

## LESSON PLAN BY STEPHANIE MOSES

<b>Lesson Topic: Language – An introduction to writing fractured fairy tales</b> (Students listened to a read-aloud of 'Three Little Pigs' in the previous lesson).	<b>Grade 2 and 3</b> <b>Duration – 45 minutes</b>
<b>Standards: COMMON CORE CODE/ONTARIO EXPECTATIONS and description</b> <p>This lesson aligns with the below mentioned Ontario Curriculum Expectations for Grade 2 &amp; 3:</p> <ol style="list-style-type: none"><li><b>Section 1.5 of Oral Communication Expectations: Listening to Understand</b><p>Students are expected to make reasonable predictions and support them with evidence from the text.</p></li><li><b>Section 2.1 of Reading Expectations: Understanding Form and Style</b><p>Students are expected to identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale.</p></li><li><b>Section 1.1 of Writing Expectations: Developing and Organizing Content</b><p>Students are expected to identify the topic, purpose, audience, and form for writing and generate ideas about a topic using a variety of strategies.</p></li><li><b>Section 2.1 of Writing Expectations: Using Knowledge of Form and Style in Writing</b><p>Students are expected to write short texts like a familiar story told from a new perspective.</p></li></ol>	
<b>Objectives</b> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>Actively engage in whole-class discussions about both versions of 'Three Little Pigs' and make text-to-text connections.</li><li>Make meaningful predictions about 'The True Story of Three Little Pigs' based on their understanding of 'Three Little Pigs'.</li><li>Identify features of fractured fairytales.</li></ul>	

- Begin to organize ideas for their own fractured fairytale based on the original story of 'Three Little Pigs', 'Cinderella', or 'Little Red Riding Hood'.

## **Lesson Sequence** (including activities)

### **Opening/Anticipatory Set**

I will activate students' prior knowledge by asking 'What is the story we listened to yesterday?' and give few volunteers the opportunity to briefly summarize the main events in the story of 'Three Little Pigs'.

I will introduce the concept and features of 'fractured fairytales' through a PowerPoint presentation.

I will introduce 'The True Story of Three Little Pigs' by showing a picture of the cover and ask students to make predictions about this version of the story.

### **Mini-lesson**

Students will listen to 'The True Story of Three Little Pigs'. I will pause the video and explain any unfamiliar vocabulary/phrases.

After the read-aloud, I will engage the students in a discussion about some features of fractured fairytales they identified in the story.

### **Work Period**

I will tell students that they are going to work on writing their own fractured fairytale this week and that they will begin to organize their ideas in today's lesson.

Students will be given a worksheet with a graphic organizer to help plan and organize ideas for their fractured fairytale.

I will share my screen and show them how to use the assigned graphic organizer effectively. We will work on an example as a class to help steer their thinking in the right direction.

Students will independently work on their graphic organizers after this and turn them in once completed.

### **Closing**

I will ask students to log into 'Nearpod' and complete a poll about their understanding of 'fractured fairytales'. This will act as an exit ticket for the lesson.

Students who finish their work early will mute their mics and watch a video on 'how to write a fractured fairytales'. (I will assign the video to them on Google classroom).

## **Modifications/Accommodations**

For the students who have challenges displaying their thoughts in writing and require one-on-one assistance to complete independent work:

- I will provide an alternative worksheet that will meet their individual needs.
- I will provide assistance as needed.

### **Assessments**

1. Graphic Organizer

This will help assess students' creativity and ability to fracture different elements of original fairytales.

2. Nearpod poll

The results will help me specifically identify student needs. I will be able to decide if a subsequent lesson is required on the topic and understand the areas that need more attention.

3. Anecdotal notes

I will make anecdotal notes on students' using an 'At a Glance' sheet during the lesson based on their contribution to whole-class discussions.