**Genre Study: Legends**

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| **Genre Study:**  | Legends | **Grade Level** | 3 |
| **Subject:** | ELA 3 | **Time Frame** | 4 weeks |
| **Identify Desired Results (Stage 1)** |
| **Content Standards –Curricular Outcomes** |
| **CR3.1: Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.****CC3.4: Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail****AR3.1: Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).****Treaty Essential Learnings: Worldviews (The Circle and its Commonality in First Nations Traditional Worldviews)** |
| **Essential Questions** | **Enduring Understandings** |
| **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.** | **What do you want students to understand & be able to use several years from now?**  |
| 1. What is the purpose of legends?2. Why do people write legends?3. Why do people want to listen to legends?4. How are stories enhanced by illustrations? | * That legends have a moral to be learned. (Knowledge)
* That legends are enjoyable to write and listen to. (Values)
* That legends are often re-told and often passed down from generation to generation. (Oral tradition, Culture)
* That illustrations help make the story more enjoyable.
* How to write their own legend.
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| **Misconceptions** |
| **(Optional)** |
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| **Knowledge**Students will know… | **Skills**Students will be able to… |
| * How to work through the stages of a writing process (e.g., pre-writing, drafting, revising selected draft material, sharing) and begin to write for extended periods of time
* The range of cultures, human behaviours, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts
* How to write compositions (e.g., three-paragraph reports) that describe and explain familiar objects, events, and experiences
* When to ask self “Am I understanding?” and employ specific “fix-up” strategies (e.g., slow down; re-view, reread, listen again; get help) when something does not make sense
* Students will also know that legends have values, and knowledge. That legends are a part of Aboriginal culture and that legends are part of oral tradition.
 | * View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study
* Compare portrayals of individuals or situations in various texts to personal experiences
* Select and use appropriate strategies (before, during, and after) to communicate meaning when writing
* Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what works in a text
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| **Assessment Evidence (Stage 2)** |
| **Performance Task Description**  |
| **The performance task describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:** | Helpful tips for writing a performance task. |
| **The kindergartens need your help Grade 3!****The K’s are having trouble in their classroom. They do not know what a legend is. They do not know why legends are told. They need your help! Your job is to write a legend that will teach the K’s a moral or an important lesson. You have to make sure that the K’s will enjoy the story and want to pay attention. You also have to make sure to include illustrations with your story so that the K’s can have a visual of what is going on.** **Begin your task by brainstorming ideas for legends. Then web your chosen idea. You will have to go through the writing process until you have finished a legend. Once you have a finished product, you will present your legend to a partner. Then you will peer evaluate a partners legend. Then you will present your legend to your reading buddies in the K room.**  | **Goal:**What should students accomplish by completing this task? |
| **Role:**What role (perspective) will your students be taking? |
| **Audience:**Who is the relevant audience? |
| **Situation:**The context or challenge provided to the student. |
| **Product/Performance:**What product/performance will the student create? |
| **Standards****(Create the rubric for the Performance Task)** |
| **BLOOMS TAXONOMY:**REMEMBERING: Can the students recall or remember the information?UNDERSTANDING: Can the students explain ideas or concepts?APPLYING: Can the students use the information in a new way?ANALYZING: Can the students distinguish between the different parts?EVALUATING: Can the students justify a stand or decision?CREATING: Can the students create new product or point of view? | **Digital Taxonomy for Bloom:**KNOWLEDGE: Highlighting, bookmarking, social networking, searching, googlingCOMPREHENSION: Advanced searches, blog journaling, twittering, commentingAPPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editingANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineeringSYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video castingEVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating |
| **Standards Rubric****The standards rubric should identify how student understanding will be measured.**  |
| **Rubric for Legend**

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| **Outcomes** | **4****Mastery** | **3****Proficiency** | **2****Approaching** | **1****Beginning** |
| **CR3.1: Comprehend and respond to a variety of grade-level texts** | I understand my partner’s legend and can find a way to relate to the legend. I can re-tell the story in the correct sequence. | I understand my partner’s legend and I can re-tell it in my own words. | I needed my partner’s help understanding what their legend was about and they had to help me re-tell it. | I could not understand or re-tell my partner’s legend. |
| **CC3.4: Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (legend) with a clear purpose, correct paragraph structure, and interesting detail** | My legend is very detailed and everyone who reads it enjoys it as well as can pick out the moral very easily. I have no errors in my final product and others can read it easily. | My legend is detailed and interesting to my peers. My moral is easy for others to understand. | My legend needs some more details to make it more interesting. My moral is hard for others to understand. | I need the teacher to help me think about and write about a legend. I don’t know how to put a moral into my story. |
| **AR3.1: Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used** | I presented my legend to the whole class, a partner and a Kindergarten student. I was able to use expression and enthusiasm when I read. I was able to reflect on my legend by connecting my legend to my own life experiences. | I presented my legend to a partner and to a kindergarten student. I read loud and clear and reacted to punctuation appropriately. I was able to find a connection between my legend and my life. | I needed help presenting my legend to a partner and to a Kindergarten student. I did not read it very loud or clearly. I could not find a clear connection between my legend and my life. | I need my teacher to present my legend for me. I did not read it out loud. I could not find a connection between my life and my legend. |
| **Characteristics of Successful Learners** | **C****Consistently** | **U****Usually** | **S****Sometimes** | **R****Rarely** |
| Responsible Learner | I was always on task throughout my assignment and helped remind others to stay on task too. | I made sure I was on task throughout assignment.  | I needed a few reminders to stay on task. | My teacher had to remind me to stay on task all the time. |

**Rubric for Peer Assessment**

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| **Outcomes** | **4****Mastery** | **3****Proficiency** | **2****Approaching** | **1****Beginning** |
| **CR3.1: Comprehend and respond to a variety of grade-level texts** | I understand my partner’s legend and can find a way to relate to the legend. I can re-tell the story in the correct sequence because their legend was told so well. | I understand my partner’s legend and I can re-tell it in my own words because they told their legend well. | I needed my partner’s help understanding what their legend was about because they did not tell their story in an order that made sense. | My partner could not read their legend out loud because they did not finish or it didn’t make any sense. |
| **Characteristics of Successful Learners** | **C****Consistently** | **U****Usually** | **S****Sometimes** | **R****Rarely** |
| Confidence | My partner read with enthusiasm and read loud enough for me to hear them well. They didn’t make any mistakes when they told me their legend. | My partner read their legend loud enough so that I could hear them. They fixed their own mistakes if they made one when reading out loud. | My partner read quietly and needed my help to read their writing. I couldn’t really understand them. | I could not hear them at all. They made a lot of mistakes or I had to read it for them. |

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| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** |
| **Conversation** | **Observation** | **Product** |
| * Exit pass
* Brainstorming
* Shared reading
 |  * Discussions
* Journals
* Anecdotal notes
 | * Performance task (rubric)
* Writing process (webs, rough copies)
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| **Learning Plan (Stage 3)** |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** |
| **My students have been taking part in a program called Daily Five. During our meeting time I will introduce the topic of Legends. I ask them the essential questions and see if they have prior knowledge of the topic. I will tell them what their goals (outcomes) are for the unit. I will also mention that at the end of this unit they will be working on their own legend that they will present to their reading buddy.** |
| **How will you hook students at the beginning of the unit? (motivational set)** |
| **I will call my students to the meeting area. I will tell them that I am going to read them a story. I will read them The Legend of the White Buffalo Woman by Paul Goble. After reading the story to them I will ask them if they know what kind of story this is called (a legend). Then I will explain to them our “Learning Plan” (see above).** |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?** |
| * **After each legend is read, record the moral, or lesson that the characters learned on the smart board or flip chart. Review this list periodically.**
* **Also keep track of what made the legend a good legend. Record on flip chart or smart board. Review periodically.**
* **2nd lesson: Begin by asking what is a legend (Stories that take place on earth that deal with humans learning lessons and often have a moral)? Discuss with whole class. Read “Coyote Sings to The Moon” by Thomas King. Ask Students what they learned from this story. Ask them what they think a legend is now. Have them write a journal entry about what they think a legend is.**
* **3rd lesson: Begin by asking why do people write legends? Discuss with whole class. Read “How the Stars Fell into the Sky” by Jerrie Oughton. Have students do a re-tell with a partner using the steps, First, Next, Then, Last, and Finally. Then ask students why they think people would tell this legend. Have students practice re-tell when they do Partner Reading. (They could do another journal entry about re-telling the legend)**
* **4th Lesson: Guided Reading Lesson – Use “When Tricksters Won the Day” out of the North American Legends Kit (Found at the TRC). Have students turn to pg.14 “Hungry Spider and The Turtle”. First ask students what they think this story will be about. Then do a picture walk with your small group (the rest of the students will be doing their job in Daily Five while you work with a small group). Then read the book together. Have each student read a paragraph (adapt to your student’s ability). At the end of the story, talk about the word greedy and what it means. Ask them what they think the moral of the story was. Then ask students to each write a letter on 5 separate pieces of paper. Have them try to create words from the story by combining all their letters together with a partners .**
* **5th lesson: Begin by asking the class why do you think people want to listen to legends? Discuss this together as a class. Read them “How Chipmunk Got His Stripes” by Joseph and James Bruchac. After reading, ask the students what they enjoyed about that story. Then ask students why think this book has illustrations. Talk about the importance of illustrations in legends. Then have all the students illustrate their favourite scene from this legend and write about why they chose that scene in their journal.**
* **6th lesson: Review with students what they have learned from legends so far. Brainstorm together what makes a good legend. Then read “How Fire Came to Earth” by Avelyn Davidson. After the story ask the students if they have anything to add to the list. Then tell the students that they are going to begin writing their own legends. Review the performance task. Tell them that we are going to use the writing process to write our legends. Brainstorm with the class what some ideas could be for their legend. Then have students choose one of the topics. Make a web together**

**about that topic. Then have students choose their own topic and have them create their own web about what could happen in their story.*** **7th lesson: Ask students if they know what oral tradition is? Then tell them legends are often passed down from generation to generation using oral tradition. Read them “The Legend of the Lady Slipper” written by Lise Lunge-Larsen and Margi Preus. Ask one of the students if they could retell the story out loud. Then allow students to continue to work on their own legend. Remind them about the performance task. Show them the rubric so that they are aware of how they will be marked. Give them 2 or 3 periods to transform their webs into their rough copies and to revise their own work and make it better.**
* **8th lesson: Ask students why they think oral tradition is an important part of their culture. Read one of the origin stories out of “Bones in the Basket” written by C.J. Taylor. Ask the students why that particular story would be so important to the audience (introduce the term audience, who might the audience be?). Then ask students if they have edited someone’s work before. Write a paragraph from the legend on the flip chart that contains errors. Have students take turns fixing your errors. Then explain to students that they are going to edit a partner’s story. Remind them to fix spelling errors, punctuation mistakes and even how the sentence is phrased. Then tell them they need to re-copy it as nice and neat as they can for their good copy. Make sure to review what makes a good legend so that they can self -assess their own legend.**
* **9th lesson: Review with students everything they have learned about legends up to this point. Then ask students to pay attention to the illustrations in the next book we are about to read. Read them “The Legend of the Fog” written by Qaunaq Mikkigak and Joanne Schwartz. After reading the story, ask the students how did the illustrations make them feel? Ask them how did the illustrations help emphasize the mood of the story? Then explain to the students that they have to create an illustration for their legend. They can choose to create several illustrations to accompany their legend, or they can make a large poster to illustrate an important scene from their story. Allow for two or three periods to work on their illustrations.**
* **10th lesson: Review performance task with students. Have students present their legends to a partner and then they can each evaluate their partner’s legend. Then have students present their legend to their reading budding in the K room.**
 | **Time Frame** |
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| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?**  |
| **We will meet twice daily to read legends and discuss the essential questions. We will also use this meeting time to rehearse the writing process. Students will have time during the Daily Five sessions to revise and refine their writing. They can do this while they Work on Writing.**  |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** |
| **We will be discussing the essential questions frequently over this unit. Students will go through the writing process to create their own legend and will self-evaluate their creation using a student friendly rubric. Students will exhibit their knowledge of legends through their presentation of their legend.**  |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** |
| **The Daily Five program allows students to work at their own learning pace and at their own individual reading/writing level. I have an EA in my classroom that will also be able to assist students with their reading and writing skills. The goals and outcomes will not be compromised because all students will listen and take part in our discussions. All students will write a legend that will be assessed at their ability level.**  |
| **What resources will you use in the learning experiences to meet the outcomes?** |
| * **Resources can be found at Prince Albert Teacher’s Resource Centre (TRC) at PACI.**
* **Author Study – Paul Goble. 398.2**
* **North American Legends – 398.2**
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| **Assess and Reflect (Stage 4)** |
| **Required Areas of Study:** **Is there alignment between outcomes, performance assessment and learning experiences?** |  |
| **BAL’s:** **Does my unit promote life long learning, encourage the development of self and community, and engage students?** |  |
| **CELS & CCC’s:** **Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?** |       |
| **Adaptive Dimension:** **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?** |  |
| **Instructional Approaches:** **Do I use a variety of teacher directed and student centered instructional approaches?** |       |
| **Student Evaluation:** **Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?** |       |
| **Resource Based Learning:** **Do the students have access to various resources on an ongoing basis?** |       |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:** **Have I nurtured and promoted diversity while honoring each child’s identity?**  |       |
| **Blueprint for Life:** **Have I planned learning experiences in the unit that prepare students for a balanced life and/or work career?** |       |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.