Lesson Plan
EDUC 4337

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Objective Subject: Reading   TEKS: 5A

Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to paraphrase the themes and supporting detail of fables, legends, myths, or stories.

Tools/Resources:
Bubba the Cowboy Prince: A Fractured Texas Tale by Helen Ketteman
Mad Lib. http://www.classroomjr.com/printable-mad-libs-for-kids/
Disney Family Fun. http://familyfun.go.com/printables/printable-games-and-puzzles/printable-word-games/printable-fill-them-in-tales/fill-them-in-fairy-tale-703759/
Mad Lib's http://www.madlibs.com

Invitation:
What is a fairytale? A fairytale is a make believe story about magic, enchantment, royalty, wicked characters, and rewards for being good. Fairytales were originally passed down by oral tradition (word of mouth) for hundreds of years, and used to entertain children and adults. Fairytale usually begin with "Once upon a time" and often end with "lived happily ever after."
 Raise your had if you can tell me the name of a fairytale you've read?

What do you think a fractured fairytale is? Usually, the fractured tale is a folktale from the oral tradition that is retold to find unexpected humor in the way it portrays characters, uses a different vernacular (words), has plot deviations and twists, or uses writing ploys.

Introduction:
We are going to do Assisted Reading of the book *Bubba the Cowboy Prince*.
Then we are going to answer some questions, like the ones you will be doing for the STAR test.
Next we are going to create a humorous fairytale Mad Lib with a partner, and then read them out loud.

Clear Expectation with Example:
By the end of this class, you will be able to paraphrase what a fracture fairytale is, how to create one themselves, and be able to critically think about the authors purpose in the story , make inferences, sequence, find story facts, and learn new vocabulary.

Value to Student:
You will gain a deeper understanding of the fairy tale genre by reading fractured versions of familiar tales and it will be fun.

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Students will gain real world experience by critically thinking about reading passages needed to do well for their STAAR exam. (What Ms. Atkinson wanted)

PI: Work collaboratively by sharing materials (book, worksheets, and Mad Lib)
IA: Individuals use a different color for their participation in Mad Lib creation.
SS: Students take turns reading story some pages from the story and the Mad Lib's, and also help one another to answer questions about the fractured fairytale.

Strategies (clear enough that a substitute can understand)

Sequence and Activities/strategies (one step for each row)	Type of Questions & Activities Used (**Bold** Which one for each activity-go high)
Explain & Model the difference between fairytales and fractured fairytales.	__ **Knowledge** __ Comprehension __ Application __ Analysis __ Synthesis __ Evaluation
Model and use Assisted Reading from the fractured fairytale	__ Knowledge __ Comprehension __ **Application** __ Analysis __ Synthesis __ Evaluation
Set a purpose to find and discuss any unfamiliar vocabulary, slang, or dialect to increase comprehension	__ Knowledge __ **Comprehension** __ Application __ Analysis __ Synthesis __ Evaluation
Model one question and assign partner work to define the type of question from the worksheet (what Ms. Atkinson wanted), as well as choose the best answer	__ Knowledge __ Comprehension __ Application __ **Analysis** __ Synthesis __ Evaluation
Partner work to "Mad Lib" and create a fractured fairytale by picking words types from grammar concepts (Teachers Note: **Noun**-person, place or thing **Adjective**- tells what kind of noun or describes the noun **Verb**- shows action or state of being **Adverb**-tells how, when, where, or how much)	__ Knowledge __ Comprehension __ Application __ Analysis __ **Synthesis** __ Evaluation
Share their invented fractured fairytales out loud	__ **Knowledge** __ Comprehension __ Application __ Analysis __ Synthesis __ Evaluation
	__ Knowledge __ Comprehension __ Application __ Analysis __ Synthesis __ Evaluation
	__ Knowledge __ Comprehension __ Application __ Analysis __ Synthesis __ Evaluation

Assessment of Objective:
Did students analyze a fractured fairytale, make inferences, and draw conclusions by paraphrasing the themes of the fractured fairytale?

Closing Questions:

Can someone discuss the difference between a fairytale and a fractured fairytale?
What do you think the author's purpose was in writing this fracture tale?
Can someone compare and contrast this fractured fairytale to the original fairytale?
Did you enjoy creating a Mad Lib about a fairytale? Rate your experience from 1-5.
Do you think that you could write your own fractured fairytale? How would you begin thinking about how to do this?

GP:
Did we take turns with the reading, and help each other decide on the best answer from the worksheet, and did we share our Mad Lib's with others in the class?

Modification/Adaptations- must cite with page number or resource

Adaptations for ADD/ADHD: (Always use.)
Teaching Responsible Behavior (p. 128-129)
- Sit in a place with minimal distractions
- Allow a break for students to move about freely

Adaptations for Dyslexia: (Use if the lesson includes reading.)
Ideas came from class notes and discussion on Dyslexia
- Large print
- Think aloud
- Set a purpose

Adaptations for Dysgraphia: (Use if the lesson includes writing.)
Slaying the Dragons (p. 198-199)
- Offer a variety of pencil grips and clip boards if students would prefer to write on an elevated surface.
- Completed with partners so that one child can dictate and the other can write legibly

Adaptations for ELL:
- Extra time
- Pictures or translation of the types of words used in the Mad Lib's

Adaptations for GT:

__X___ changed format   _____ changed process   ___X__ changed product

For GT students, we would provide them with one of the more difficult Mad Lib's, which would be a different format and yield a different product because of more advanced vocabulary words/ longer story. Also, GT students could create their very own fractured fairytale.