LESSON PLAN by: Breann Peters

Lesson: The Princess’s Point-of-View

Age or Grade Intended: 6th grade

Academic Standard:

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

6.5.1 Write narratives that:

- Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- Include sensory details and clear language to develop plot and character.
- Use a range of narrative devices, such as dialogue or suspense.

Source: adapted from: http://www.doe.state.in.us/standards/docs-English/2006-06-ELA-Grade06.doc

Performance Objective: After reading The Frog Prince Continued, the students will rewrite the story from the Princess’s point-of-view, keeping the same accurate storyline.

Assessment: The teacher will compare the storyline of the student’s story to that of The Frog Prince Continued. *Please see rubric attached.

Advanced Preparation by Teacher: The teacher should read The Frog Prince Continued to the students and also have individual copies of the book available for the students to have at their desks. The students will need to have paper and pencils at their desks as well. The final copy of the story will need the use of a computer.

Procedure:

Introduction/Motivation: The teacher will ask the students, “Now that you have read The Frog Prince Continued can we come up with some things that the Princess might have been experiencing while the Frog Prince was in the woods?”

Step-by-Step Plan: First, the students will read The Frog Prince Continued by Jon Scieszka a couple of times prior to doing this activity. Then, after the teacher introduces the activity, as a class we will brain storm on the chalkboard some ideas for stories from the Prin-
cesses point-of-view (Bloom’s –Synthesis). The brainstorm should include questions posed by the teacher such as, “Which events could have happened? (Bloom’s- Analysis)” and “What was the turning point in the story? (Bloom’s- Analysis)”. Next, the students will individually begin to rewrite this story from the Princesses point-of-view using their own ideas or the ideas from the brainstorming activity (Gardner-Intrapersonal and Linguistic Intelligences). The teacher should remind the students to include illustrations in their version of the story. Then, the students will get with a partner to peer edit each other’s stories (Gardner- Interpersonal Intelligence). After the peer editing stage is completed, the students will rewrite the story, fixing any mechanical and content errors found in the peer editing stage. Finally, the students will publish the final copy on the computer and share it with the class. Only a few volunteers will be selected at this time to share their story because of time restrictions. There will be other opportunities for the rest of the students to share their books at a later date.

Closure: The lesson will be closed by saying, “It’s almost time for recess, so I need everyone to please put stories away for now. There will be another time that you will be able to share your stories if you did not have the opportunity to do so today.”

Adaptations/Enrichment: One adaptation that could be used with a child who has a learning disability for this activity is to provide frequent positive feedback and to give the student a prompt if necessary. For a child that has a social/behavioral disorder, the teacher should model the behavior that he/she desires and also give explicit directions for writing the story. An enrichment for this activity could be to allow this student to help other students publish the story on the computer after he/she is finished with her book.

Self-Reflection: The teacher should ask him/herself if the directions were clear enough for the students to understand. “Did the students model the same behavior that I modeled? What did I learn about my students, about the content, and about myself as a teacher? What went well in the lesson? What did not go well during the lesson? What would I do differently and why?
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<thead>
<tr>
<th>CATEGORY</th>
<th>0</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>Student did not base his/her story on the assigned book</td>
<td>Student based story on assigned book, but with some errors</td>
<td>Student based his/her story on the assigned book with no errors</td>
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<tr>
<td>Writing - Grammar</td>
<td>There are several grammatical mistakes</td>
<td>There are 1-2 grammatical mistakes in the story</td>
<td>There are no grammatical mistakes</td>
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<tr>
<td>Graphics/Pictures</td>
<td>Graphics do not go with the accompanying text or appear to be randomly chosen.</td>
<td>Graphics go well with the text, but there are so many that they distract from the text or the graphics go well with the text, but there are too few</td>
<td>Graphics go well with the text and there is a good mix of text and graphics.</td>
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<tr>
<td>Princess's Point-of-View</td>
<td>The story is not from the princess's point of view</td>
<td>The story is mostly from the princess's point-of-view</td>
<td>The story is from the princess's point-of-view</td>
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