**Rationale: Statement of Purpose**

The old adage states, “You can’t teach an old dog new tricks”. However, in the present day, it’s necessary to give an old subject a new twist. It is time that the writing curriculum is progressed into the 21st century. Over the years, students have been taught the same 8 parts of speech with the same objectives: to identify and use them in writing. In examining the course of study I use in teaching my middle school Language Arts class, I noticed many obsolete writing applications. Since I am expected to implement technology in my classroom planning, it is only logical that the writing applications make the technological leap as well.

In 2009, Ohio Governor Ted Strickland proposed reform to Ohio’s educational system which would implement 21st Century Readiness in Ohio. The goal of this legislation is to help measure the students in Ohio more closely to those students in the rest of the world. The legislation develops student-centered, developmental, and collaborative learning environments with the goal to integrate internationally by using technology to make those connections. (Ohio Department of Education, 2009).

The national organization Partnership for 21st Century Skills desires that every student be prepared and ready for the 21st century. There is a need to continue to focus on the 3 R’s but also an even greater need to connect those basics with communication, critical thinking, collaboration, and creativity and innovation (Partnership for 21st Century Skills, 2004). Technology is included in implementing these skills. The framework of these standards is supported through the philosophy that curriculum, assessments, instruction, and professional development are aligned in order to produce a support system for the learning outcomes of today’s students. (Framework for 21st Century Skills, 2004).

The teacher-directed Concept Attainment Model discussed by Chiarelott in *Curriculum in Context* suggests that attaining concepts is assisted by categorizing data (Chiarelott, 2006). This model allows students to study examples, define and analyze strategies to attain the concepts presented in those examples, and develop new strategies for categorizing the examples. With the sixth grade Language Arts Writing Curriculum in mind, this model serves as a perfect way to integrate the standard writing curriculum with the 21st Century Skills concepts. Students will be able to study writing examples and categorize using new and innovative strategies.

Using the Concept Attainment Model, students will integrate technology in the writing conventions, process and application focuses of the Language Arts standard outcomes. Many of the concrete standards (parts of speech, punctuation and spelling) will still exist but they will each tie into a type of integrated technology. The purpose of this instructional design is to transform the old standards into the 21st century. In keeping with the “something old; something new” theme, the 6th grade students this lesson is intended for will transform old fairy tales into new using examples, creative thinking, and technology to give them a new twist!

**Unit Outcomes**

**Writing Process**

\* The student will use a variety of techniques to generate ideas for writing. (Application)

\* The student will conduct background reading for research purposes. (Knowledge)

\* The student will determine purpose and audience when writing. (Knowledge, Application)

\* The student will use organizational strategies to organize writing. (Application)

\* The student will establish a thesis statement. (Application)

\* The student will group related ideas into paragraph form. (Application)

\* The student will vary language and style to suit the purpose and audience. (Application)

\* The student will add or delete information to add variety to writing. (Application, Knowledge)

\* The student will apply tools to judge the quality of writing. (Application, Evaluation)

**Writing Applications**

\* The student will compose responses to literature using wikis. (Synthesis)

\* The student will compose properly formatted emails. (Synthesis)

**Writing Conventions**

\* The students will prepare writing for publication. (Application, Evaluation)

**6th Grade Language Arts Pre-Assessment**

**The Writing Process**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please answer the following questions.**

1. Have you ever used email?
2. Have you ever used a wiki?

**Write a short paragraph explaining the steps you take when you are given a writing assignment.**

**Lesson #1Writing Process**

|  |  |
| --- | --- |
| **Objectives:** | - The student will use a variety of techniques to generate ideas for writing. (Application)  - The student will conduct background reading for research purposes. (Knowledge)  - The student will determine purpose and audience when writing. (Knowledge, Application) |
| **Materials:** | Paper and pencils  Book: *The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Sceiszka and Lane Smith*  Laptops for students |
| **Agenda Message**  **This message will be written on the front board.** | “Today you will learn strategies to help you with the prewriting stage of the writing process.” |
| **Unit Introduction:** | 1. Distribute Writing Process pre-assessment quiz. Allow students time to complete. (15 minutes) |
| **Lesson Introduction:** | 1. **Quick Write prompt**: In writing practice notebooks, students will complete the following sentence; “What if…..the gingerbread man never was eaten by the sly fox?” Allow the students 5 minutes to draft their ideas. 2. Students will then share their ideas. (5 minutes) 3. Introduce the students to the fractured fairy tale genre by reading aloud “The Stinky Cheese Man” by Jon Sceiszka. (5 minutes) 4. Discuss how the story is different from the story they know. Inform the students that 1 prewriting strategy is to read about different genres. |
| **Activity Procedures:** | 1. With a partner, students will explore Jon Scieszka’s website. (20 minutes) <http://jsworldwide.com/index.html> 2. As they explore the website, they will answer the following questions: 3. Where will Jon be on January 24, 2011? 4. What are 2 of Jon’s most frequently asked questions? 5. What does Jon’s bio tell about the story “A. Wolf’s Tale”? 6. What other fairy tale spin-offs has Jon written? |
| **Activity Closing:** | 1. Discuss these **key questions:** 2. Who is the audience of Jon’s stories? 3. How can reading about an author help you to get ideas for your own writing? |
| **Assignment:** | Log into the class wiki board and discuss what your favorite fairy tale was as a child and explain why. |
| **Assessments** | Assess informally of partner work in observation.  Assess the students’ responses to the **key questions**.  Assess the students’ responses to the wiki assignment which connects their prior knowledge to the genre introduced. |

**Lesson #2 Writing Process**

|  |  |
| --- | --- |
| **Objective:** | The student will use organizational strategies to organize writing. (Application) |
| **Materials:** | Paper and pencils  Book: *The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Sceiszka and Lane Smith*  Laptops for students |
| **Agenda Message**  **This message will be written on the front board.** | “Today you will learn several more prewriting strategies. Which words for you?” |
| **Introduction:** | 1. Call on random volunteers to share their favorite books/fairy tales with the class. (5 minutes) |
| **Activity Procedures:** | 1. Explain to the students the R.A.F.T.s for writing a fairy narrative (5 minutes):    * + 1. **Role**: to write a fractured fairy tale narrative story        2. **Audience:** classmates, teachers, 2nd-3rd grader        3. **Format:** 3-5 paragraphs        4. **Theme:** To be determined by author 2. Distribute to the students envelops each containing suggestions for the following story elements: (5 minutes)    1. **Theme**    2. **Setting**    3. **Conflict**    4. **Characters**    5. **Title** 3. Instruct the students to use the drawn elements to draft ideas for a short fictional narrative fracturing the fairy tale in the title. (5 minutes) 4. Students draw tiles for each element in #2 and record in their notebooks. (5 minutes) 5. Tell the students they are going to use 1 prewriting strategy. Then allow the students 10 minutes to meet with a writing partner and discuss their ideas for a fractured fairy tale. (10 minutes) 6. Students will then record their ideas in a chart.  |  |  |  |  | | --- | --- | --- | --- | | Somebody | Wanted | But | So | |  |  |  |  | |
| **Closing:** | 1. In writing practice notebooks, students will answer the following **key questions:** (10 minutes)    * + 1. Which prewriting strategy used today did you find most effective for you as a writer? Explain.        2. Which prewriting strategy used today did you find the least effective for you as a writer? Explain.        3. What do you feel you need to work on in your prewriting? |
| **Assignment:** | Create a list of 5 events that will take place in your story. Bring your cards to class tomorrow. |
| **Assessment:** | Assess the students’ responses to the key questions.  Assess the student’s acceptance of the different organizational strategies. |

**Lesson #3 Writing Applications**

|  |  |
| --- | --- |
| **Objectives:** | -The student will use organizational strategies to organize writing. (Application)  - The student will establish a thesis statement. (Application)  - The student will group related ideas into paragraph form. (Application) |
| **Materials:** | Paper and pencils  Index cards  Laptops |
| **Agenda Message**  **This message will be written on the front board.** | “Today you will learn how to write a theme statement.” |
| **Introduction:** | 1. Using the index cards created for homework, ask the students to elaborate details on each card. They should answer the following **key questions**: (15 minutes) 2. Who is involved with this event? 3. What happens in this event? 4. Why does this event happen? 5. How does this event affect other events? 6. Explain to the students that this strategy is another prewriting strategy to help them gather ideas for writing. |
| **Activity Procedures:** | 1. Using the index cards of ideas, students will number them in the order in which they plan for the events to happen in their story. (5 minutes) 2. The students will then begin drafting a working draft of a fairy tale narrative using the index cards to help them organize the ideas into paragraph form. (20 minutes). 3. With a partner, the students then will research sample thesis/theme statements online.   http://writing.colostate.edu/comp/rst/resource5.cfm (10 minutes)   1. Instruct the students that they will want to create a theme/main ideas statement that will hook their reader into the story. |
| **Closing:** | 1. Students will write a theme statement for their fairy tale narrative. |
| **Assignment:** | Upload your theme statement to the class wiki. Discuss your ideas with your classmates and leave feedback. |
| **Assessment:** | Assess the students’ theme statements to see that they follow the guidelines learned in the internet search. |

**Lesson #4 Writing Applications**

|  |  |
| --- | --- |
| **Objective:** | - The student will vary language and style to suit the purpose and audience. (Application)  - The student will add or delete information to add variety to writing. (Application,Knowledge)  - The student will apply tools to judge the quality of writing. (Application, Evaluation) |
| **Materials:** | Paper and pencils  *A Wolf at the Door* by Ellen Datlow  Laptops  Printout materials from [***http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-fairy-tale-971.html?tab=3#tabs***](http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-fairy-tale-971.html?tab=3#tabs) |
| **Introduction:** | ***This lesson plan has been adapted from Read,Write,Think.org***  [***http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-fairy-tale-971.html?tab=4#tabs***](http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-fairy-tale-971.html?tab=4#tabs)   1. Read aloud examples of the fractured fairy tale from *A Wolf at the Door* by Ellen Datlow. (5 minutes) 2. The students will complete the global revision form <http://www.readwritethink.org/files/resources/lesson_images/lesson971/PeerEvaluationGlobal.pdf>. (10 minutes) |
| **Agenda message:**  **This message will be written on the front board.** | ***“***Today you will learn that your first idea is not always your best idea.” |
| **Activity Procedures:** | 1. Use the model to show students an example of a fractured fairy tale. <http://www.readwritethink.org/files/resources/lesson_images/lesson971/ModelFracturedFairyTale.pdf>, (10 minutes) 2. The students will answer the following **key questions** about their drafts: (10 minutes) 3. Where should I add details to move the story along? 4. Where are the gaps in my ideas? 5. Have the students trade fairy tales and complete the peer evaluation for local revision form. [http://www.readwritethink.org/files/resources/lesson\_images/lesson971/PeerEvaluationLocal.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson971/PeerEvaluationLocal.pdf%20%20%20)  (15 minutes) |
| **Closing:** | 1. Students will discuss with a partner 2-3 plans they make to revise their stories. |
| **Assignment:** | Email your rough draft plan of action with revisions highlighted to the teacher’s email in an attached Word Document. |
| **Assessment:** | Assess the students’ revision plans that they have identified places to add details and bridge gaps. |

**Lesson #5 Writing Conventions**

|  |  |
| --- | --- |
| **Objectives:** | The students will prepare writing for publication. (Application, Evaluation)  The students will spell misspelled words correctly. |
| **Materials:** | Sample fractured fairy tale by Michelle Boyed  Proofreading check list.  Student writing samples |
| **Agenda Message**  **This message will be written on the white board.** | “Today you will publish your fairy tale narratives.” |
| **Introduction:** | 1. Review punctuation, quotation, and comma usage by previewing the proofreading check list (5 minutes) |
| **Activity Procedures:** | 1. Provide students with samples of fractured fairy tales. Have them practice proofreading and editing for mistakes. (10 minutes) 2. Review examples. (15 minutes) 3. Break students into small groups of 2-3 and have them trade stories. 4. Students will apply punctuation and editing rules and edit each other’s stories. (15 minutes) |
| **Closing:** | 1. The students will answer the following **key questions (**5 minutes)**:** 2. What kind of mistakes did you find you had the most of while proofreading your narrative? 3. What kind of mistakes did you find your partner had the most of while proofreading their narrative? |
| **Assignment:** | The students will submit their final fairy tale narrative in a Word document to email to the teacher. |
| **Assessments:** | Assess the students have made appropriate corrections to their drafts with regards to mechanics and usage. |

**Post-Assessment Fractured Fairy Tale Assignment**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**R.A.F.T.S:**

**Role**: to write a fractured fairy tale narrative story

**Audience:** classmates, teachers, 2nd-3rd grader

**Format:** 3-5 paragraphs

**Theme:** To be determined by author

**Directions:**

1. Utilize prewriting strategies taught in class to prewrite ideas for a fractured fairy tale.
2. Organize your prewriting into a 3-5 paragraph fractured fairy tale story with a beginning, middle, and end.
3. Use a “hook” to grab your reader’s attention.
4. Conclude your story by stating the “theme”.
5. Revise, proofread, and edit your rough draft making corrections and changes as instructed in the lessons of this unit.
6. Publish your final draft. Submit by email in a Word document.

**Final Assessment**

**Narrative Writing Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Prewriting** | The student has utilized all suggested prewriting strategies. | The student has utilized most of the suggested prewriting strategies. | The student has utilized some of the suggested prewriting strategies. | The student has utilized only 1 of the suggested prewriting strategies. | The student has not utilized any of the suggested prewriting strategies. |
| **Writing** | The student has illustrated  Superior drafting techniques. | The student has illustrated excellent  drafting techniques. | The student has illustrated adequate drafting techniques. | The student has illustrated slightly below average drafting techniques. | The student has illustrated below average writing techniques. |
| **Revising** | The student has elaborated details and made significant changes from the first draft. | The student has expanded some details and made some changes from the first draft. | The student has added a few details and made some changes from the first draft. | The student has added minor details and made minor changes from the first draft. | The student has not made any changes or added any details from the first draft. |
| **Proofreading** | The student has demonstrated superior proofreading strategies. | The student has demonstrated excellent proofreading strategies with minimal errors. | The student has demonstrated adequate proofreading strategies with minor errors. | The student has demonstrated some proofreading strategies with numerous errors. | The student has not demonstrated proofreading strategies and has many errors remaining. |

**Supplementary Handout #1:**

**Setting Cards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Under a bridge** | **An enchanted castle** | **A poor village** | **On a draw bridge** | **House made of straw** |
| **House made of sticks** | **House made of bricks** | **A farmer’s house** | **A galaxy far, far away** | **A tower** |
| **In a dungeon** | **In a courtyard** | **On a hillside** | **In the mountains** | **A far away land** |

**Theme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Love prevails over hate** | **Beauty is only skin deep** | **Don’t put off tomorrow what can be done today** | **A true friend is better than many friends** |
| **Being sly and sneaky gets you nowhere** | **Never underestimate the power of the underdog** | **Family is forever** | **Clever planning wins in the end** |
| **Slow and steady wins the race** | **True royalty has nothing to do with power** | **Never look back** | **Tomorrow is another day** |

**Conflict Cards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Person to Person** | **Person to nature** | **Person to society** | **Person to person** |
| **Person to nature** | **Person to society** | **Person to person** | **Person to nature** |
| **Person to Person** | **Person to Nature** | **Person to society** | **Person to person** |

**Character Cards**

|  |  |  |  |
| --- | --- | --- | --- |
| **A fairy godmother** | **A girl with golden hair** | **A wicked witch** | **A handsome prince** |
| **A wicked stepmother** | **3 little pigs** | **A man made of gingerbread** | **A chambermaid** |
| **Evil stepsisters** | **A king** | **A nerdy duke** | **A best friend** |

**Title Cards**

|  |  |  |  |
| --- | --- | --- | --- |
| Hansel and Gretel | Cinderella | Sleeping Beauty | Snow White |
| Rumplestiltskin | The Gingerbread Man | The Three Little Pigs | The Frog Prince |
| Little Red Riding Hood | The Three Bears | Jack and the Beanstalk | The Princess and the Pea |
| Beauty and the Beast | The Little Mermaid | Rapunzel | The Little Red Hen |

Supplemental Handout #2

**Proofreading: Sample Fractured Fairy Tale**

**This sample fairy tale has some mistakes in grammar, punctuation, capitalization, and spelling. Use the proofread marks taught previously this year and correct the mistakes.**

Once upon a time, in a far away land, there lived a little girl named claire. she was a darkeyed beaty. She lived with her wiked stepmother and, two stepsister.

one day, claire was out side her stepmothers cottage cleaning the dirt off of her stepsisters shoes when a little elf came up to her and ask Do you no where Snow White lives? She replied no she did not know.

The little elf got vary angry. He began to jump up and down and yell fi fi fo fum tell me where the lady lives!

Claire ran inside the cottage and screamed for her wiked stepmother to help her. Help you? The stepmother said. Why should I help you?

So Claire ran to the next room and asked her step sisters for help. Why should we help you? You are nothing but an uglie stepsister!

Claire did not no what to do. so she wept at the foot of her bed for her fairy god mother to help her. When the fairee god mother came to help her, she brought a large necked giraffe the giraffe was named jojo.

What am i going 2 do with a giraffe? how will that help me with the angry little elf? The fairy god mother said that the giraffe would help her eskape from the elf so claire goes out to the garden and waits for the elf to come back. Not too much longer the elf returned asks where snow white lives. Claire appears from behind the tree with the giraffe and the elf screams A giraffe! I am scared of giraffes! And he ran away and never was to be seen again. Claire was happy because she new the elf would not return because tomorrow is another day.

**This is a sample fractured fairy written by Michelle Boyed for educational purposes of this lesson plan.**

Supplemental Handout # 3

Proofreading Check List

1. Have I indented each time a new paragraph begins?
2. Have I capitalized the first letter of every sentence?
3. Have I punctuated every sentence with a period, question mark, or exclamation point?
4. Have I used quotation marks whenever stating a person’s direct words?
5. Have I used commas to set off tags where appropriate?
6. Have I spelled every word correctly?
7. Have I misused homophones or homonyms?
8. Have I used capital letters with proper nouns?
9. Do my subjects and verbs agree?
10. Have I been consistent with the verb tense I have chosen to use?

References

Chiarelott, L. (2006). Curriculum in Context: Designing Curriculum for Teaching and Learning

In Context. Wadsworth: Belmont, CA.

Dean, D. (2010). Once Upon a Fairy Tale: Teaching Revision as a Concept. In *Once Upon a*

*Fairy Tale: Teaching Revision as a Concept* {lesson plans}. Retrieved 2010, from NCTE

website. [http://www.readwritethink.org/classroom-resources/lesson-plans/ once-upon-fairy-tale-971.html?tab=3#tabs](http://www.readwritethink.org/classroom-resources/lesson-plans/%20once-upon-fairy-tale-971.html?tab=3#tabs)

*Partnership for 21st Century Skills.* (2004). Retrieved November, 2010, from Partnership for 21st

Century America website <http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119>