1. Lesson Plan Information

<table>
<thead>
<tr>
<th>Subject/Course: Language Arts</th>
<th>Name: Fiona Livingstone</th>
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<tbody>
<tr>
<td>Grade Level: 5/6</td>
<td>Date: November 27, 2012</td>
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<tr>
<td>Topic: Creating a Fantasy World</td>
<td>Time: 13h20 – 14h20</td>
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<td>Length of Period: 60 mins/day, over 4 days</td>
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2. Expectation(s)

Expectation(s) (Directly from The Ontario Curriculum):

Language
Writing (grade 5&6)
1.5 Organizing Ideas: identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes; following a writing framework) and organizational patterns (e.g., chronological order, comparison, cause and effect)
2.3 Word Choice: use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly)
2.8 Producing Drafts: produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.

Media Literacy
3.4 Producing Media Texts: produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Visual Arts
D1. Creating and Presenting
D1.1: create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view (e.g., art work inspired by the motifs in other art forms (dance, music) or by hopes and dreams; a mixed-media piece or one0minutre video “short” about adaptation and survival; a still-life painting that offers a social commentary on fast food packaging)

Learning Skills (Where applicable):
Independent Work – the student:
- independently monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision

Organization – the student:
- devises and follows a plan and process for completing work and task;
- establishes priorities and manages time to complete tasks and achieve goals

3. Content

What do I want the learners to know and/or be able to do?
1. Learners will organize their ideas using a brainstorming worksheet in order to create a rough draft of their work.
2. Learners will use the elements of narrative and descriptive language in their rough drafts.
3. Learners will have their work proofread by a peer or instructor.

Today learners will:
Today my students will be creating their own Fantasy World, based on their responses to questions on a handout. They will also create an illustration to go with their written description.

4. Assessment (collect data) / Evaluation (interpret data)
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?
I will be marking their written pieces and looking specifically for the use of descriptive language (strong verbs, adjective & similes). I will be using a checklist and rubric.
5. Learning Context

A. The Learners
   (i) **What prior experiences, knowledge and skills do the learners bring with them to this learning experience?**
   We have already talked about the elements of a narrative in class. The students are aware of what a strong verb, adjective and a simile. The students are also aware of the expectations during independent work time.

   (ii) **How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?** (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)
   Some students may require someone to scribe their description for them. Also the students have two choices of illustration: detailed scenic images or a simpler map of their world.

B. Learning Environment
   Classroom

C. Resources/Materials
   Bridge to Terabithia (25 books)
   Narrative Elements Anchor Sheet
   My Own Fantasy World Questions
   For”get” About It / Adjective Reference Sheet
   “Said” Is Dead anchor chart
   Writer’s Notebook
   8x11 White Paper
   Stationery for Good Copies
   Pencil Crayons

6. Teaching/Learning Strategies

**INTRODUCTION**

*How will I engage the learners? (e.g., motivational strategy, hook, activation of learners’ prior knowledge, activities, procedures, compelling problem)*

“In Chapter 4, Jess and Leslie create their own world, Terabithia. Over the next few days you will create your own fantasy world.”

**MIDDLE:**

*Teaching: How does the lesson develop?*

*How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).*

Day 1: I will begin by reviewing the definition of a simile and explaining the “Said” Is Dead anchor chart. I will then explain the reference sheets; one side has common descriptive adjectives and their synonyms and the other side has synonyms to use in place of “got.”

Once the brainstorming sheets have been handed out, we will go through the questions together. The students will have the rest of the period to work on the assignment. While they are working, I will circulate the class and answer any questions the students may have.

Day 2: I will read them the written exemplar I have created to show them what the final paragraph should look like. As a class we will locate the questions answers in my paragraph. On the board I will write what each paragraph should include. (Paragraph 1: How do you get there? Paragraph 2: What does your world look like? Paragraph 3: Who lives there? What can you do there? What & who should you bring with you?)

I will then show them the pencil sketch of my illustration to demonstrate the difference colour can make to an illustration. Once the students are finished their questions they will begin working on their paragraph in their Writer’s Notebook. When they are finished the rough copy they will grab a checklist from the front of the class and check their work for all the necessary components. After they have completed the checklist, they are strongly encouraged to have either a peer or myself proofread their work before they begin their good copy. The remainder of the period will be independent work, during which I will circulate the classroom and provide support to the students.

Day 3: The steps to follow will be written on the board when the students come into class:

1. Finish brainstorming sheet
2. Rough draft in Writer’s Notebook
3. Checklist (at the front) & Proofread
4. Good Copy (paper is at the front)
5. Rough copy of illustration (sheets are at the front)
6. Good copy of illustration (paper is at the front)

I will also show the students the illustration exemplar now that it has been coloured and completed. The students will have the rest of the class to work on the assignment as I circulate the classroom, proofreading and answering questions that may arise.

Day 4: The steps to follow will be on the board, this will be the final in class day to work on the assignment. Any student who is not finished by the end of class will take their work home over the weekend to complete. During independent work I will again circulate and be available for proofreading.

**Consolidation and/or Recapitulation Process:** How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?
The students will be organizing their thoughts through a brainstorming activity and rough draft. I will check their understanding of narrative elements based on their incorporation of these elements in their writing.

**Application:** What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)
The students will create a written description, using descriptive language, and illustration of their own fantasy world.

**CONCLUSION:** How will I conclude the lesson?
“I would like you to think about how the creation of your own world was escaping reality. How does this help us to better understand why Jess and Leslie created Terabithia. Tomorrow we will be continuing with our readings.”

**7. My Reflections on the Lesson**

**What do I need to do to become more effective as a teacher in supporting student learning?**
The students loved this idea. Many of the students in the class are very artistic and could hardly wait to finish the written part of the assignment so as to move on to the drawing aspect. The wide range of imagination of the students surprised me as I proofread their paragraphs. One thing I would change when using this activity in the future, would be to review the checklist and its components so that my expectations were clear. Giving the checklist for the first time after their rough copy was already completed, was a little unfair and cause a bit of confusion. If we had a little more time, I would have also enjoyed giving the students the option of creating either a 2-D illustration or a 3-D model of their world, however this would have required the students to take the work home, which often result often results in work being forgotten at home. The next time I use this lesson, to extend the art portion, I would talk to the students about storyboards, and how pictures can be used to tell a story without words.
In order to deal with and escape from the problems in their lives, Jess and Leslie created the kingdom of Terabithia. Within Terabithia, they became king and queen and had many great adventures in their minds.

For this assignment, think about what your fantasy world would be like. However, unlike Jess and Leslie’s magical world, write as if your world is REAL. Would it be a place you could escape to or a place that helps you deal with your problems? Brainstorm using the questions below and afterwards, write 3-4 well-written paragraphs describing your fantasy world based on the questions. Watch out for spelling, punctuation, and grammar errors.

How do you travel to your fantasy world?

What kind of terrain and climate does your fantasy world have?

What kind of fantastic creatures or people live there?

Do you gain any special powers or abilities when you go there? Do you change form?

What fun things are there to do there? Or, in other words, what kinds of adventures do you have?

Who and what would you bring with you?
Welcome to Jolifiala

Down an old, lonely road lays a great big, red-brick Victorian House. From the outside, it appears to be nothing more that a time-forgotten dwelling. However, should you venture inside, you may be transported to the magical world of Jolifiala. Hidden away in the attic of the antique-filled mansion is an enormous mirror. Upon closer inspection, your hand will go right through the ancient glass. Through the mirror is an infinite hallway of doors. Let your heart and spirit guide to the correct door. The door will open onto a most wonderful world.

Rolling blue, grassy hills stretch out before you, the long stalks swaying and swishing in the warm summer breeze. Towering turquoise trees reach high up to the perfectly pink sky as feathery fuchsia clouds drift by. If it should rain, oh what a show! Warm rainbow drops will fall from the heavens and create multi-coloured puddles perfect for leaping. Let’s not forget about the flowers, oh the flowers are a simply scrumptious sight to behold. Every colour imaginable and as tall as our trees, their fanned-out petals are perfect for bouncing! And when the sun goes down, they glow like a Christmas tree in December.

There is plenty to do and new friends to make. Be sure to give your salutations to the Mermixies (half pixie, half mermaid) as you past by the purple lagoon. Take a flying lesson from the Elries (half Elf, half fairy) or challenge a new friend to a flower-hoping race. Roam free in the blue fields or relax in the shade of a ginormous tree. Just remember to bring your sketch book or camera to capture the stunning beauty of Jolifiala.
A Few Synonyms

small (adj): little, teeny, tiny, short, slight, under-sized, petite, minute, miniscule, compact, microscopic

big (adj): huge, ginormous, large, great, colossal, massive, gigantic, immense, extensive, substantial, voluminous, mammoth, great, enormous

pretty (adj): beautiful, stunning, gorgeous, attractive, lovely, charming, alluring, handsome, sweet, cute

interesting (adj): intriguing, curious, fascinating, stimulating, appealing, exciting, compelling

great (adj): impressive, majestic, noble, magnificent, splendid, glorious, sumptuous, fine, lofty

cold (adj): cool, chill, fresh, frosty, icy, freezing, frigid, artic, polar, glacial, wintry,

hot (adj): warm, scorching, blistering, scalding, boiling, baking, roasting, sizzling, searing, sweltering, torrid, tropical

dry (adj): arid, parched, moistureless, shrivelled, dehydrated, barren, withered, wilted

wet (adj): damp, moist, soaked, sopping, saturated, dripping, sodden, waterlogged

dark (adj): dim, unlit, shadowy, dingy, sunless, murky, cloudy, overcast, dusky

light (adj): bright, sunny, well-lit, illuminated, luminous, glowing, bright

dreamy (adj): surreal, unreal, fantastic, romantic

strange (adj): bizarre, weird, odd, extraordinary, grotesque, peculiar, unusual, outlandish, ridiculous, ludicrous, eccentric

hill (n): mound, knoll, hilltop, mountain, fell, tor, eminence, elevation

forest (n): woodland, woods, grove, plantation, copse, thicket

glow (n): gleam, luminosity, incandescence, shine, lustre, brightness, brilliance, radiance, glitter, blaze

see (v): perceive, discern, descry, observe, spot, glimpse, notice, espy, view
<p>| <strong>Billy can’t wait to</strong> get a new iPad. | obtain, acquire, procure, gain, secure, buy, purchase, win, receive, come by, reap, make, achieve, find, attain, inherit |
| <strong>Mom went to</strong> get milk. | fetch, pick up, transport, collect, bring, carry, go for, convey |
| <strong>The Mounties got</strong> their man. | catch, seize, capture, take, grab, lay hold of, grasp, collar, arrest, apprehend, trap, snare, entrap, hunt down |
| <strong>It was getting</strong> late. | become, grow, turn, wax |
| <strong>I don’t want to</strong> get your cold. | catch, contract, come down with, fall victim to, be afflicted with, pick up, develop, take |
| <strong>Please, get</strong> your mom on the phone. | telephone, phone, contact, speak to, ring, radio, reach, communicate with, get in touch with |
| <strong>I get</strong> your meaning. | understand, grasp, see, take in, perceive, hear, follow, fathom, work out, comprehend, apprehend |
| <strong>Get them to join in!</strong> | persuade, induce, talk into, coax, prevail upon, influence, urge, sway, convince, win over |
| <strong>We will leave without her, if she doesn’t get here soon.</strong> | arrive, reach, come, move, go, appear, enter |
| <strong>We’ll get them back for it.</strong> | get even with, pay someone back, take vengeance on, avenge oneself, settle the score |
| <strong>Get ahead</strong> | progress, advance, make good, do well, prosper, thrive, succeed |
| <strong>Get along</strong> | be on friendly terms, see eye to eye, agree, harmonize |
| <strong>Don’t let him get away.</strong> | escape, break away, break free, break out, run away, flee, leave, depart, disappear, abscond, decamp |
| <strong>It’s good to get back home after a long trip.</strong> | return, go back, come back, arrive back, revert |
| <strong>Time to get off the bus.</strong> | alight, disembark, dismount, descend, climb off, leave, depart, exit |
| <strong>You need a ticket to get on the train.</strong> | board, climb on, mount, ascend, embark |
| <strong>It took years to get over his injuries.</strong> | recover from, heal, recuperate from, come round, mend, rally, pull through, respond to treatment, shake off, revive, survive |
| <strong>Let’s get together soon.</strong> | meet, meet up, see one another, assemble, congregate, rally, muster, join, unite, converge, collaborate |
| <strong>It’s time to get up.</strong> | rise, arise, wake up, waken, awake, awaken, rouse, stir, revive |</p>
<table>
<thead>
<tr>
<th>Does Your Text Have:</th>
<th>Fantasy World Features:</th>
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<tbody>
<tr>
<td>Title</td>
<td>Does your work have...</td>
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<tr>
<td>How to travel there?</td>
<td></td>
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<tr>
<td>Description of the terrain &amp; climate</td>
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<tr>
<td>Who lives there</td>
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<tr>
<td>What you can do there</td>
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<tr>
<td>Who &amp; what should you bring</td>
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<td>At least one simile</td>
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<td>At least 5 different adjectives</td>
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<td>Strong verbs</td>
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<td>Illustration or Map</td>
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<tr>
<td>Illustration: use of at least 3 elements of design</td>
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<tr>
<td>Illustration: use of primary colours &amp; secondary colours</td>
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