

LESSON PLAN TEMPLATE

Date	November	Lesson Title	What makes a fairy tale?	Grade Level	Kindergarten
Time in Lesson	35-45 minutes	Subject	Early Literacy	Lesson #	1
Developed by	Rachel Woodward				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this lesson?

Early Literacy

- Experiences various texts
 - participates in shared listening
- Understands techniques and elements
 - develop a sense of story through listening to texts

Retrieved from
 Alberta Education. (2008). Kindergarten Program Statement . *Program Overview*.
<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>.

Objective in student-friendly language

What will students understand/experience/appreciate as a result of this lesson?

By the end of this lesson students will...

- be able to identify key elements of a Fairy Tale
- use symbols to recognize criteria and make decisions about the stories we read

Assessment Strategies

What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?

Formative assessment will take place through class discussions, reading of texts together, and making decisions based on criteria that is created
 Summative assessment will be collected through journal entries, where students will make responses based on the stories we read,

	and we will be able to interpret understanding through those responses
Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<ul style="list-style-type: none"> -Various Fairy Tales for the recreation of lesson -Chart paper -Journals for student entries -Writing material 	<ul style="list-style-type: none"> -Texts from various cultures will be used with this lesson template to engage students of all backgrounds -Language assistance can be used as needed -1:1 student support during journal entries -Technology to tell some stories will be used -Criteria will be created as a group, using symbols that the class decides on to make sure understanding is universal and visual

LESSON PLAN SEQUENCE

Introduction How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?
<ul style="list-style-type: none"> -We will be having a class discussion prior to the lessons commencing, to try and brainstorm what ideas we have about Fairy Tales before we read them -Books will be accessible to students during independent reading, so they can begin to explore these stories and make some ideas about what might be occurring through images -Reading stories out loud is something common in class, so students will be using listening skills and understanding of story sequence in this lesson

Learning/Activity Sequence How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
Transition time to the carpet	Students are moving to the carpet, quietly sitting to face the chair where the story will be ready	1 minute
Opening discussion, this is where we will engage prior knowledge of fairy tales, and have the students examine some books laid out on the carpet to begin thinking about what key components they see in fairy tales	Students are thinking about what makes fairy tales unique to other stories, and are engaged through books that are placed on the carpet to look at	5 minutes
Once we have finished discussing some components and compiling them in a list, we will create a table on chart paper that allows for five criteria from our list, and we will decide on symbols or small images to represent these categories for easy remembering	Students will provide input for the criteria that they feel is important in fairy tales, as well as providing ideas for symbols or images that will help them remember what a certain criteria is (ex. Wand with star at the end represents magic in the story)	5 minutes
Body break: a GoNoodle or dance video to move around and break up the lesson before we read our first story	Students are physically engaged through movement to help re-focus them for the story to come	2 minutes
The teacher leads a reading of a fairy tale, and reminds students before beginning to remember their criteria for a fairy tale while they listen to the story	Students are engaged in the story, and are attempting to make connection between the story they hear and the criteria that's been decided on what makes a good fairy tale	5-10 minutes
Once the story has completed, the teacher will lead the class through the chart to make a check mark or "X" to see if the story matched the criteria	Students are debating and deciding whether or not the story they read matches the criteria on the chart, and finally decide if the story can be considered a Fairy Tale	5 minutes
Teacher will explain the topic for this story's journal entry, (ex. "my favourite part was...." "my favourite character was..." "the setting was...") that will be explored for this story, and move students from the carpet to their work tables to begin their work	Students listen to instructions for their journal entry, and move to their tables to complete their drawing that goes with their label	10 minutes

Conclusion

How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?

- Students will have a sense of understanding because of the real-life and universal applications that fairy tale criteria has, and hopefully they will begin to see as we analyse more fairy tales that these storylines and tropes are so common in literature**
- They will understand the importance as they make connections to their own experiences through journal entries**

PRE-SERVICE TEACHER SELF-REFLECTION

- How do you feel your students experienced this lesson?**
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- How did you employ formative assessment for/of/as learning?**
- Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**
- What went well and what needs refinement? What might you do differently next time?**

After lesson: