

Lesson Plan—Spanish Language Arts—SLA 20-1
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Unit: Cuentos de Hadas O Morales—Twisted Fairy Tales

Dates/Duration: November 12-19 2014

Subject	Spanish Language Arts
Grade	Grade 11: SLA 20
Time of year	November
Length	7 Classes

General Outcomes:

Applications: language Competence: Students will use Spanish in a variety of situations and for a variety of purposes.

Language Competence: Students will use Spanish effectively and competently .

Specific Outcomes:

Applications	A-5 to extend their knowledge of the world A-6 for imaginative purposes and personal enjoyment
Language Competence	LC-1 attend to form LC-2 interpret and produce texts

Lesson Rationale:

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| <ul style="list-style-type: none">• To provide students with a creative to illustrate their understanding of short stories• Students write a fairy tale or moral story either from a different perspective• For example they write the 3 little pigs from the point of view of the Big Bad Wolf• Students will use creativity to illustrate that they understand the story structure, while having creative freedom.• Students will use the subjunctive tense, imperfect tense, preterit tense, and present perfect tense.• They will use the beginning story structure of <i>Habia una vez....</i>(Once upon a |
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time), they will also use imagery and descriptive vocabulary to illustrate their understanding of:

- -setting, characterization, plot, and literary devices like alliteration, simile, metaphor.
- And the use of Spanish vocabulary.

Once complete they will read and use pronunciation skills, reading comprehension skills when presenting story to classmate

Materials

- Fairy Tale & Moral Stories (Three Little Pigs, Cinderella, Little Red Riding Hood, Hansel & Gretel, Snow White & the 7 Dwarves, Sleeping Beauty, Beauty and the Beast, Princess and the Pea, Princess & The Frog)
- Student Vocabulary Books
- Class laptops for writing
- If laptops cannot be arranged students can either work in the computer lab or if that can not be arranged they will create flow charts and create their stories in handwriting (with pencils and paper)
- Paper & Pencils for planning purposes
- Concrete exemplars created by myself in order to demonstrate what I am looking for. Once I have completed this assignment I will collect student exemplars.

Previous Knowledge

- Students will know how to create outlines for stories
- The previous class we will have reviewed the basic plot structure
- Verb tenses, Spanish vocabulary, literary devices

Hook→ 5 minutes

- 5 minutes
- Ask students what their favourite story was when they were a child
- Discuss misunderstandings
- Give an example of what if Cinderella was told from the stepsister's point of view
- Also give the example of Three Little Pigs, Billy Goats Gruff and Jack in the Beanstalk (this ensures that the boys will not be alienated in the assignment)

Activity→7 classes

Students can choose a story from the ones listed above or one that they clear with me.

1. They choose a different character from the story (class 1)
2. Create an outline and share it with a classmate (following plot structure—exposition, rising action, climax, falling action denouement) (class 1)
3. Write story (class 2 &3)
4. Peer Edit story (Class 4)
5. Edit work (Class 5)
6. Share with partner & fix mistakes (Class 6)
7. Share orally with peer & hand in for grading (Class 7)—Students hand in a) outline
b) peer edited work—with peer's name c) further edited work d) final copy.

Closing Activity→Class 7 →5 minutes

Once students share with peer. As class we review what we have learned from activity, we discuss what was challenging and what was easy, what was liked and disliked through a formative assessment piece. This is done by means of worksheet students receive and hand back into me by the end of class. The self-assessment is done out of 4. 1 being the most challenging and disliked and 4 being the most liked/easiest. Rating question and short answer questions

1. What did you learn from this activity?
2. What did you find challenging from this activity?
3. What did you enjoy?
4. What did you dislike?
5. Out of 4 how comfortable are you with this assignment
6. Out of 4 do you feel ready to move on to the next assignment?

Adaptations/Modifications

Students who need extra help can either

- a. Explain the outline to me and together we create an outline
- b. Create a shorter story
- c. Create a journal entry for a character rather than a full story

Students who need a challenge

- a. Write a more complex story with a completely different ending
I will have an example of this for the first year and then use a student's model as an exemplar for following years. My example will show a change in plot structure where the story does not begin at the beginning like most stories but in the end

<p>and then goes back and explains what happened to lead the character to this point. It will illustrate Wolf in the 3 Little Pigs once all the houses were blown down and he was chased away. The then goes on to explain what lead him to ‘huffing and puffing and blowing their house down. This tiered assignment will emphasize use of verb tenses.</p> <p>b. Use dialogue within their story</p> <p>c. Mix two or more fairytales together (ex. Hansel & Gretel meet 3 Little Pigs)</p>

Assessment:

<ul style="list-style-type: none"> • While students are presenting short story to classmate I will listen to oral pronunciation and work. • In regards to oral pronunciation please see attached rubric. • The students are aware of this rubric but the assessment on oral pronunciation is formative therefore they do not feel they have to stress and therefore it will be more authentic. I will tell them that I will circulate the class listening to the conversations occurring between partners and marking them. • The students will have the short story rubrics at the beginning of the assignment and we will review them to ensure that they have no questions. They will explain and give examples to me what they believe each section and criteria means. • I will grade their final copies (while looking at edited work) for grammar, verbs, syntax, flow, structure, and vocabulary.
Please see rubrics below.

Lesson Reflection

<ul style="list-style-type: none"> • Upon reviewing students self evaluations, presentations, and final copies of their stories—as well as their outlines and rough copies I will assess <ol style="list-style-type: none"> 1. What worked? 2. What did not work? 3. What needs to be changed? 4. How much less/more time do the students need to complete the lesson effectively? 5. What do I need to review with them?
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Necessary authentic text(s) needed as models to support student production

Visual: Short stories for students to read, diagram of the plot structure, Exemplars (created by me) to demonstrate exercise/lesson to students.

Audio:

Audiovisual: Access to short stories on youtube

Los Tres Cochinitos y el Lobo—The Three Little Pigs: <http://www.youtube.com/watch?v=JXoAmDDPZz4>

La Caperucita Roja—Little Red Riding Hood: <http://www.youtube.com/watch?v=3kNzTb2WdvE>

Cenicienta—Cinderella: <http://www.youtube.com/watch?v=fgBhiX67YA8>

Print:

Necessary Vocabulary & Verbs (words/expressions)	<i>New</i>	<i>Needing review</i>	<i>Known</i>
	<ul style="list-style-type: none">• appropriate use of preterit and tenses• use of coordinating conjunctions• relative clauses with: <i>lo/la/el que</i> as relative pronoun• <i>si</i> + past subjunctive• Double object pronouns• Indefinite pronouns• Use of coordinating sentences• Indirect object pronouns <i>te, le nos, os, les,</i>•	<ul style="list-style-type: none">• Subjunctive mood• Conditional sentence structures• Sentences with impersonal <i>se</i>• Por y para•	<ul style="list-style-type: none">• Double object pronouns• Simple future tense• Imperfect tense• Past progressive tense• Subjunctive mood (present) <i>express persuasion/ express doubt/ after impersonal expressions/ after adverbial conjunctions</i>• Use conjunctions in coordinating sentences (<i>sin embargo</i>)• Relative cause (restrictive)• Subordinate clauses• Sentences with impersonal <i>se</i>• Conditional sentences structures• Diminutive• Indirect object pronouns• Adjectival determiners• Indicating indefinite quantity• Comparison• Distinction between <i>saber</i> and <i>conocer</i>• Preterit stem changing verbs• Reflexive verbs in present

			<div>tense</div> <ul style="list-style-type: none">• Preterit stem changing verbs• Present perfect• Por and para
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Fairy Tale/Moral Story

Inspired by: <http://www.theneverchronicles.com/uploads/ShortStory.pdf>Rubric

	Exceeds Expectations 4	Meets Expectations 3	Below Expectations 2	Far Below Expectations 1	Score
Characters	The main characters are named and clearly described in text. The characters are well developed and clearly recognizable by the reader. There are uses of descriptive adjectives of the characters. Not just physical descriptions but actual concrete examples that demonstrate character are given.	The main characters are named and described. The characters are fairly well developed and can be identified by the reader. Some adjectives are provided but not all of them dive deeper than physical descriptions.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.	
Setting	Many vivid, descriptive words are used to communicate the setting so that the reader is able to picture it. The story includes an abundance of sensory images. Adjectives are used appropriately and pervasively.	Some vivid, descriptive words are used to attempt to communicate the setting to the reader. The story includes enough sensory images. Adjectives are used.	The reader can figure out the setting of the story, but the author did not supply enough detail. The story includes limited sensory images.	The reader has trouble figuring out the setting of the story. The story includes few sensory images.	
Problem/Conflict	It is very easy for the reader to understand the central conflict in the story. Outcome is difficult to predict. The problem involves the original fairytale/moral story but altered in a creative and new way.	It is easy for the reader to understand the conflict in the story. The problem involves the original fairytale/ moral story but altered in a new creative but fairly obvious way.	It is fairly easy for the reader to understand the conflict in the story but it is not clear why it is a problem. The conflict involves the fairytale/ moral story in a way that mirrors the original tale.	It is not clear what conflict the main characters face.	

Solution/ Resolution	The solution to the character's problem is easy to understand and is logical. There are no loose ends or questions left unanswered. Clear and established falling action and dénouement.	The solution to the character's problem is identifiable and is somewhat logical.	The solution to the character's problem is challenging to understand.	The solution is difficult to understand	
Theme	The reader is able to identify and understand a meaningful and relevant theme to fairytales and moral stories by the end of the story.	The reader is able to identify and understand a relevant theme by the end of the story.	The reader struggles to identify a theme by the end of the story.	The reader is not able to identify the theme by the end of the story and/or the theme is not relevant.	
Literary Devices	The author uses effective literary devices consistently throughout the story.	The author uses basic literary devices but they are not used throughout	The author uses limited literary devices	The author uses little to no literary devices.	
Verb Structure	The imperfect, preterit, subjunctive and conditional verb tenses are all used properly throughout	The imperfect and preterit, subjunctive and conditional verb tenses are used but infrequently	The imperfect preterit, subjunctive and conditional are seldom used or are used incorrectly. Therefore most of the story is in present tense form.	The verbs are not used. Entire story is in present tense form.	
Organization	The story is very well organized and has a well-developed plot structure. Ideas/scenes follow one another in a logical sequence with clear transitions.	The story is fairly well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a difficult to follow. The transitions are sharp or unclear.	Ideas and scenes seem to be randomly arranged.	

Convention	Author makes virtually no errors in grammar, spelling (including accents) or punctuation that distract the reader from the content.	Author makes few errors in grammar, spelling (including accents) or punctuation that distract the reader from the content	Author makes some errors in grammar, spelling (including accents) or punctuation that distract the reader from the content.	Author makes excessive errors in grammar, spelling (including accents) or punctuation that distract the reader from the content.	
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Score: ____ / __36_ pts.

Score

**Oral Pronunciation
(Teacher Copy)**

	Exceeds Expectations 4	Meets Expectations 3	Below Expectations 2	Far Below Expectations 1	Score
Authentic Response	Student responds effectively with corresponding vocabulary and authentically and speaks completely in Spanish.	Student responds with corresponding vocabulary and authentically speaks completely in Spanish	Student responds with corresponding vocabulary. Sometimes uses L1 in inappropriate times. (meaning that the student should know the words he/she is using in L1)	Student responds in L1 often. Does not use correct vocabulary or grammar. Student does not understand story and does not respond.	
Articulation	Student does not stumble over words and is clear with words. Does not drop off at end of sentence or mumble words.	Student attempts to not stumble over words and is clear.	Student stumbles over words occasionally and is not clear. Mumbles often.	Student stumbles over words frequently and is not clear. Mumbles throughout.	

Speed	Student speaks at a rate that their partner can clearly and effectively comprehend without rushing or going too slow.	Student speaks at a rate that their partner can comprehend and follow.	Student occasionally speaks too quick or too slowly for their partner to comprehend.	Student frequently (or through the duration) speaks too quickly or too slowly for their partner to comprehend.	
Emphasis/ Intonation	Correctly places emphasis on the correct syllables and words when speaking.	Correctly places emphasis on the correct syllables and words when speaking however minor errors throughout.	Occasional-incorrect emphasis on syllables and words. Occasional repetition.	Frequent incorrect emphasis on syllables and words.	

Score: ____ / ____ 16pts.

Score: