LESSON PLAN

Subject: English Language Arts **Topic:** Beauty and the Beast
Unit: Folktales/Genre **Grade:** Grade 1

LEARNING OUTCOMES
General Outcome 2:

> Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts

> 2.1.1 Use Strategies and Cues – Prior Knowledge – make connections between texts, prior knowledge, and personal experiences

> 2.3.1 Understand Forms and Techniques – Forms and Genres – recognize that information and ideas can be expressed in a variety of forms and genres

ELA's USED
- Reading, Viewing, Representing, Listening, Speaking, Writing

ASSESSMENT
Summative Assessment: I will formatively assess the ability of students to recognize that information and ideas can be expressed in a variety of forms and genres by assessing each student's mural (recomposed text) through use of an established rubric that has been shared and discussed with the class.

Formative Assessment: Since the Think-Aloud strategy focuses on comprehension monitoring I will assess students by observing them using the facets of the process (prediction, visualization, analogy and comparison, verbalization, and fix-up). Assessment of students during the Think-Aloud will be based primarily upon participation and assesses the ability of students to make connections between texts, prior knowledge, and personal experiences.

CONNECTION TO LAST LESSON
- *Beauty and the Beast* lesson is a part of a whole unit on folktales – It is one of the first folktales studied as it serves as a good introduction to the folktale genre as it is a story that the majority of students will be at least remotely familiar with because of the Disney rendition of the story.
- Lesson extends from English Language Arts into Art with the recomposition of the text into a mural with pictures and words.

- To further the lesson, I could have the class watch the Disney version of the folktale, a modernized version. The class could then compare and contrast the two versions.

FLEXIBLE GROUPINGS
- Activating Strategy – <u>Think-Aloud</u>: **Whole Group** – Students are lead in a class discussion by the teacher.
- Applying Strategy – <u>Recomposing Text</u>: **Individual** – Students work individually to recompose the *Beauty and the Beast* text from a folk tale into a mural with pictures and words.

ACTIVATING STRATEGIES PREPARING FOR LEARNING
<u>Think-Aloud</u>: Class learning activity for Jan Brett's *Beauty and the Beast.* The Think-Aloud strategy is a form of brainstorming. Verbalize your thinking to model how to access **prior knowledge** and personal experiences and link these to the text you are reading and/or viewing, in this case *Beauty and the Beast* by Jan Brett. Refer to personal knowledge and experiences related to the text.
- Prior to the reading of the folktale show the class the book: the jacket cover, the front and back cover, the inside pockets. Specifically at the title, author, illustrations, and inside information.
- Children discuss, in the context of the whole class, to share predictions and their reasons why – Teacher leads the class in the discussion.
- Teacher elicits prediction responses and records (on chart paper so are verbalized and visualized for future reference) – What do you know about the *Beauty and the Beast* story? What do you know about other folktales? Where does this previous knowledge come from? Based on this previous knowledge what predictions can you make about the story? What do you predict will be the same? Different? What have you already learnt from the book? What have you already learnt about the characters? (From visual cues, etc.)
    o Assuming most students will have seen or know of the Disney rendition of the folktale use that as a talking point/a point of comparison.

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING:
- Read Jan Brett's *Beauty and the Beast* aloud to the students – Students will listen to and view the text to comprehend and respond critically to the text.

APPLYING STRATEGIES: CONSOLIDATING LEARNING
- Teacher leads students in discussion and revision of predictions made prior to the reading of the story and records revisions so that students can refer back – What

as the story about? What was different in this version of *Beauty and the Beast* than in other versions of the story? The same?
- Students are prepared to respond independently as a result of their engagement in the exploratory talk of the Think-Aloud

<u>Recomposing Text</u>: Have students listen to, read, and view Jan Brett's *Beauty and the Beast* (one form). Use key ideas from the text to present the ideas in another form, here a mural with pictures and words. Students will express information and ideas from the story in a different form/genre than traditionally used. Artistically students will represent the folktale in a visual manner, using a wide variety of creative outlets: coloured pencils, markers, paint, pastels, magazine clippings, or any others of there choice.

LEARNING RESOURCES
- Jan Brett's retelling of the *Beauty and the Beast* folktale
- Kindergarten to Grade 4 Foundation for Implementation Curriculum