**English Language Arts**

Grade Four

Responding to Texts: Experience Various Texts

University of Lethbridge

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Education 3501 STU (Dr. John Poulsen)

October 18, 2012

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| **Subject:** English Language Arts | **Grade:** Four |
| **School:** University of Lethbridge | **Unit:** Responding to Texts: Experience Various Texts |
| **Course and Instructor:** Education 3501 STU  (Dr. John Poulsen) | **Instructor:** Tina Wong |

This mini-unit is based on the English Language Arts curriculum under GLO 2: speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts. The unit is Respond to Texts (Section 2.2), and more specifically, Experience Various Texts. In Grade 4, the students will be able to evaluate and critically think about texts that they encounter, the effect or consequences of the text on themselves and the surrounding environment, and connections to personal experiences and thoughts. They will also be able to take the information they have learned and transfer it into a different text medium, thus understanding the importance of more than one textual format.

**Unit Overview**

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| Lesson 1 | **Lesson Objective:** TSW identify and discuss their favourite and least favourite books, movies, TV shows, and authors/illustrators.  **Activities**: students will fill out a questionnaire of what their favourite and least favourite books, movies, TV shows, and authors/illustrators. They will then share in small groups of their preferences and why they like/dislike each one (in regards to characters, setting, plot, events, etc.).  **Evaluation**: teacher formative assessment and checklist for completion  **Materials**: students’ reading charts, questionnaire |
| Lesson 2 | **Lesson Objective:** TSW discuss differences and similarities of two stories by the same author.  **Activities:** class reading of the two books, class discussion of what they noticed, and a worksheet that compares and contrasts differences and how they respond/think about certain details.  **Evaluation:** teacher formative assessment during class discussion (seeing if they contribute to discussions), checklist for completion, and summative assessment when marking worksheet.  **Materials:** *Where is Gah-Ning?* By Robert Munsch and *Andrew’s Loose Tooth* by Robert Munsch, worksheets |
| Lesson 3 | **Lesson Objective:** The students will read and discuss reading stories from different cultural traditions and how they differ from the ones they are used to.  **Activities:** discussion, worksheets  **Evaluation:** formative assessment  Materials: *Mufaro’s Beautiful Daughters* by John Steptoe, *Cinderella* Illustrated by K.Y. Craft, [*Yeh-Shen: A Cinderella Story from China*](http://www.goodreads.com/book/show/1366662.Yeh_Shen) by Ai Ling Louie |
| Lesson 4 | **Lesson Objective:** TSW, in groups of 3-4, construct a cultural fairytale retelling in a form/medium that is not in a book form.  **Activities** (this lesson will take 3 classes to complete): brainstorming possible formats and stories (comic book, magazine, skit, diorama, film storyboarding, etc.), research and searching for material, preparation  **Evaluation:** teacher observation, checklist for completion, rubric for final project (includes criteria on creativity, neatness/flow, adaptation of original story  **Materials**: examples of past projects (if available) |
| Lesson 5 | **Lesson Objective:** The students will peer assess finished projects and make evaluative statements to give feedback.  **Activities:** each of the groups presents their retellings, give feedback  **Evaluation:** rubric for flow of presentation, clear and loud voice, good posture  **Materials:** peer assessment forms and guidelines |

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| ***Lesson Plan: Lesson 1*** | | | |
| **Instructor:** Tina Wong  **School:** University of Lethbridge  **Date:** October 18, 2012 | | **Grade:** Four  **Subject:** English Language Arts  **Unit**: Respond to Texts: Experience Various Texts  **Total Lesson Duration:** 50 mins | |
| **Outcomes from Alberta Program of Studies** | | | |
| **GLO:** 2.0  Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts. | | **SLO:** 2.2 Respond to texts  Identify and discuss favourite authors, topics, and kinds of oral, print, and other media texts. | |
| **Learning Objectives:**   * TSW identify and discuss their favourite and least favourite books, movies, and TV shows. * TSW will compare likes and dislikes to examine their own preference patterns and styles | | | |
| **Key Questions:**   * Can the students identify preferences for various text forms? * Can the student explain why they like or dislike a certain thing? * Do the students understand the importance of diversity? | | | **Assessment:**   * Formative- walking around to different groups * Checklist- fill out a worksheet * Summative- marking value of thoughts in the write-up |
| **Resources/Materials:**   * Worksheet | | | |
| **Duration** | **PROCEDURE/LESSON** | | |
|  | **Introduction** | | |
| 2 mins | * Hold up two pictures/items and ask students to raise their hand in favour of which they prefer. * Cat and dog, blue and red, pen and pencil, Superman and Batman, basketball and swimming * Discuss the validity preferences: it’s okay to have different preferences and opinions from someone else; acknowledge that people can like different things but still get along. | | |
|  | **Body/Development** | | |
| 10 mins  7 mins  15 mins  15 mins | * Hand out the worksheet and state that students only need to fill out Part 1 of the worksheet. * Sample format of the worksheet * My favourite book is: * My favourite character is: * He/She is awesome because: * My least favourite character is: * I don’t like him/her because: * Allow time for to brainstorm and finishing this portion * Students may discuss with peers about these things as long as they are on track and completing the worksheet in a timely manner * Organize students into small groups of either 2 or 3 to discuss what their preferences are. Get them to explain why they like or dislike those things with their peers. * Discuss findings as a class * How many of them found people with all the same or similar likes and dislikes? How many had completely different answers? * Ask them why it is important to have differences. * Ask for instances where students discovered a shared interest between themselves and a peer. Ask for instances where they have had different interests and how they resolved this difference between them. * Have students fill out part 2 of the worksheet for the remaining time. * How are your favourite and least favourite characters different? How are they similar? * Why do you prefer your favourite character over your least character? * Do you share some similar traits, habits, or interests with either your favourite or your least favourite character? (List 3). | | |
|  | **Closure** | | |
| 1 min | * If not finished, have students take home for homework * Tell them next day that they will be reading Robert Munsch and comparing his stories. | | |
| **Self-Evaluation/Reflection Notes** | | | |

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| ***Lesson Plan: Lesson 3*** | | | |
| **Instructor:** Tina Wong  **School:** University of Lethbridge  **Date:** November 1, 2012 | | **Grade:** Four  **Subject:** English Language Arts  **Unit**: Respond to Texts: Experience Various Texts  **Total Lesson Duration:** 50 mins | |
| **Outcomes from Alberta Program of Studies** | | | |
| **GLO:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts. | | **SLO:** 2.2 Respond to texts  Experience tests from a variety of cultural traditions and genres | |
| **Learning Objectives:**   * The students will read and discuss reading stories from different cultural traditions and how they differ from the ones they are used to. | | | |
| **Key Questions:**   * Can the students understand thatdifferent cultures can have similar stories? * Can the students compare and contrast similar texts? | | | **Assessment:**   * Formative assessment- seeing whether they contribute to class discussion, exit notes * Summative assessment- quality of reflection of write-up |
| **Resources/Materials:**   * *Cinderella* Illustrated by K.Y. Craft * *Mufaro’s Beautiful Daughters* by John Steptoe * [*Yeh-Shen: A Cinderella Story from China*](http://www.goodreads.com/book/show/1366662.Yeh_Shen) by Ai Ling Louie | | | |
| **Duration** | **PROCEDURE/LESSON** | | |
|  | **Introduction** | | |
| 2 mins | * Relate back to first lesson where preferences where given but variety and differences are valid * Have them give examples of what they learned last day * Ask questions to individual students to recall learning from last day. | | |
|  | **Body/Development** | | |
| 2 mins  7 mins  2 mins  7 mins  3 mins  7 mins  7 mins  10 mins | * Talk about different cultures and how fairytales and folk tales are told around the world and in different cultures * Read *Cinderella* Illustrated by K.Y. Craft- this is the popular, western culture version of the story and so, many kids should be familiar with this one * Have the students pick out familiar plot elements and characters and write them on the board (e.g. fairy godmother turns pumpkin into coach, two evil stepsisters and a stepmother, magic will run out at twelve o’clock, etc.) * Read *Mufaro’s Beautiful Daughters* by John Steptoe * Have students write story elements up on board again * Discuss what has changed between the two stories and what stayed the same * Read [*Yeh-Shen: A Cinderella Story from China*](http://www.goodreads.com/book/show/1366662.Yeh_Shen) by Ai Ling Louie * Compare similarities and differences between all three stories. Why do you think this is? How does culture play into the differences. * Have the students do a short write up on two differences and two similarities they noticed between the three stories. | | |
|  | **Closure** | | |
| 3 mins | * If write-up is not yet finished, send for homework * Tell students that next class, they will be getting in groups to complete a project that re-tells a cultural fairytale/folktale * Have students write on notes two things they learned during the lesson | | |
| **Self-Evaluation/Reflection Notes** | | | |
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| ***Lesson Plan: Lesson 4*** | | | |
| **Instructor:** Tina Wong  **School:** University of Lethbridge  **Date:** November 8, 2012 | | **Grade:** Four  **Subject:** English Language Arts  **Unit**: Respond to Texts: Experience Various Texts  **Total Lesson Duration:** 50 mins | |
| **Outcomes from Alberta Program of Studies** | | | |
| **GLO:**  Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts. | | **SLO:** 2.2 Respond to texts  Retell events of stories in another form or medium | |
| **Learning Objectives:**   * TSW construct a cultural fairytale retelling in a form/medium that is not in a book form. | | | |
| **Key Questions:**   * Can the students translate text-book readings and stories into a different format? * Can students think critically about the stories and format they are choosing and how this will affect the storytelling process? | | | **Assessment:**   * Formative assessment- observation, exit notes |
| **Resources/Materials:**   * Examples of past projects (if available) * Library and computer lab | | | |
| **Duration** | **PROCEDURE/LESSON** | | |
|  | **Introduction** | | |
| 2 mins | * Remind students of what they learned last class: the same story can change over time and culture, but it does not make it any less important or valid than another story | | |
|  | **Body/Development** | | |
| 7 mins  7 mins  3 mins  5 mins  23 mins | * Introduce project: outline expectations, rules, time to complete project, marking rubric * Students will create a project that retells a fairy/folk tale in a non-book format. Students must choose at least 2 books that have similar story, and include a reflection of the similarities and differences they’ve noticed between the two. * In small groups of 3-4, have students brainstorm a list of possible new formats (comic book, magazine, skit, diorama, film storyboarding, etc.) and a list of fairy/folk tales (e.g. how the world came into existence, Sleeping Beauty, the story of the mischief gods, etc.) * Have students write them on the board * Arrange students into their project groups. * Allow them to discuss which format and story they would like to explore. Let the teacher what they have chosen and any early ideas of how to present their project * Take students to library or computer lab to do research | | |
|  | **Closure** | | |
| 3 mins | * Regroup and remind the class that they only have two more classes to work on this project. They may need to meet with the group outside of class to finish up * Have everyone ask a question about anything they are confused about on a sticky note and hand it in as they are leaving. | | |
| **Self-Evaluation/Reflection Notes** | | | |
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