LESSON PLAN # 9  Make your own!  (Differentiated for: Readiness)

Materials: class set of I-books or computer lab time
Length: 3-4 days

Unit Goals/ Benchmarks:
• To allow students to create their own original folktale(containing these same key elements) while utilizing the writing process
• Recognize and examine how character, plot, setting and theme contribute to the meaning of a literary selection. (Literature - Grade 8)
• Structure writing in a sequence by developing a beginning, middle, and end and by making transitions among ideas and paragraphs. (Writing - Grade 8)

Lesson Objectives:
• Students will be able to create their own original folktale(containing these same key elements) while utilizing the writing process.

Rationale/Differentiation: This lesson is differentiated for readiness. Writing ability varies widely in my class from students who would struggle to compose a long paragraph to students who may be able to produce multiple pages. To accommodate this and keep with the goal of every student creating a folktale for the class anthology, slightly different prompts and scaffolding will be supplied. For the fairly proficient writers, a prompt to employ descriptive language and clear paragraph usage will be given. Those in the middle will be instructed to focus on a clear beginning, middle, and end. Those who are still emerging may be given the option of personalizing a known folktale. These prompts will be given during teacher conferencing as students complete pre-write web.

Pre-assessment: questionnaire probe/ administered in Lesson 1: Intro to Folktales
Lesson Assessment: pre-write and drafts completion, final copy scored with CIM scoring of analytical traits


Whole Class Instruction: These categories will be important for us as we create our own folktale for our class book. You can see each of these categories empty in this pre-writing web. (pass out web-organizer) You may want to begin with your main characters - Give them names and fill in some descriptors on your web then work on setting, and so on. Please come and show me your web before beginning your draft. Teacher assists struggling students, provides differentiated prompts (see rationale). Students work through drafting, revising, editing(with peers) and final publication stage.

Closure: Class shares web-published anthology with lower grades.