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| **Subject** | Reading (Fairytale Unit) |
| **Grade** | 6th |
| **Duration of lesson** | 90-135 minutes (3 days) for non-intensive periods (2 days) for intensive periods (May run into three days so I’ve planned extra time. The 3-4day will be when the students share their fractured fairytales with the class! |
| **Materials** | * Smart board * Blank story maps for students * Youtube video of “Three Little Pigs Fractured Fairytale” |
| **Sunshine State Standard(s)** | [LACC.6.RL.3.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.](javascript:PublicPreviewBenchmark(5951))  [LA.6.1.7.7: The student will compare and contrast elements in multiple texts](javascript:PublicPreviewBenchmark(1149))  [LA.6.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).](javascript:PublicPreviewBenchmark(1168))  LACC.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Lesson/Instructional Objective(s)** | * Students will create a fractured fairytale of their own after teacher instructed lesson on what a fractured fairytale is. * Students will identify the differences between original and fractured fairytales. |
| **Essential Question:** | How is the YouTube video of the “Three Little Pigs” similar to the story, “Rumplestiltskin’s Daughter”? |
| **Procedures** | 1. We will begin the lesson by reviewing the common elements of fairytales. 2. Share previous day’s class created fractured fairytale. 3. I will then show the students the YouTube video “Three Little Pigs Fractured Fairytale” 4. We will discuss how the fractured fairytale is similar and different from the classic fairytale. 5. I will then explain the project to the students sharing these instructions:  * Choose a fairytale * Complete a Story map (character, conflict, resolution, or setting) and change it. Tell them they can change more than one of the elements as well, for example: setting and conflict. * Rewrite the fairytale, incorporating the changed element.  1. Give the students this example, if the fairytale they choose is *Goldilocks and the Three* *Bears*, change it to *Goldilocks and the Three Pigs*.   Conflict: Instead of Goldilocks breaking into the bears’ house and eating porridge, she breaks in and borrows lawn tools.  Resolution: Goldilocks ran away. The new resolution could be, she writes a letter of apology and replaces the missing and broken tools.  Setting: The tale could take place in a big city instead of the forest.   1. I will then share the rubric with the students so they know what is expected of them as they create and write their fractured fairytale. 2. Answer any questions the students may have about the project. 3. I will then pass out fairytale slips and have students read their chosen fairytale independently, marking the characters with a C, setting with an S, problem with a P and resolution with an R. 4. The students will then get into groups with peers who have the same assigned fairytale and discuss what they marked as they read and why. 5. After students have agreed on the markings and have all the same things marked as the peers in their groups they may return to their seats and begin filling in their story maps on this fairytale (story map consists of characters and how they act, setting, problem, solution etc.) 6. Students may now begin changing one or two of the elements (if they want to change more than 2 they must okay it through me) to make their own fracture fairytale. 7. Have students write a rough draft of their fractured fairytale. 8. Have students peer edit each other’s rough drafts, looking for grammatical errors, punctuation, capital letters at beginning of sentences etc. 9. Once the students have had their rough draft peer edited, they may begin their final copy. 10. After completing final copy, students may illustrate a picture to go with their fractured fairy tale. 11. Time to share with the class. |
| **Assessment of Learning Outcomes/objectives** | Formative: Students created fractured fairytales will be assessed in all four categories of the Fractured Fairytale Rubric. |
| **Closure** | Ask students to share their responses to the Essential Question. |
| **ESE** | * Preferential seating (she stays more on task and I can monitor better.) * More time allotted to complete tasks. * Give more wait time. |