texts needs to be still identifiable after they are changed. Students need to come up with a list of characters, major events and see what they can change with it still be identifiable. This is their plan before they write the text. The students are to write the story together, they are to respect other ideas, and perspective of the text. The students will be told that once their story is written it will be published into our classroom library so make sure the story is drawable. Also as an extension for some students they can create a play for their new perspective of myth and legends.   1. Presentation and feedforward (part inquiry process)   This lesson students are to use it to investigate further into what kinds of modern twists stories have, they are given the opportunity to look at children fairy tales and having a modern twist to it to gain ideas on how to write their story. Students are also encouraged to investigate further in finding different media of text such as short films. This not only gives ideas for their stories but also ideas if they are needing extension to create a play from it. Students who are already completed with their stories can edit and then present their work at the end of the lesson (students who present must evaluate). This is allowing for formative assessment of the students, not only from the teacher but also from other peers. This allows students to understand that different perspective of giving feedback is also useful! Students who are still struggling from further investigation on their text can draw ideas from work done by their students. After some evaluation of the students work, we can regroup to discuss whether the learning intentions are being met that we have discussed in the first lesson and have a thumb up, down, sideways (reflection) and on how well on hitting the success criteria   1. Presentation & evaluation   This lesson is the final part of the inquiry process. Students will be presenting their stories, and for extended learns their play. The students are to be evaluating what they have created and presented. The students have created a modern twist to their myth, legend or folklore. It is time for the students to evaluate others and themselves. Self-reflection is a good way to recap what they have learnt.  Evaluation question prompts:   * Does the story keep the message of the original story? * When you did change the story did it change the type (myth to legend etc) * What did you find hard in making the story? * If you were to do this activity again what would you do different   While the students are presenting their stories with accompanying illustrations, other students are taking notes of what they liked, they wondered what would happen if they added… - this is because students will be asked randomly to give feedback right after presentation, ensuring people are paying attention. | |
| What will inform your evaluation of your teaching?  I will be constantly evaluating my teaching through this unit, I will be taking various kinds of formative assessment of my students to see how well they are progressing. If students fail to progress then I would understand that I would need to change the teaching style. At the end with the summative assessment, I would be able to understand how well the class understood the teaching. | |