
Language Arts Lesson Plans

This collection of language arts lesson plans contains the original work of students from the Bachelor of Education program at [St. Thomas University](#) in Fredericton, New Brunswick.

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Language Arts Lesson Plans

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Grade: 5 /6

Length of Lesson: 60+ minutes

Subject: Writing

Topic/Theme: Remembrance Day

Submitted by : Kara Beaumont

Purpose:

Due to the closeness of Remembrance Day, the class will focus on stories and books which involve war such as *The Diary of Anne Frank* and *Number the Stars* by Lois Lowry. The purpose of using this literature is to help the students gain an understanding of the setting in those harsh times. This lesson will focus on writing as though the student were living in those times surrounded by war and destruction.

Materials:

- Plain white paper
- Black construction paper
- Tea
- Lighter (under close supervision)

Background Knowledge:

The students will need to have small amount of prior knowledge about the harshness of war and exactly how lucky we are to live in a free country. We will cover literature on these topics in prior classes. Ie- *Anne Frank*, *Number the Stars*

Body of Lesson:

Each student will be given a piece of plain white paper. They will immerse the paper into a dish of tea until the paper begins to change color. The paper will then be placed on a "clothesline" in the classroom to dry. While the paper is drying, the class will work on a rough copy of their assignment.

The students will be assigned to write a letter as though they are in a situation of war. They can be a historical or fictional character, male or female, a leader or a prisoner of war. they will use their imagination to set the scene and the conditions of their war time lives.

After the paper has dried, the students will transfer their letters onto the stained paper. Next, very carefully, we will set fire to each letter (only to burn the edges of the paper.) this will be done over the sink to prevent sparks from falling. The purpose of the staining and burning of the letter is not to destroy the student's work, but to make it look as though it has been through the war as well.

Closure of Lesson:

The letters will then be glued to black construction paper and displayed in the classroom. we will then have a writer's gallery. The students will be able to walk around the classroom to read the letters. If time should allow, we will have a class discussion about the letters and how they make us feel.

Assessment:

The class will be evaluated by their finished letters. The main points that will be evaluated are the understanding of the topic and their ability to take on the role of a fictional character.

This assignment will not be assessed (for marks) but rather placed in a portfolio of individual or class work. it is for the students to gain a better understanding of themselves and their pasts.

*This lesson would be a small part on literature concerning war and peace. It could also be incorporated into a history or art lesson. It may also be broken apart into two smaller classes.

Grade: 3

Subject: Language Arts

Length of Lesson:

Topic/Theme: Multiculturalism

Submitted by : Susan Bouwer

Materials, Resources, Methods, Classroom procedures:

Author: Phil Mendez
Title: The Black Snowman
Publisher: Scholastic Inc.
Date: 1989
Genre: Contemporary realism combined with fantasy
Readability: Read together

Background Knowledge:

Carole Byard illustrations are striking. Bold colors and clearly defined facial expressions of the characters capture the emotions and the struggle the author describes.

The cover illustration depicts the main components of the story. This is achieved in two ways: the subjects in the picture; the brothers, the snowman, and the Kente; as well as the illustrators' use of the color black for the building, the railing in background, and then the bright, bold Kente in the foreground immediately stimulates the reader into wondering what significance the cloth the boy is holding has on those in the illustration.

The book deals with a child's low self-esteem. A little boy named Jacob has low self-esteem because he feels being black is connected to only a negative meaning. We see his frame of reference as he tells his mother that in stories the black knight is the bad character and the white knight is good and always conquers. He says you never hear of a black house, but you often hear of the important white house.

His mother tries to show him black does not signify 'bad'; as she is doing this, a pancake burns and she says look we have a "man in the pan". Jacob asks if she thinks the pancake man is happy and his mother tells him, "happy ain't got no color."

This does not quench Jacob's doubt about his worth and he goes out. His younger brother follows suit and once outside begins building a snowman out of the dark snow on the side of the street. Jacob helps him and they complete the snowman with items they find around the garbage. The snowman comes to life when they place the Kente on him like a shawl. The author introduces fantasy to address Jacob's belief about the color black being a 'bad' quality.

When the snowman comes to life he changes from gray to pink; to red, yellow, blue, and finally solid black. The author is conveying that all colors are equally worthy.

When Jacob tells the snowman black is bad, the author uses a comparison or analogy to demonstrate that one's beliefs come from a fixed idea or perception and you, the reader, and Jacob need to be open to new perspectives.

Through the snowman the author challenges all of us to reconsider what we value by having the snowman ask Jacob, "what is more important in a book--the white pages, the black words, or the message the book holds?"

The author makes an analogy for students to help them come to terms with racial discrimination. He examines something concrete through words in a book and their meaning, and compares this to the abstract concept of people's inner qualities that make self worth and inner strength.

The author is using a friendly and familiar character (an alive snowman) to instruct Jacob and all children on a difficult concept. The use of fantasy incorporates aspects that make understanding easier.

Jacob still does not understand what the snowman is telling him. Peewee demonstrates what is meant by courage and strength by going on his own into an old, abandoned warehouse to gather bottles to earn money for his mother's Christmas present.

Meanwhile, the snowman visits Jacob and shows him (through conjuring up real life images) his ancestors; their bravery and skillfulness. The people should make him feel proud because they are a part of his heritage.

Jacob is then challenged to use his inner strength when he must use his courage to rescue his little brother from the burning warehouse. He finds a courage he did not know he had. He leads his brother out of the burning building. The snowman has passed on the courage of their African ancestors with his words and wrapping them in the magic Kente. The Kente symbolizes diversity, for it is woven from many colors and it has lasted many generations, thus conveying the strength, endurance, and inner strength of the African people.

The story ends with the Kente being picked up by a fireman at the scene, symbolizing that Jacob no longer needs the support of the Kente. He has developed a belief in his own ability and realizes that the color of his skin does not alter his abilities and inner characteristics, such as caring and loving.

Body of Lesson:

I would begin a multiculturalism unit with this book. I would read the story aloud then discuss the story with the children, asking them what they liked and why.

Then, I would ask the students to take out their journal and write what is their favorite part of the story, and to explain why. This encourages children's development of an aesthetic stance which I feel is the foremost essential gold of good literature.

The next day, I would have the students together in small groups (6), and have them read to each other their favorite part of the story. In doing this, they are reviewing and recalling the story. After this I would have them return to working individually, and answer questions that would draw out their understanding of the text and emphasize important passages. In this activity, the focus is developing their comprehension or efferent stance.

The next day, I would move to developing the concept of adjectives and adverbs, but without explaining these terms. At this level, giving these terms could overwhelm and intimidate the students. I would begin the class by explaining that writing a sentence is like rolling a snowball down a hill or rolling a snowball to make a snowman. The little bit of snow can grow and grow.

I would use an example from the book.

Jacob dressed.

Jacob dressed quickly.

Jacob dressed quickly and followed delicious breakfast smells.

Jacob dressed quickly and followed delicious breakfast smells coming from the kitchen.

I would refer to this example and explain that in order to make your writing more colorful and interesting it is important to use descriptive words that we would post for them for reference.

I would then ask the students to take their responses to the questions and write them again using our descriptive words where it is appropriate to make more colorful sentences.

Questions for understanding and writing development:

1. Why does the story telling come to an end in the village in western Africa?
2. What does Jacob think of the color black? Give examples that illustrate your answer.
3. What did Jacob help his little brother build?
4. How does the snowman help Jacob to see things differently?
5. What did you think of Peewee going into the abandoned warehouse?
6. What does the snowman mean when he calls out restore?

Possible descriptive words:

vast	delicate	useless
rapidly	furious	quickly
slowly	bitter	sweet
quietly	crispy	brightly
dim		

I think this book does an excellent job of introducing the concept of inequities based on color or race. It is a good book because it uses real life settings which enable children to relate to the story. It also makes a very challenging and abstract quality, race, relevant to young children.

Through the use of fantasy, the author enables both the main character and the audience, to come to terms with, and find a solution to, the problem of low self-esteem because of the difference in color or race.

It is important to use multicultural books in the classroom to help students who may be grappling with the same issues presented in these narratives.

These books also make other students aware of their own possible fixed ideas of concepts, and the challenges faced by individuals or a different race.

Grade: 2

Subject: Homophones, synonyms, antonyms

Length of Lesson: 40-50 minutes **Topic/Theme:** Homophones/ Voyaging through vocabulary

Submitted by : Christine Dalzell

Objective:

My main objective or goal in the language arts program is to develop independent readers. To enjoy reading to its fullest inside and outside the classroom, young learners must be presented with literature in a positive, encouraging environment that is fun and creative. Whether young students are learning the phonemics, vocabulary, syntactics, or participating in readers theatres, if the main objective is always in my mind I believe effective lessons will be a result.

Purpose:

In this particular lesson, I am going to present my students with a new unit as they voyage through vocabulary. This lesson will introduce young learners to homophones (or homonyms,) words that are pronounced the same but are spelled differently and hold different meanings. I want the young learners to understand that we can not simply rely (a hundred percent of the time) on the pronunciation of words in order to spell a word correctly or give a particular meaning. I want my students to be able to recognize specific homophones by listening to the identical pronunciations but becoming aware that each word is unique to the other in meaning and spelling.

Materials, Resources, Methods, Classroom procedures:

In order to fulfil this goal, I am going to need some specific materials. I will need my poem A Pair of Shoes, crayons, white paper, flash cards of homophones, long white paper, a marker, and of course, all ears and eyes.

Background Knowledge:

In order for my students to appreciate the lesson to its fullest, the students must have a clear understanding of a homophone. A quick introduction to synonyms and antonyms may prove helpful if students ask questions such as “Miss Dalzell, what is it called when a word is pronounced differently but has the same meaning?” I would then remind the student that words like that are called synonyms. “Remember, I talked briefly about that last class... we will learn more on synonyms next week.”

Body of Lesson:

My lesson plan will begin by reading the poem A Pair of Shoes, my introductory poem to homophones. The poem will be a larger version so the children can follow along. I will ask my students to pay particular attention to words that are written in colors other than green. I will reinforce to them that all the colored words other than green are the homophones and that even though Miss Dalzell pronounces the colored words the same the students are able to see that there are different spellings and different meanings for each word. After the poem is finished, I will ask the children if they can think of any homophones off the top of their head. If they are having difficulty, I will write some different homophones on my large piece of paper. (Something like I have presented on the back side of the poem just to help them out.) I will now have the children take part in an activity with the new homophones that either I or my students presented and the homophones found in the poem. I will give each student a flash card with a homophone. This activity is to be carried out with a partner. I think interaction is a wonderful way to reinforce what is being taught. It allows the students to not only learn from me but from each of their peers. I will ask the students to pronounce each homophone found on each side of their card to their partner (to reinforce the identical pronunciation) and then I will ask each of them to draw a picture accordingly.

Closure:

When the children are finished they will be able to see that one pronunciation has two different spellings and two different meanings. Their end product will be a hands on, visual proof of homophones. Each student will share with the rest of the class their completed homophone flash card. Each flash card will be hung around the class so the students can take pride in what they learned. I will always make sure there is enough time for questions and comments.

Assessment:

At the end of the unit, I will take all the homophones from the flash cards and ask the children to present an oral sentence with the particular homophone. I will then ask the students to write only the homophone from their sentence onto a piece of paper. This assessment will be combined with the students completed flash card. As a teacher, it is important that I am sensitive to all learning styles. I think a fair assessment involves, oral, written, and auditory, all of which have been taken into consideration.

Grade: 2

Subject: Language Arts

Length of Lesson: 30 minutes

Topic/Theme: Creative writing

Submitted by : Jessica Falconer

Purpose:

- to connect reading and writing experiences
- to become familiar with the elements of the writing process
- to write for an authentic communicative purpose

Materials, Resources, Methods, Classroom procedures:

- “The Party” by Barbara Reid
- Chalk and chalkboard
- Writing folders
- Construction paper, markers, crayons, tape, glue, and other materials for making invitations
- Methods used - process writing approach

Background Knowledge:

The students will read “The Party”, a book about a party. They will then connect their reading experience with a writing experience by starting a writing activity that relates to the book. In this class, they will complete prewriting and drafting activities, two of the five elements of the writing process. The draft will go into their writing folder and the students will revise, edit, and perhaps publish this work in subsequent classes. Another writing activity that will take place in this class is creating party invitations. This activity serves an authentic communicative purpose since the students will actually inviting another class to their party. The class that they will be inviting is a grade five class that comes in to read to them from time to time.

Body of Lesson:

Prewriting activity - Introduce the name and author of the book, "The Party". Explain to the students that after reading this book, they will be writing about a party that they attended. Read the book to the students. After reading the book, brainstorm possible writing ideas. Write the students' ideas on the chalkboard or on chart paper. Ask the students what kind of parties they might write about. Ask them how their party is the same as the party in the book and how it is different. By asking these questions, it helps to relate the writing activity to the reading. If students are having trouble remembering a party that they went to, remind them of last week's in-class Halloween party.

Drafting - Have the students write about a party that they went to. After they are finished, have the students put their draft in their writing folder. Explain that they will be revising each others' work next class.

Activity for authentic communicative purpose - When the students are finished their draft, tell the class that we will be having a party of our own. Tell them that we will be inviting our grade five reading buddies to our class as a thank you for reading to us all year. Ask the students how we might invite the class to our party. Hopefully, someone will suggest that we make invitations to send out to the class. If no one comes up with this suggestion, suggest it yourself. Have the students begin making the invitations using construction paper and other materials provided.

Closure of Lesson:

Realistically, the class probably won't get past the drafting part of the lesson. If the students don't finish their draft, they can work on it next class. The invitations can also be done next class.

Assessment:

The students' work will go into their writing folder. This will be collected from time to time to check for students' comprehension of the learning activities. Eventually, the students will select their best work to go into their portfolio and which will later be evaluated.

Grade: 3

Length of Lesson: 30 minutes

Subject: Language Arts

Topic/Theme: Fairy Tales

Submitted by : Jessica Falconer

Purpose:

- to develop narrative discourse knowledge (by predicting outcomes, reading, and proving)
- to be exposed to multi cultural literature and diversity (by reading a story set in Africa)
- to respond to literature from an aesthetic stance (by putting oneself in the place of the character and writing what that character thinks or says)

Materials :

Mufaro's Beautiful Daughters by John Steptoe

Overhead - example of a thought and speech bubble

White paper - for writing response activity

Methods used - Directed Reading Thinking Activity (DRTA)

Read Aloud Response Journal

Background Knowledge:

Fairy tales

Characters - royalty

Location - castle or kingdom

Time - long ago

Content - magical or fantastic actions with animals talking, witches casting spells, etc.

Mufaro's Beautiful Daughters is an African folk tale similar to the story of Cinderella. It tells of two sisters, one greedy and one kind, who were both invited to appear before the King who will choose one to be his Queen.

Body of Lesson:

Outline:

- Introduce the name and author of the book
- Discuss the Cinderella story
- Predict - ask students to make predictions based on looking at the pictures of the book. Write these predictions down on chart paper
- Read - story
- Prove - Compare predictions with what really happened
- Discuss how the story is the same as Cinderella and how it is different (if they are not too restless)
- Discuss thought and speech bubbles
- Writing task - ask students to draw a character in the book and write what he or she is thinking or saying in a thought or speech bubble
- Share responses - have the students show their project (writing task) with the rest of the class
- Expand response into a larger writing project - write a story about their character

I will ask the students to sit in a circle for the read-aloud session. I will introduce the name and author of the book that I will be reading for the day. I will then explain that this is a Cinderella story. I will ask the students if they have ever seen the movie or read the book Cinderella. I will then ask the students the following questions to start a discussion on Cinderella: “What is Cinderella about?”, “Who is the main character?”, “Who are the other characters?”, “Where does the story take place?”, “What problems does Cinderella face?”, “What happens at the end?”.

Then I will flip through the pages of the book asking the students to look at the pictures. I’ll then ask them to make some predictions or guess what will happen in the story. I will write these predictions on the board or on chart paper. After reading the story aloud, I will ask the class to tell me what happened in the story. I will write what actually happened beside the predictions. I will then discuss with the class what predictions were right and what were wrong. If the students aren’t too restless, I’ll ask them how the tale is similar to Cinderella and how it is different.

Since the children will have been sitting on the floor for awhile, at this point, I will ask them to return to their seats. I will ask the students if they know what a thought bubble was. I will put an overhead up that shows a cartoon with a thought bubble and one with a speech bubble. I will explain the difference between the two. Then I will give them their writing task for their response journals. They probably won’t have enough time to finish their assignment in class, so they can finish it for homework. What I will ask the students to do is to draw a character in the book and write what that character might be thinking or saying in a thought or speech bubble. I will assign different people different characters so that when we meet again to share our responses, everyone will hear a different perspective of the different characters. The best way to divide up the class would be by rows. I will ask one row to do Nyasha, one to do Manyara, one to do the starving boy, one to do the king, and one to do Mufaro. When the class meets again the next day, we will share our responses of the book so that everyone learns the characters of the book better. Then, as an extended activity, I will ask the students to write a story about their character.

Grade:4 (This can be adapted for higher grade levels) **Subject:** Language Arts

Length of Lesson: 50 minutes

Topic/Theme:Diversity - Pourquoi Tales

Submitted by : Michelle Foster

Purpose:

Pourquoi tales are great for studying differences between cultures. This lesson will give us a little insight into multicultural literature, a look at a particular genre, and practice with creative writing. Students will be able to identify the characteristics of pourquoi tales, and write a rough draft of their own pourquoi story.

Materials, Resources, Methods, Classroom procedures:

- Black / White board with chalk / markers
- ***“Why There are Cracks in Tortoise’s Shell”***
- ***“Why Some Animals Became Domesticated”***
- ***“ How it Came About the Hinder Part of Kwaku Ananse the Spider Became Big, at the Expense of His Head Which is Small”***

[taken from: ***African Folktales***, Paul Radin (ed.) Schocken Books, New Jersey (1983).]*
You can use other pourquoi tales if you wish (there are a lot of stories from Aboriginal groups)

- Handouts for the class with topic suggestions, and story frame questions.

Read Aloud Session (group activity)

Prewriting Brainstorm Session and Discussion (group activity)

Drafting (individual work)

Background Knowledge:

The students will not be required to have a lot of background knowledge as this will be their introduction to pourquoi tales.

Body of Lesson:

I will begin this lesson by reading some or all of the African Pourqoui Stories listed above (depending on time).

We will then move on to a discussion of the stories, defining the characteristics and importance of pourqoui tales, and generating our own list of topics for pourquoi tales. I want to draw the ideas out of the students so will ask them questions similar to the following:

- What do you notice about these stories?
- Do they have anything in common?
- Have you heard similar stories before?
- Why do you think these stories were written?
- Do only African people have 'why tales'? Who else?
- If we were writing some 'why tales' what sorts of things would be present in our stories?
- Let's think of some ideas for 'why tales.' What are examples of things which could be explained?

The questions will be adapted as necessary to get students on the right track. I will write the characteristics and topics we generate on the board for reference. When I am confident that students have a significant grasp of the concept, we will move on to writing our own pourqoui tales.

I will distribute the handouts to students. They will then choose a topic for their tale. They may choose from the list on the handout, or the class-generated list on the board. If students come up with other ideas they are free to use them provided that they are approved by the teacher. Hopefully we will have a wide range of student choices and they won't all want to write on the same topic.

Students will then fill out the questions they were given to get them started. After they complete the handouts, students plug their ideas into story form. This is the rough draft.

Closure of Lesson:

Realistically, the class probably won't get past the drafting part of the lesson. If the students don't finish their draft, they can work on it next class. The invitations can also be done next class.

Assessment:

Assessment will be informal for this lesson. I will keep an eye on who participated in class discussion and the progress of students while they are writing their tale. Formal assessment will not take place until students have completed their final copy of the tale and it is ready for publishing.

Extension Activities:

Over the next few classes we will work on the pourquoi tales. I have several other pourquoi tales written by Native American tribes which I may share with the class. Students will edit and revise their own tales before doing a final, illustrated copy which will be 'published'. Depending on resources the stories may be kept in a binder / folder in the classroom, bound, or posted on the internet.

Grade: 2

Subject: Reading and Writing

Length of Lesson: 30-40 minutes

Topic/Theme: Fairy Tales

Submitted by : *Miss Nicola Fogden*

Introduction:

I have chosen to devise a lesson plan that combines reading and guided writing. I have decided to focus on fairy tales because I think they are interesting to read and can foster creative writing. Many Grade 2 students might know the classic fairy tales such as Cinderella, but not understand the defining characteristics of fairy tales. I want my students to comprehend that a fairy tale is a narrative form while at the same time develop their writing skills. After reading various fairy tales I decided to base my reading and writing lesson on Walt Disney's *Snow White*.

Purpose:

I have decided to use Walt Disney's *Snow White* adapted by Liza Baker because I think it is a fairy tale that many of the children will be familiar with which will aid in their understanding of what makes it a fairy tale. I choose this book because it is easy to read and the illustrations are colorful which will captivate the student's attention. I wanted a fairy tale that had several characters. For example *Snow White* has Snow White, the prince, the wicked Queen, the huntsman and the seven dwarfs (Happy, Grumpy, Doc, Sleepy, Sneezy, Bashful and Dopey). I want my students to be able to assume the role of one of the characters so that they can write a **character journal**. Character journals improve writing skills, facilitates creativity and encourage a wider range of response patterns.

Materials, Resources, Methods, Classroom procedures:

For the reading part of the lesson the children and I will be in the reading corner. I want them to be comfortable so that they can focus their attention on the fairy tale. For the lesson I would need Walt Disney's *Snow White* adapted by Liza Baker and a board and markers to write the characteristics of a fairy tale on. The students would need their journals for the writing activity.

Background Knowledge:

By Grade 2 most children should be familiar with fairy tales, but they might not realize or understand their defining characteristics. This lesson will be one of the first lessons I use during the unit on fairy tales because it defines what a fairy tale is. The children will have to have some background knowledge in order to tell me some of the characteristics of fairy tales, therefore they would have to have read them prior to this lesson. The students will improve their writing skills and learn to write a fairy tale at the same time. Not much background information is expected because this is an introduction lesson to fairy tales.

Body of Lesson:

To begin the lesson I would tell the students that we are going to be reading a special type of story called a fairy tale. I would write the word fairy tale on the board and ask the children if they had ever heard of or read a fairy tale before. After they respond, I would write the defining characteristics of a fairy tale in the board and explain each one using examples.

1. The Characters are royalty. Example: Cinderella was a princess
2. They are set in castles or kingdoms. Example: Cinderella was set in a kingdom
3. They are set long ago. Example: It was a long time ago
4. They involve magical actions including animals talking and witches casting spells.
Example: The pumpkin turned into a chariot, the animals talked to Cinderella when she was cleaning the house.
5. The language used. Example: "Once Upon a Time" "Happily Ever After"

Then I would lead my students to the reading corner and ask them to sit on the carpet in front of me. I would sit on a chair in front of the children and introduce Walt Disney's *Snow White*. I would ask the children if they thought it was a fairy tale and why. Then I would read the book to them. I would ask the students what they thought of the book. I would ask:

1. Did you like the fairy tale?
2. Do you like all of the people in the fairy tale? Why? or why not?
3. What was your favorite part of the fairy tale?
4. Is there any part you disliked in the fairy tale?

I would send the children back to their desk and ask them to take out their journals. They would have been using their journals throughout the school year to record how they felt about reading, what interested them about stories, and any other creative writing activities. Today they would be writing a **character journal** based on the different characters in *Snow White*. I would explain to the class that each student has to take on the role of a character in the story and make entries in the journal as if they were the character. I would hand out an information sheet to guide them in writing from the characters point of view. Once the students had completed their character journals I would collect them and look over the various stories and character descriptions. In the following class I would pass back their journals and put the children in small groups to decide on the characters they want to use in a fairy tale they write together. Every lesson will focus on a different characteristic of the fairy tale. The next lesson might be on setting. Once the groups have written a fairy tale I will collect them and bind them into a book.

Closure of Lesson:

The reading section of the lesson ends when we finish the discussion of the fairy tale in the reading corner. Once I have finished reading the fairy tale it will be put in the student library for future use. If they enjoyed the fairy tale, I will read them other classics. When they leave the reading corner their reading lesson is over, and their guided writing begins. When the children finish writing their character journals the lesson is over for the day. I would teach this lesson during a unit on fairy tales so that the children can extend their character journals into larger written works.

Assessment:

The children would be graded on the writing in their journals. I would base their grade on creativity, spelling, the genre (if they wrote a fairy tale or a story) and sentence structure. Marks will not be deducted for creative spelling of words, but I will write the corrections so they know the correct spelling. The students will be graded on the creativity of their characters and stories. I will write criticism and comments in their journals to help them improve their writing techniques.

Grades:K-8

Subject:Reading-writing connection

Length of Lesson: 2 lessons of 35-40 minutes

Topic/Theme: Feelings

Submitted by : Andrew Keleher

Objectives:

Instructional Objective: Students will learn the importance of the reading-writing connection by integrating the two together as they work.

Behavioral Objective: After reading several selections within *Chicken Soup for the Teenage Soul II*, students will be able to relate the stories, by means of a writing activity, to one they themselves have experienced.

Materials, Resources, Methods, Classroom procedures:

- *Chicken Soup for the Soul II*
- photocopied selections
- pen and paper

Body of Lesson:

The lesson would have to take place over a two-day thirty- five to forty minute period. Class would begin with my asking a few students to come to the class and read a brief selection from the book, *Chicken Soup for the Teenage Soul II* (the selections in this book range from one and a half pages to four). This is good practice for public speaking and developing reading skills for those who are a bit behind. Because this series of Chicken Soup books are so popular nowadays, students would be quite attentive, I think. After the students were done reading aloud, then I would hand out four stories photocopied from the book (probably different ones for each student), and ask them to read the stories at their desk. When they were finished then the writing process would begin.

Assuming I had already covered the writing process in an earlier class, I would ask each of them to begin the pre-writing process by brainstorming his own ideas about an experience that is similar to the ones from *Chicken Soup* or that could appear in *Chicken Soup for the Teenage Soul III*. Important points to consider would be feelings and emotions, and what the experience meant to the student or how it moved the student. I would ask them to tie their story to a positive realization with which they came away.

After the pre-writing was over, they would continue the writing process at home. There, they would compose a draft for the next day's class. The next day, rather than letting students exchange work for revision and edification purposes, I would ask them to revise and edit their own work. The reason for this is twofold: first, because of the personal nature of the assignment; second, students at the age of 14 may not respond well to criticism from peers. When their own revision and edification was complete, keeping in mind that my role during this time is as a facilitator, there to help the students with their editing, then I would collect the assignment for assessment.

Assessment:

Given the personal nature of the assignment, I would carefully consider my method of assessing students' work. Grammar and spelling would count since they had ample opportunity to revise and edit their work (with my help). Content itself would be judged insofar as the effort that went into the work and the meaning or importance of each student's story to himself.

When I hand back their work, I would then have them consider the final step of the writing process: publishing. For the students who felt comfortable contributing, I would compile their stories into a mini-book of sorts. We could call it *Chicken Soup for the Grade 8-B Soul* and it would be available at the school library. This would give the students a chance to showcase not only their writing abilities, but their feelings and creativity with others.

Evaluation:

As the teacher, when the writing assignment was complete, I would ask myself how worthwhile the learning activity was. What did the students learn? Once again, because of the personal stories written by the students, I feel that it is important to get their feedback on this assignment for future reference. The best way to do this would be to have them write down their thoughts on a q-card.

Grade: 4/5
Length of Lesson:

Subject: Language Arts
Topic/Theme: Writing

Submitted by : Rene Laporte

Purpose:

Instructional Objective: Students will learn the concept of the biography and begin a prewriting activity on a classmate's biography

Behavioral Objective: Students will write a descriptive paragraph from a time in a classmate's life.

Materials, Resources, Methods, Classroom procedures:

- "The Party" by Barbara Reid
- Chalk and chalkboard
- Writing folders
- Construction paper, markers, crayons, tape, glue, and other materials for making invitations
- Methods used - process writing approach

Body of Lesson:

(a) I will ask the students if they know what a biography is and write the different responses on the board.

(b) I will discuss the different characteristics of the biography and show examples

(c) Next, I will **hand out the questions** that you have to ask your partner in order to find out different information about them.

(d) Each child with their partner will have to ask each other the questions and fill in the form.

(e) After this is completed, the children will then write a descriptive paragraph based on the information that their partner has given them.

(f) The class will then share their paragraphs with the class until we run out of time.

Assessment:

I will take the different paragraphs and ask these questions - Does the paragraph give us all of the information that the student was provided with? Are they actually writing a biographical paragraph or telling a story about the person? Is the writing style acceptable for their level?

They will also be putting their biographies in their writing portfolio.

This would be an activity that I would do early in the year for people to get to know each other and to get a sense of where students writing skills are.

Grade: 5

Length of Lesson: One class

Subject: Language Arts

Topic/Theme: Pioneer Days

Submitted by : *Koral LaVorgna*

Purpose:

- Connect reading and writing
- Comprehension
- Teach students about pioneer life
- To help make reading and stories “come alive” for students

Students should be able to connect reading and writing in a meaningful way. The Reader Response Journal Method Framework allows students to explore their thoughts and feelings about a story that they have read. Students will read *Rats in the Sloop: Fredericton, New Brunswick 1819* by Nan Doerksen as part of the Pioneer Days thematic unit. Students often identify with the characters in stories, and keeping a journal as that character helps the student to connect a reading and writing activity.

Materials, Resources, Methods, Classroom procedures:

- Reader Response Journal Method Framework
- Nan Doerksen’s *Rats in the Sloop*
- hand-made paper
- hand-crafted candles
- tea bags
- lemon juice and food colouring (optional - perhaps use modern technology — the Bic Pen)

Students should be reading *Rats in the Sloop* as part of this unit and as part of this learning activity. Nan Doerksen’s book should appeal to children who live in Fredericton or to those who have an interest in New Brunswick’s past. For those who have not shown a great interest in their history, local or otherwise, *Rats in the Sloop* is a good story to use to generate interest. Students will read much of this book on their own, but I can read chapters aloud and provide background and historical explanations.

Background Knowledge:

- Previous lessons and activities associated with Pioneer Days
- Provide context for Nan Doerksen's book (which landmarks mentioned in the story still exist today, explore personalities mentioned in the story - were they real or fictional?)

Nan Doerksen's *Rats in the Sloop* has formed the foundation of this thematic unit on Pioneer Days. Students have learned about Fredericton's history, and about what life was like for ordinary citizens during the early years in Fredericton. In earlier lessons on this book, students have constructed maps so that they can "walk in the footsteps" of Meg and Johnny (the two main characters of this story), and have tried to identify the house on George Street where they lived. (Was it a real house? Do they think it still exists?). In keeping with the Pioneer Days theme, students have earlier made candles from broken, discarded wax crayons (melted into small cans). They also made their own paper (a mixture of dryer lint and newsprint which was chopped into a fine mulch in the blender), and might make their own ink from household lemon juice and food colouring (lemon juice evaporates quickly and readily, making it a great ink ingredient). Constructing pen tips from juice box straws might be too time consuming and frustrating for the class. If this is the case, they will simply work with modern technology - the ball point pen.

Body of Lesson:

Students will keep a journal in which they assume the identity of one of the characters of *Rats in the Sloop*. The girls might want to write in their journal as Meg and the boys may choose to become Johnny. The journal gives students the opportunity to explore the identity of these characters. Students can express their thoughts and feelings about the characters, about the story, and about the situations the characters find themselves in. Students should be asked to think of the reasons why they have chosen to write as Meg or Johnny or Uncle David. Ask them which character they like best in the story. Perhaps the character they have chosen reminds them of a friend or relative or someone close to them. It could be that the student has chosen a particular character because that character is very close to the student's own personality.

Students can keep the journal as a diary, and they can have their character (now themselves) reflect on what has just happened in the story. Perhaps Meg has just gone to school for the first time in Fredericton. The student can write about Meg's reactions to the classroom, the teacher, or the work expected. The Reader Response Journal provides the perfect opportunity for students to explore the lives of the characters that they have come to know and to enjoy. Often when students enjoy a story, they want to know what the characters will do next or how they felt in a certain situation. A student may write a journal entry exploring how Johnny felt when the fire broke out in a neighbour's house.

For this lesson, students will be given time to read the next chapter or to review the one that they just finished reading. Students will write their responses to the particular chapter from the perspective of their character. After about 15 minutes of quiet reading, students will be told that it is time to write in their journals.

The lights will be turned off and I will help students to light their hand-crafted candles so that they can write by candle light on their home-made paper. Students can use pens for writing or they can use their own home-made ink and pens (only if these have been made successfully and if students are comfortable using them).

Students are given about 15 minutes to write their journal entries. The lights will then be turned back on. Students who have used their own home-made ink will have to wait for a moment for the ink to dry. For the students who wrote in pen, they can stain their pages with a tea bag in order to give them an aged, antique look. Students will let their pages dry before stringing them together with a short strip of leather or a piece of sturdy cord.

Closure of Lesson:

Students will return to their seats for a brief discussion of what their “Characters” have been doing.

Assessment:

One goal of the Reader Response Journal is to have students write about what they read. This activity encourages students to explore their imagination and creativity while also demonstrating their comprehension of the story. Another goal of the Reader Response Journal is to have students extend this writing or to elaborate it into a larger work. For assessment, students could review past journal entries and use their knowledge of their character to write a short “chapter” following the end of the story. What did Meg and Johnny do when they found out that Uncle David was not going to send Johnny away? How did the family celebrate this occasion (of Johnny being able to stay)?

Grade: 1

Subject: English

Length of Lesson: 45 minutes

Topic/Theme: Farming/ Never complain

Submitted by : *Carol Jean Longworth*

Purpose:

To develop independent readers

1) Contents to be covered

- Text: Farmer Joe's Hot Day
- Vocabulary: word cards and matching game
- Reading comprehension activity

2) Skills and Understanding

- Students should develop vocabulary knowledge by learning to recognize several new words found in the story.
- Students should be encouraged to predict and reflect on the events that take place in the story.
- Students' recall and comprehension of the story should be tested and encouraged

3) Knowledge to be learned

- At the end of the lesson, children should know what the word *complain* means.
- Children should be able to recognize the following words.

hot	corn	Farmer Joe	mittens
house	weeds	jacket	complain
field	sun	coat	wife
wheat	tired	scarf	

Materials, Resources, Methods, Classroom procedures:

- Book: Farmer Joe's Hot Day
- Vocabulary Matching Game Cards: 15 Cards with vocabulary words, 15 cards with matching images.
- Reading Comprehension Activity: Image of Farmer Joe, jacket, coat, scarf, mittens

- Overall Method: Read-Aloud Session
- Class Discussion: What does it mean to *complain*?
- Reading the Text: ask children to predict what is going to happen, ask for children's reactions to events in the story, ask them questions about illustrations (Can you see the gopher in this picture?), practice oral cloze when the story repeats itself.
- Revision of Text (Reading Comprehension): Have children help retell the story by helping "dress" and "undress" Farmer Joe with cut outs of his jacket, scarf, mittens, and coat. (Cooperative Learning)
- Revision of Vocabulary: Matching Memory game. Match words with images.

Background Knowledge:

- Have a brief class discussion to give background to story. What is a Farmer? What kind things do farmers have to do? After working hard all day, do you think that this farmer will be tired.
- Use this opportunity to bring in some vocabulary words: corn, wheat, weeding, hot, tired. Have the new vocabulary words on display.
- Introduce the idea of complaining. Have you ever complained?

Body of Lesson:

1) Read Farmer Joe's Hot Day

- Start by asking students to predict what will happen based on the title.
- Use oral cloze and encourage children to "read" with you when there is repetition in text.
- At several points, ask students what they think will happen next based on the pattern of events that occurs in the story.
- Ask students to respond to illustrations. Does Farmer Joe look hot in this picture? What is Farmer Joe wearing now? Etc.
- To conclude, ask students to reflect on the story. Do they think that Farmer Joe feels better now? Why? Why is he not complaining anymore? Was Farmer Joe's wife smart?
- Assess reaction. Ask if they liked the story. Suggest/display other Farmer Joe stories.

Note: The implementation of the following activities depends on the size of the class. If the class is rather large, divide it in two; have each group do a different activity, then rotate. If the class is quite small, the entire class can participate simultaneously in each activity.

2) Reading Comprehension Activity

- Have the children help you retell the story.
- Ask leading questions using illustrations and hints. What three jobs did Farmer Joe have to do every day? How did he feel after he worked hard all day in the fields? Was he happy?
- Mount picture of Farmer Joe. Ask children what was the first thing Farmer Joe's wife told him to put on. The child who answers gets to stick the jacket on the picture of Farmer Joe. Have children follow the sequence of events in the story by adding or removing cut outs of the clothes from Farmer Joe's Hot Day.
- If there is extra time, have a group or a volunteer to tell the story on their own (hints from teacher or other students as necessary).

3) Vocabulary Review/Memory Game

- Set out the card game and have the class or group work on it.
- Have the students read the vocabulary words that they pick up.
- Identify "problem" words for further work.

Closure of Lesson:

- **Review** vocabulary words as a class using the vocabulary cards.
- **Add** new vocabulary words to the word bank or word wall at the back of the room.
- **Leave** the vocabulary memory game in an easily accessible place and encourage the students to play with it in their free time.

Assessment:

- Assessment of reading comprehension takes place following the reading of the story. This is done by asking questions, asking for reactions, and the activity for retelling the story,
 - Assessment of students' learning of vocabulary occurs when they can read the vocabulary cards and accurately match them to the corresponding image in the memory game. Understanding can also be tested in the final review of new vocabulary at the end of the class.
 - Further assessment of the retention and understanding of vocabulary is visible in the long term. Do the children use the vocabulary? Can they read the vocabulary words several days later if quizzed?
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Grade: 3 or 4

Subject: English

Length of Lesson: 45 minutes

Topic/Theme: Writing Scary Stories

Submitted by : *Carol Jean Longworth*

Purpose:

To have students examine the writing style employed in horror stories to describe monsters, and to have them emulate this style of writing on an individual basis.

Contents to be covered

- Text: "Nightmare"
- Class analysis of the descriptive style of writing employed in text
- Brainstorming session
- Individual writing exercise

Skills and understanding

- Students should develop insights about the genre of horror stories by closely looking at the characteristics of the writing style employed in the text.
- Students will be able to build a word bank of descriptive words that are commonly used to describe various characteristics of monsters (words will come from both the text and suggestions elicited from students in guided class discussion).
- Students will emulate the style of writing used in the genre of horror stories by creating and describe their own monster using some of the key words or descriptions mentioned in the text or in the class brainstorming session.

Knowledge to be learned

- At the end of the lesson, students should be able to identify some of the stereotypes and key words commonly used in this genre of literature to describe monsters.
- Students should also be able to emulate the style and vocabulary used for character (monster) description in this genre of writing on an individual basis.

Materials, Resources, Methods, Classroom procedures:

1) Materials and Resources:

- Short scary story: "Nightmare"
- Blackboard or whiteboard
- Paper and pens or pencils

2) Methods and Classroom Procedure:

Overall Method: Style Study

Read the text: Ask student to predict what the story might be about based on the title. What kinds of things appear in nightmares? Do you dream of monsters? Tell the students that you will be talking about describing monsters today. Ask the class to watch out for key descriptive words that are used in the text.

Analyze descriptive technique in text: First ask students to respond to text. What kind of story is this? What makes this a scary story, what are some of the key characteristics? How did the author describe the monster in this story? Write down the key descriptive words that the students recall from text. Offer prompts. Ask for reactions. Do you think this monster is scary? Why or why not?

Brainstorming Session: Have the class suggest other kinds of monsters that appear in scary stories (mummies, skeletons, blobs, zombies, vampires etc.). Ask students to give examples of words that are often used to describe monsters. (What do they look like? What do they feel like? How do they smell, move etc.). Encourage them to include all the senses they can when they describe.

Create Word Bank: Write all the words suggested in the text and in brainstorming session on the blackboard. Have the word bank organized into categories: types of monsters, appearance, how they feel, smell, move etc. Students will use this as a resource to refer to as they do their writing activity.

Writing Exercise: Students will use the example of the text, general stereotypes of the genre of writing, and the class word bank of key descriptive words to create and describe their own monster. This description should be two to three sentences in length (more if so desired) and should include at least one key descriptive word from each of the descriptive categories outlined on the board.

Background Knowledge:

- This lesson will take place before Halloween and will be part of a unit devoted to the study of the genre of horror stories.
- Most of the discussion will take place after the reading of the text and the knowledge will be derived from student’s previous exposure to this genre of literature.
- Before reading the text, you will ask children what kind of scary things appear in your nightmares. You might ask students to describe some of the monsters that appear in their bad dreams or imaginations.

Body of Lesson:

1) Read “Nightmare”

- Start by asking the students to predict what the story will be about based on the title.
- Ask what kinds of things appear in nightmares? Do you dream of monsters? What kind of monsters? Do you think there will be a monster in this story?
- Tell the class that today we will be talking all about how to make or describe monsters.
- Ask students to watch out for key words that are used in the story to describe monsters.
- *Read the story to the class*
- Get reactions to story. Did they like the story? Who was the monster in the story? What kind of story is this? Why is it a scary story? What makes it a scary story? What are some of the characteristics of scary stories? (monsters, spooky setting etc.)

2) Set up Word Bank on Black Board

Divide board into sections for different categories.

Monster Making Word Bank!

My Monster

Is a	It looks like	Feels like	Sounds like	Acts like	Smells like

3) Analyze descriptive technique in the story

- How did the author describe the monster (or monsters) in this story? Ask students to mention some of the key descriptive words and phrases used in the story.
- Start writing down words that the children recall from the text. Remind the students that several other types of monsters were described besides the main monster in the story, they can use those descriptions as well.

Under **It Looks Like**, students might suggest:

hairy	small	strong	long	powerful
razor-sharp claws	dagger-like fangs	blood-red eyes	rough tongue	huge brain showing
tall / thin	scaly green	hideous	bug-eyed	

Under **Sounds like**, students might suggest:

screams	howls	snuffles	scraping	tapping
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Under **Acts like**, students might suggest:

shuffles	lashes out	hides in shadows	has super strength	drools
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4) Brain Storming Activity

Tell students that we want to get more ideas of words that we can use to describe monsters. Ask them to think of monsters that they have read about or imagined and contribute ideas about different kinds of monsters, what they look like, feel like, act like, smell like and sound like. **Write down all suggestions.**

- Start with kinds of monsters. Ask students what kinds of monsters they have heard about or know about. Examples: mummies, zombies, space aliens, mutants etc.
- Ask students what these monsters look like. What colour are they? Do they glow? Are they decaying? What size are they? Do they look dangerous?
- Ask students what these monsters might feel like. Are they rough or smooth? Are they wet? Slimy? Dry? Squishy? Hard?
- Ask students what sounds monsters might make? Would they make loud sounds or soft, spooky sounds? Would they roar or moan?
- Ask students how the monsters act? Do they sneak, slither, or slide? Do they lurk or do they charge? Do they float or run? Are they fast or slow?
- Ask students what they imagine these monsters might smell like? Would they smell musty? Rotten? Greasy? Dead?

5) Demonstrate how you can use some of these descriptive words to make and describe your own monsters.

- Reread the pre-selected, highly descriptive passage from the text (pg.50)
- Tell students that you are now going to show you how you can use the examples in the text and the word bank the class has created to make and describe a new monster!
- Example: The swamp monster was huge! It was covered with slimy, green scales that glowed in the dark, and it smelled like a dead fish. The monster slithered slowly towards us hissing loudly.
- Underline the key, descriptive words in each sentence and point out the categories that they came from.
- Ask students if they have a good idea of what the monster looks, smells, acts, etc. like, based on your description.
- Repeat exercise one or two times, but this time have the students help select the features of the new monsters.

6) Writing Exercise

- Once you feel the students are comfortable with the “monster making” process, tell them that it now time for them to make their own monsters.
- Tell them to use the word bank on the black board to help them come up with ideas and check spelling. Tell them that they only need to make two or three sentences to describe their monster, but ask them to include at least one feature from each category: what kind of monster, how it moves, sounds, smell, looks like etc.
- Tell them that you will be available if they need help or want suggestions for other words.
- Make sure that everyone has the necessary writing materials and then let them get started. Monitor progress.

Note: Make sure that they know this is a rough draft only, that they will have the chance to improve it later on. Allow students to write as many sentences as it takes to include the features. Some students may have difficulties using more one or two descriptive words in each sentence. You can work on condensing their texts later.

Closure of Lesson:

- Ask for reactions. Did they have fun making monsters? Are their monsters really scary?
- If time allows, let volunteers read their descriptions of their monsters.
- Tell students that in the next class they will continue to work on “improving their monsters.
- Tell students that next class the students will be drawing other each others’ monsters according to their descriptions
- Tell students that everyone will eventually get a chance to write a scary story about the monster they created today.

Assessment:

- Assessment of the student’s comprehension of the task as well as their ability to integrate and apply examples and suggestions from text and word bank will be judged mainly by the writing they produce.
- How many descriptive words did they use? Did the description seem complete, balanced? Did they only focus on one aspect (such as appearance), or did they integrate other categories of description.
- Were the descriptions imaginative and original, or were they stereotypical?
- Comprehension will also be judged by student’s participation and ability to contribute ideas to class discussion (either voluntarily or when prompted).

Source Used: Pierce, Q. L. Nightmare, More Scary Stories for Sleep-overs. Los Angeles: RGA Publishing, 1992. 49-57.

Grade: 1

Length of Lesson: 45 minutes

Subject: Language Arts

Topic/Theme: Process Writing

Submitted by : Rod MacDonald

Purpose:

Students will learn how to write a postcard through a basic process writing lesson. Students will learn to brainstorm ideas that one would usually convey in a postcard (prewriting). The ideas will be written onto a mock postcard as first draft (drafting). The draft would then be revised by the teacher (revision, editing) and copied once again to a good copy, mock postcard (publishing). Since not much information can be written on a postcard, the writing process takes less time and students become familiar with the basic process. Students also are introduced to the idea of communicating through a postcard. Since the exercise is serving an authentic communicative purpose, it means more to students. Students are not just writing down words or filling in blanks, they are sharing ideas. Students would be sharing greetings with family or friends and can use their knowledge of writing postcards in the future. Writing postcards is quite common and students will gain real, useful skills. The chance to communicate ideas of their own and learn a different type of writing would broaden students' sense of writing processes.

Materials, Resources, Methods, Classroom procedures:

postcard

construction paper

scissors

pencils, paper, crayons

chalk, chalkboard

Students listen to teacher for explanation of what a postcard is and its purpose. The teacher shows example of his/her postcard and brainstorms ideas. Students write ideas down and create their own postcard. Students are also urged to draw a picture of the destination from which they are sending their postcards.

Background Knowledge:

It would be beneficial for students to have knowledge of what a letter or postcard is and its purpose but not necessary. Students would need to be introduced to the idea of relating basic ideas and greetings to paper for friends or family. Mock postcards would need to be made in advance which would be the teacher's responsibility. The demonstration of what a postcard should look like should give students a good idea of proper form.

Body of Lesson:

The lesson would begin with the teacher introducing a postcard and asking students if they know what it is. Once the teacher gets a sense of the classes experience with postcards he/she explains what they are used for. The class engages in student/teacher interaction to find if anybody in the class has ever written or received a postcard. The teacher is in pursuit of a general idea as to what is usually written on a postcard and when they are sent. Students are allowed the chance to explain what should be written on a postcard, whether it be a guess or a response from experience. When do people send postcards? Do postcards require a lot of writing? Who would you write a postcard to? These could all be useful questions when introducing postcards. Ideas are written down on the chalkboard for students, although they may not be able to read them. A great number of ideas are accumulated by the teacher for use of the whole class. This first process is a form of prewriting.

Once the teacher has felt most every student out for answers or comments and it is clear that students know what a postcard is, the teacher moves from interaction with students to facilitator. Mock postcards are handed out and it is explained that students will be writing their own postcards. It is made clear that not much writing goes on a postcard, and where the writing goes. Students work on writing down messages on their postcards. The teacher patrols the room in search of students needing help. Should students need help they can refer to the example of a postcard which the teacher carries. If a large group is in need of help for ideas the teacher could take them to a neutral table and generate more thoughts. The teacher has stressed that not much writing goes into a postcard and students can feel confident knowing that. The ideas must be used in the right context but creativity is also greatly welcomed. Once students have written down their message they are told to draw a picture on the front showing where they are writing their postcard from. This completes the drafting section of the writing process.

The teacher roams the room to check on progress and passes out good copy, mock postcards. This final stage is the editing and publishing version of the postcard writing experience. Students are told that once they have finished their first draft, they can have a good copy to complete a neat, final product. Students need to know that they are making this postcard very neat. The teacher can correct spelling and grammar but accentuates the positive because these are emerging writers and everything is progress as long as it means something to the students.

Closure of Lesson:

First draft and good copy postcards are pinned up around the class as examples of writing and the writing process. Students are urged to tour the room to look at postcards, asking what the messages say and guessing where they are written from. This lesson generates ideas in the beginning and allows students the chance to share the ideas on their postcards with fellow students. The teacher tells students that they have written possibly their first postcard and tells them to remember to write one next time they are away from home.

Assessment:

The postcards are very valuable because they introduce students to many things. First the students are faced with something they might not have ever seen before, a postcard. They have a chance at developing their writing skills while learning a new form of communication. The postcard requires students to think of ideas to communicate and write down. This could be different than writing down single words, or copying letters out or finishing off things like _at, _og, _ouse. A postcard is a more complete text. It does not require a lot of writing but must have sentences, vocabulary and grammar. Writing even a few sentences is more beneficial and develops more components than filling in blanks or finishing off sentences. Some might argue that grade one students do not have the ability to write well enough to complete a message on a postcard. The concept of emergent literacy would welcome any form of writing as a communicative act in a state of evolution. Just as babies babble, emerging writers babble on paper with scribbles, markings or words written with invented spellings. Students are learning to write and will correct themselves just as babies learn to speak as they get older. Assessment would be constant checking on students progress by the teacher as they go through the writing process. No marks would be given, just a supervision of students understanding of what a postcard's purpose is and the proper way to use one.

Grade:3

Subject: Language Arts

Length of Lesson: 50-60 minutes

Topic/Theme:Jeremy's Decision by Ardyth Brott

Submitted by : Ms. Manthorne

Purpose:

This lesson will be used to build the student's reading and comprehension skills and to their list of new vocabulary. The journal will record their individual responses and provide me with evidence of their independent thought. This story was also selected to help me assess the student's ability to make inferences about the reading material. Students will be encouraged to bring their own meaning to the text and will be required to uncover their fears, feelings, hopes, dreams, and other responses to the story.

Materials, Resources, Methods, Classroom procedures:

I will be using the method framework of a Read Aloud Response Journal. My classroom will have a designated area for reading (ie. a reading corner) and I will lead the students to this area before reading the story. The student's will all be provided with their own personal journal (ie. a spiral notebook) and will be given adequate time to formulate their responses. I will bring the story, Jeremy's Decision, and have questions for understanding and comprehension available to help students get started. The story is about a little boy who feels pressured because he thinks everyone wants him to grow up to be a music conductor like his father. Throughout the story, he realizes that he does not want to be a conductor like his Dad and fears that his parents will be upset with his decision. Yet, in the end, Jeremy decides he must tell his family about his dream to become a paleontologist. Jeremy's family members are very surprised and very proud of him and Jeremy realizes that they will love him no matter what he decides!

Background Knowledge:

Students must have a firm knowledge of the vocabulary within the story. To ensure this, I will write some of the new vocabulary on the black board and discuss their meanings before I begin the story. Next, I will ask the students to listen for these words while I read them the story and have them clap their hands whenever they hear one of the new words. The list of new vocabulary will be added to the vocabulary wall that would have been already be a part of our classroom.

Body of Lesson:

Step 1: Introduce book to the students. Emphasize title, author, and illustrator. Ask students to think about the title and cover of the book and to make inferences about what the story will be about and to give reasoning for their predictions.

Step 2: Read the story while stressing all of the new vocabulary words on the black board and vocabulary wall that has already been set up in the classroom. Stop periodically to ask students what they think will happen next in the story or what Jeremy will say/do next?

Step 3: Give the students a writing task to think about (ie. In this story, Jeremy makes a big decision. What are some big decisions that we all have to make? What to wear, if we should get a pet or not, joining a club etc. Can you think of a time when you had to make a big decision? Describe how you came to your decision and what the outcome was.). Write some of the student's suggestions on the black board to get them all thinking.

Step 4: Get students to make an entry in their Read Aloud Response Journals. Allow about 15 - 20 minutes for this activity. Make sure students know when time is almost up and encourage them to finish up their writing.

Step 5: Share responses in pairs by reading aloud. Have the listening students come up with questions to ask their partner about their writing or simply share a **positive** comment about the response being read.

Closure of Lesson:

Step 6: If time permitting, ask students to share their responses to the class. And/or give students a sheet of paper with the title *When I grow up I want to be a _____*. Ask them to draw a picture of what they want to be when they grow up. These pictures will be displayed in the classroom or outside the classroom in the hall.

Assessment:

I will circulate throughout the room during the responding and sharing parts of the lesson and make sure students are staying on task. I will take note of all the different responses given and provide additional instruction to students having difficulties. It is important that the students have a good grasp of what the lesson requires, since this will help me to assess their comprehension levels. Finally, I will take in their journals at the end of every period. By the end of the year, my students will have a cumulative sample of the advances in their reading and comprehension skills. This journal will be one way that I can assess my student's abilities, improvements, and areas needing additional exploration.

Grade: 3, French Immersion
Length of Lesson: 3 lessons, 1hour/ day

Subject: Writing
Topic/Theme: Personal description

Submitted by : Milaine Morin

Purpose:

The children will learn how to interact with their classmates. I want the children to know more about their classroom companions. I also want children to learn how to write effectively, using a draft and a final copy. Peer evaluation is another thing that would be covered. Children will learn how to read their classmates' autobiographies and give their feedback on what they would and would not do.

Materials and Resources:

Children will need a questionnaire, some paper to write their drafts, some construction paper to make a frame, and different color crayons.

Background Knowledge:

At this point, children should know how to write basic paragraphs with complete sentences. They should know different french words like "passe-temps" (hobbies), famille, and all the french words that symbolize all the members in a family like : soeur, frère, cousin, cousine, etc.

Body of Lesson:

At the beginning of the lesson, I will ask the children to tell me what is an autobiography. After, I will ask them to tell me what is a hobby. I will also ask them to tell me the different words used in french to name family members (mère, père, soeur, demi-soeur, etc.) Even if they give me the french words for stepfather and stepsister, I will take them into consideration because not all children have nuclear families. I will explain to them that some families consist of only a mother and a child. I will also give them a clear explanation that all the people we live with is what we consider our family. I will also tell them that as a class we could also be called a family... We could be called the Grade 3 Family.

After this discussion, I will explain to them what an autobiography is and thus tell them to make one of their own. I will hand them out a questionnaire (who is in their family, what is their favorite meal, and so on), which they will answer all the questions. This will act as a facilitator when it comes time to write their own autobiography. Once the questionnaire is done, I will ask them to write down this information in a form of a paragraph. After the paragraph is done, I will ask the students to go in their assigned groups and share their autobiographies with their group mates. I will ask the children to write down or to tell the person with whom they shared their autobiography with, what should be corrected and what they liked about their partner's autobiography.

Closure of Lesson:

After all of this is done, I will collect the autobiographies, correct them myself, and give them feedback on their work. I will give them back their written work to make a final copy. They will write their final copy onto a sheet where there is space for drawing. In the space for drawing I will ask them to draw a picture of themselves. I will then ask them to glue it on a sheet of construction paper to give us the impression that it is in a frame. I will then post all of the frames on the wall. There will be space reserved for the Grade 3 Family autobiography (this will be written on the wall).

Assessment:

I will see signs of improvement and signs of poor writing when I pick up the drafts. This will give me enough feedback to figure out who needs help and who does not. I will not give them a mark on this particular assignment but I will eventually take the pictures off the wall and put them in their portfolios. The only mark I will give them will be on their overall work, which will be all the assignments they have in their portfolios.

Grade: 3

Subject: Creative extended text

Length of Lesson: 40-50 minutes **Topic/Theme:** Writing authentic text/ Critical Thinking Skills

Submitted by : *Colleen Paul*

Purpose:

Content to be covered

- develop critical thinking and reasoning abilities
- develop comprehension and response processes

The lesson will focus on the students providing an extended text of a narrative story. The story we will be reading, The Judge by Harve Zemach, ends with seven illustrations for which no text is provided. Children will be asked to provide their own text, only one or two sentences, to accompany these illustrations, requiring critical thinking strategies. This is the main focus of the lesson, however, there are many more opportunities for learning in the lesson. The students will need to use their comprehension skills of the text that was read, in order to complete their own extended narrative. They will have a greater opportunity to read; reading their own sentences rather than simple one or two word answers. Also, this lesson allows children to have autonomy of their own learning. This is important as children grow in their abilities, encouraging creative writing in later years.

Materials, Resources, Methods, Classroom procedures:

- story to read aloud: *The Judge* by Harve Zemach
- laminated teacher copy of illustrations with space for text provided
- minimised illustrations from the story, with blank space for students to add text (1 copy for each student)

Method: Read aloud session followed by individual extended text writing

Classroom Procedures: Both gathering time and desk work

Background Knowledge:

In Grade three, the students will have experience with writing, but they may not have had practice of writing to express their own ideas. I will encourage this, but I will also ask them to listen and think carefully while the story is being read. They will need to know what is going on in the narrative (comprehension) in order to complete their writing task.

Body of Lesson:

The students have been doing different writing tasks in class, but up until this lesson I have directed them in their writing. Today we will begin by going to our read aloud-grand conversation centre. This is a place in the class where we gather; sometimes for shared reading, student presentations etc. There are times when we come together to discuss perhaps the moral of a story, an authors style, or maybe what the children did, for example Christmas vacation.

This day I am reading aloud *The Judge* by Harve Zemach illustrated by Margo Zemach. I will discuss with the children what the Caldecott Award is and point out that this book was honoured with this award. I will also draw the children's attention to the descriptive of the narrative on the cover- "An untrue Tale." We will discuss what this means and at this time I will begin to read. Part of the text is repeated every second page with something added on. I will encourage the children to read this with me, it sounds almost like a chant.

Although the text ends, seven pages of illustrations only follow. I will prompt the children to offer comments and generate some ideas for completion. I would not spend a lot of time doing this; I want the children to come up with their own ideas. At this point I will tell the students their job is to finish the story, using their imaginations, encouraging different ideas for endings. That is their assignment!

I will have the illustrations photocopied, with a text space provided next to it. I will encourage the students to look for details in the illustrations, and tell them to have fun! Write a lot, a little, depending on their thoughts.

Closure of Lesson:

After they have completed their assignment, this will probably take another Language Arts lesson. I will show them how they could create a film strip of a story, with illustrations and their own narrative.

Assessment:

Many assignments in our class require actual marking- spelling tests, grammar tests, math quizzes etc. This assignment was given to allow an opportunity for students to express themselves. If the students showed that they did look at the pictures, and their text related to what they saw or inferred. I would feel they had accomplished a great deal. Perhaps I would use a simple scoring rubric to determine the effort, the creativity and comprehension level displayed by the student to assess this assignment. I would have many other chances in the class to check on skills. For this assignment, I am looking for critical thinking skills, comprehension and effort. Much of my assessment would be anecdotal.

Grade: 4

Subject: Language Arts

Length of Lesson: 50 minutes; Overall - 3 to 4 days

Topic/Theme: Style Study

Submitted by : Marcy Van Snick

Purpose:

This lesson is meant to aid the students in their creative writing. They will look at passages from a book which we have read together as a class and analyze certain stylistic features in these - using short sentences, mundane details and repetition to convey a sense of time passing slowly and waiting; and weaving description of location into the text to give the reader a feeling of being there. Once the students have identified these techniques and understand the author's reasons for using them, they will then have these methods to use in their own creative writing.

Materials:

A copy of the Newbery Medal-winning book, *Sarah, Plain and Tall*, by Patricia MacLachlan and copies of **the required passages** for each student are all that is necessary for this lesson.

Background Knowledge:

Before reading the story, the students should be told that they will be looking at some of the author's stylistic techniques and how these make them, as a reader, feel. Encourage them to be looking for passages which make an impression on them.

This lesson could also be used in conjunction with a social studies unit on settlers and/or the North American Prairies. It could serve as an introduction to early prairie life or social studies lessons could serve as an introduction to the story. If a unit on eastern settlers was being studied, this book could serve as an interesting contrast to life in different rural geographical locations during the same time period.

Background Knowledge:

Before reading the story, the students should be told that they will be looking at some of the author's stylistic techniques and how these make them, as a reader, feel. Encourage them to be looking for passages which make an impression on them.

This lesson could also be used in conjunction with a social studies unit on settlers and/or the North American Prairies. It could serve as an introduction to early prairie life or social studies lessons could serve as an introduction to the story. If a unit on eastern settlers was being studied, this book could serve as an interesting contrast to life in different rural geographical locations during the same time period.

Body of Lesson:

After introducing the idea of a style study to the students, as mentioned above, I will read the book aloud. This will take a little over an hour, so it could preferably be done over two days. The first three-quarters can be read the first day and the conclusion read the following day. I would not spread it out over more than two days as I want the story and style fresh in the students' minds.

Upon completing the book, I will remind the students of what I asked them to think about before we began. Did they notice anything special about the book? What parts/passages made an impression on them? I will explore any ideas they present and may be able to incorporate them into the writing assignment. If they do not mention the techniques which I have earmarked, I will hand out the copies of **passages** I have prepared and direct them to specific stylistic methods with questions, such as:

- How do you think Anna and Caleb felt when they were waiting for Sarah to arrive?
- How do you know how they felt?
- Does the author do anything special in this passage?
- What language does she use to make you feel this way (words or phrases)?
- When you read this passage, how does it make you feel?
- Close your eyes while I re-read this passage and tell me what you see or feel. Does the author do anything to help you see what the characters see?

As a class, we will identify the use of short sentences with minute details and repetition, and the use of description of surroundings. We will discuss possible reasons for these techniques to have been used. For example, short sentences and dull details give the reader a sense of time passing slowly. Repetition gives a sense of impatience. When these are used in conjunction, the reader is able to feel like he/she is also waiting. When the author describes Sarah's home, the reader can picture the beauty of it and sympathize with her home-sickness. When the squall is approaching, the author's description allows the reader to enter the book, seeing, feeling and smelling the ominous atmosphere, and sensing the urgency and fear.

Once the students are clear on the two new stylistic techniques and why they are used, they will be given a creative writing assignment in which they incorporate one or both. Possible options are:

- 1) Write a real or imaginary story about a time when you were impatiently waiting for something, such as early Christmas morning, waiting for a friend or relative to arrive, waiting for the bell to ring at school, or something else of your choice.
- 2) Write about a real or imaginary meaningful event in which your surroundings played a key role, such as a family vacation, something that happened in your backyard or the schoolyard, or something else of your choice.
- 3) Write a continuation of this story, such as Sarah and Jacob's wedding, a trip into town, a visit from Sarah's brother, a winter storm, or something else of your choice.

The students should be encouraged to write these in the third person, even if they choose one of the first two options. This will allow them to write a piece which is more like a story than a journal entry, making them more open to sharing their stories with the rest of the class later.

Closure of Lesson:

Once they have completed their writing tasks (having been given one to two classes to work on them), the students will be put into groups of four to five students. Here, they will read their stories aloud for the rest of their group, who will identify the stylistic techniques used and share how the story makes them feel. (Be sure to go over rules for group work first - listen quietly to the speaker, always have something positive to say, be sure to stay on track, and remember that everyone's opinion is valuable.) This will reinforce the new techniques learned in the body of the lesson.

Assessment:

The students will hand in their stories so that I can check to see that every student has used at least one of the methods learned. The stories will be marked for this, not for their creativity. The practice in writing and experimentation with new styles is more important than the content. I will be sure to point out any problems with the format of the story, but this will not be marked. The students will have the option of including their stories in their portfolios.

Grade: 4

Subject: Fairytales

Length of Lesson: 45-50 minutes

Topic/Theme: Types of Narrative Structure

Submitted by : Jill Tobin

Purpose:

The students are learning about the different forms of narrative structure. Today we will focus in on one type: fairytales. Students will develop an understanding of a fairytale and the relationship of reading and writing. They will begin to develop their writing process's with the development of their own fairytale which will take place over a period of time.

Materials, Resources, Methods, Classroom procedures:

- Fairytale- "Young Guinevere" by Robert D. San Souci
- read a loud the book

Background Knowledge:

In the previous class, the students were informed about what narrative structure was, how it is used, etc. They saw examples of the different forms it takes, defining characteristics that help distinguish one from the other.

Body of Lesson:

1. I will discuss with the students what a fairytale is. The common structural characteristics of narratives, where a fairytale fits in with its own special characteristics that set's it apart from the others.
2. I will read the story "Young Guinevere" by Robert D. San Souci so the children can see a real example of a fairytale. We will discuss this story and other examples that the students may have read.
3. Then I will begin to introduce the students to a project that we will be working on: writing our own fairytale. This will happen in a step-by-step process, the first of which is prewriting that we have begun today.
4. Next, I will write fairytale on the board and the class will brainstorm together about possible writing ideas. Keywords, phrases, special objects that are in fairytales, etc. This will give the students a place to start.
5. Next, I will have the students begin their writing by simply writing down an idea they may have, a character they thought of, anything that they think of in terms of their own fairytale.

Completion and Closure of Lesson:

While the children have been writing their ideas, I have been walking around the class room seeing their progress, helping those who may have been having difficulty. Once I am sure that everyone has an idea that will allow them to begin, I will assign the first draft of the story. It does not have to be pages long, or a completed fairytale because this is only the first draft. The students are to bring in their drafts the following day where we will continue working on them in class.

Assessment:

The first draft of the writing assignment will give me an idea of the students understanding and writing ability: if they are able to incorporate the information they learned in class and use it in terms of developing their own fairytale. The end result will be their evaluation.

Grade:Kindergarten

Subject: Language Arts

Length of Lesson: 40-50 minutes

Topic/Theme:Celebrations

Submitted by : Joanne Wood

Purpose:

The purpose for this lesson is to establish the important connection between reading and writing. Also, this lesson will provide the students with a sense of writing for an authentic purpose. Even though others may be unable to read the students writing, it is still of great meaning to the child. This beginning writing is one of the valuable steps within the writing process. This particular lesson, once we have completed our read-aloud, will allow the child to interact with this reading and writing process.

Materials, Resources, Methods, Classroom procedures:

The materials needed for this lesson will include: the literature selection entitled The Party written by Barbara Reid, white paper; pre-glued to construction paper for each student, crayons, markers, pencils, flipchart paper and marker . Also a sample of the learning activity, will be shown to the students to demonstrate what we will be accomplishing.

I will begin the lesson using a read-aloud method framework. During the writing activity the method framework of language experience writing activity will be used, from chapter seven. The steps within this method involve encouraging students to draw a picture, writing something about the picture, and then sharing their work with the class.

Background Knowledge:

The students most likely will have all experienced some form of a party. I will ask the children if they understand what a party is. If some do not understand then we will spend some time discussing when people have parties, what goes on at a party, have they attended parties, and the various types of parties.

Body of Lesson:

To begin our lesson I will ask all the children to join me in the reading corner. I would tell them that I will be reading a book called The Party . I will tell them who the author and illustrator is for this book. Also we will spend a minute looking at the pictures as they are very unique and Barbara Reid has won awards for her plasticine artwork illustrated within this literature. I will read this book to the children pointing out and discuss any vocabulary words the children may not be familiar with. These words may include: cooler, stitches, launcher, parachute, lifeboat, anchor, hedge, tidal wave and red

rover. During the reading, I will also ask the students to predict what type of party they think this will be, who it is for and what sort of activities might happen. Predictions will be verified and discussed as we discover them. Once I have completed reading this story we will spend a bit of time discussing the story. I will ask children to respond to the story. What did they like about the story? How did these children in the story seem to feel while at the party? What about when it was time to go home? After each child has been encouraged and had a chance to participate in the discussion, the writing activity will be explained in a very clear step by step manner.

For the writing activity, the children will be told that we will be having a class party. Each of them needs to make a party invitation or card to invite one person to our pretend class party. To explain each of the steps I will show the students the various parts of my sample invitation. Students will first need to draw a picture on the front of the card of something that you expect to see at a party and label what the picture is. Next, the children need to write the name of the person who is being invited on the inside of the card. They will also need to write where, when, and what time the party is going to happen. Another picture can be placed inside the card as well as the child's name so the person being invited will know whom the card is from. After the instructions have been very carefully explained and I feel each child understands their task, I will ask them to return to their seats so that we may begin our activity. My sample will be placed on a table so the children may look at it if they need to. Students will also be informed that once the invitations have been finished each will have a chance to share their card with the class.

When the students are settled in their seats I will repeat what should be included in their invitation by writing the headings on the flip chart. These headings will include: pictures and words describing pictures, invited person's name, where, when, what time, why or what for and student's name. While the children are working on their invitations I will walk around the room providing assistance when needed. Once everyone has had plenty of time and have completed their cards we will all gather at the reading corner to share these invitations. Each child will be given the opportunity to share their work with the class and to explain what has been written on their card.

Closure of Lesson:

Once each child has had a chance to present their invitation, we will have a short discussion about the activity. I will ask if the children enjoyed this activity and if they would like to display their invitations on the classroom bulletin board which would be labeled "Celebrations" or if they would rather take them home. I might suggest displaying them for awhile and then taking them home.

Assessment:

Student assessment will be in the form of observation during the learning activity. I will assess whether or not the children understand that writing has an authentic purpose, that they understand that the meaning is in the print on the invitation. Also the students will be assessed on their comprehension of what is to be accomplished and whether or not they can follow directions, which will be given both orally and written on the flip chart.

Note: If the children become too restless during the time it takes to complete the learning activity, we may put it aside and start something different. The activity will be returned to at a later time for completion.

Grade: 2

Length of Lesson: 40 minutes

Subject: Language Arts

Topic/Theme: Thunder

Submitted by : Melinda Woodland

Purpose:

Instructional Objective: Students will increase their range of aesthetic responses through the use of a character journal.

Behavioral Objective: Given ten minutes and a variety of topics, students should be able to write a response in their character journals which accurately depicts the perspective from the character, Patricia. This will develop aesthetic responses, an interest/enthusiasm for learning, and an appreciation for Russian culture. Other skills or understanding that will develop throughout the lesson are: writing skills, listening comprehension, making reasonable predictions, justifying predictions, following instructions, and the reinforcement of certain vocabulary words. I also expect for students to gain the ability to understand the character or, at least, recognize how they can relate to Patricia's experiences. The meaning which results from this will be developed through their writing experience.

Materials, Resources, Methods, Classroom procedures:

Materials: The book, **Thundercake** by Patricia Polacco, stand for book, journals, pencil, paper, chalkboard, and chalk

Methods: Read Aloud Response Character Journal Activity

Classroom Procedures: Reading Corner session and individual work and shared responses.

Background Knowledge:

It would be helpful, but not necessary, if the children had an idea of where Russia and Michigan are so that they can better understand the grandmother, her background (in Russia), and how they can relate to her. They will also be able to picture the setting of Michigan. Students will also need to know meanings of certain vocabulary words found within the book (taught during a previous lesson--weather, storm, thunder, roar, fear) and the meaning of a character journal, especially knowing how to write one.

Body of Lesson:

A. State the purpose of the lesson: I will make sure that the students understand that they will have to pay careful attention to the book as they will be involved in a learning activity later in the lesson.

B. In a reading corner, gather the children together, show them the book, Thundercake by Patricia Polacco, and ask them to predict what the book will be about. I will then begin reading the book to the class, stopping only briefly to ask a few questions and explain some unknown words, such as, damp, drift, sharp, horizon, survey, Babushka=grandmother in Russian...Some sample questions are: Do you ever get scared of thunder? Does Patricia remind you of yourself? What do you think is going to happen next? Why? Do you think that Patricia will overcome her fear of thunder? Why?

C. After the book has been read and discussions have been ceased by the teacher, the students will return to their desks to await instruction. I will then tell the children that they are now going to be writing a response in their character journals. They will be writing a response as if they were the character, Patricia. The class will then brainstorm several writing tasks/topics, many of which will be added to the list of topics provided by the teacher.

Examples:

As Patricia,

1. Why were you afraid of the thunder? Why are you not afraid of it anymore?
2. Describe another time when your Babushka helped you to be brave.
3. Describe what you would tell your mother, while on the telephone, about your day at Babushka's house when you had to make thunder cake.
4. Do you like your Babushka? Write about why you do or do not like her and describe what types of things she does that makes you feel this way.
5. Describe one of your visits to Babushka's farm in Michigan. Did you do any chores? What did you do for fun?

***If possible, make sure that you include details like what the house and farm looked like, how you felt, what your Babushka looked like and did, the weather, what you were wearing, what you could hear, and use some of the vocabulary words that were in the story.

D. Share Responses: Children will form groups of four and read their responses out loud to their groups. I will circulate and listen to some of the responses.

E. Expand on Earlier Entries: Towards the end of our unit, I will have children look through their journal entries and choose one that they feel that they can expand on. Perhaps they will wish to fully explain their visit to Babushka's house or write a diary of the time spent with Babushka.

Closure of Lesson:

The students will share with the whole class what they liked about Thunder Cake and what type of response they made. Journals will be collected.

Assessment:

My assessment will be both informal and formal. I will be assessing the children throughout the lesson. I will listen to their responses and their justifications of their responses while I read the book. Journals will be marked for meaning, spelling, their understanding of Patrica, whether they have answered the question and added details to make the response more authentic.

Grade: 3

Subject: Language Arts - Reader Response

Length of Lesson: 45 minutes

Topic/Theme: Magic

Submitted by : Amy VanDijk

Objectives:

- Students will gain an understanding of the concept of "Magic".
- expose students to creative thought and creative writing.
- encourage reading reflection.
- develop effective response patterns.

Materials, Resources, Methods, Classroom procedures:

- Copies of "The Magic Pencil" by Charlotte Hough.
- Copies of **Journal starters**.
- Poem *Pencil Magic* by Jane Merchant
- Package of pencils (preferably yellow)
- Method Framework; Reader Response Journal.

"The Magic Pencil" is a story about a girl named Annabel who finds a Goblin's magic pencil in the woods. Everything she draws with it becomes real. She draws her mother a fur coat, her father a car, and herself some lovely things before the Goblin realizes it is her who took the pencil and says "magic pencil take away the things she's drawn for herself today." When Annabel comes home in her underwear (because the dress she was wearing was made by the magic that day) her parents do not believe her story. But, the Goblin's magic does not take away her mother's fur coat, or her father's car and they will know the truth on Christmas day.

Background Knowledge:

Before this lesson can be used students must:

- know how to read.
- be familiar with the concept of response journals.
- be able to write a response based on their opinions and comprehension of the story.

Procedures:

Discuss the concept of “Magic”.

Read aloud session.

Shared conversation about magic and creation.

Response journal.

Body of Lesson:

1) Lesson will begin with a discussion about magic. I will ask questions like the following: Is magic real? Do you believe in magic? Who uses magic? Have you ever experienced magic? Are there different kinds?

2) I will read aloud “The Magic Pencil” in a very expressive and humorous tone because it is a “fun” story. The concept of “Magic” should be enough to keep the students attention, but my demeanor will increase excitement.

3) Discussion question: How does the magic in the story compare with our initial thoughts about magic? How are they similar/different?

4) I will read poem *Pencil Magic*. Discussion question: How does this poem relate to the magic in the story? How does it relate to our initial thoughts about magic? Who would like a magic pencil like the one in the poem? I will distribute pencils and make a comment that “everyone’s pencil is like the one in the poem because it can create something. Creations using words are just as magical as creations using pictures or objects. Now it is time for you to create with your magic pencils!”

5) Students will write in their response journals. Students may respond to the story, poem, or both. **Journal starters** will be supplied for those students who need them. These starters will also help students stay on task.

Closure of Lesson:

Comment to class—”Your pencil made your ideas appear on paper. Therefore, the process of creative writing is very magical”. As a class we will discuss some ideas about what they could write about. I will close the lesson by asking them to finish their responses and ask them to bring them to the next class. Next class we will begin the pre-writing and drafting stages for their larger creative writing story.

Assessment:

Evaluation of this lesson will be based mainly on participation. Responses are intended for personal reflection, and thought development. Response journals will be collected after the larger project is finished so I can see where, and how, the student's ideas developed.

Extension:

Creative writing will be emphasized in following classes, beginning each lesson by reading aloud different creative short stories (preferably those associated with "magic"). Students will be given ample opportunity in class to work on their larger project. Proceeding classes will focus on *Process Writing approaches*.

Works Cited: With Skies and Wings. Ginn & Company: Toronto, 1972.

A snowman is an anthropomorphic snow sculpture often built by children in regions with sufficient snowfall. In many places, typical snowmen consist of three large snowballs of different sizes with some additional accoutrements for facial and other features. Due to the sculptability of snow, there is also a wide variety of other styles. Common accessories include branches for arms and a rudimentary smiley face, with a carrot used for a nose. Clothing, such as a hat or scarf, may be included. Low-cost