

PROJECT OVERVIEW

Name of Project:	Fairytales of Yesterday Living Today	Duration: 4 weeks
Subject/Course: ELA	Teacher(s): Simons, Whittle, Sandy	Grade Level: 6
Other subject areas to be included, if any:	Social Studies	
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students explore the transmission of folktales over time and continent to evaluate their validity as a literary genre. By reading and analyzing a variety of folktales, students will realize the cultural implications of the genre. Students will create and perform their own original folktale in the form of a script that combines and modernizes talks that they read. After looking at different folktales from around the world, students must think about and create a story to explain a tale that could occur in Newaygo.	
Driving Question	<p>How would a fairytale change if set today in Newaygo?</p> <ul style="list-style-type: none"> • How does the setting affect the protagonist problem? • How does the change in time affect the value of a folktale? 	
Content and Skills Standards to be addressed:	<p>L.RP.06.02 select, read, listen to, view, and respond thoughtfully to both classic, multicultural, and contemporary texts, describing how characters form opinions about one another that can be fair and unfair.</p> <p>R.WS.06.06 read orally a variety of grade level texts with developing fluency, increasingly demanding texts</p> <p>R.CM.06.01 identify and discuss through oral and written responses, how the characters, perspectives, relates to own experiences.</p> <p>W.PS.06.01 write a cohesive narrative essay</p> <p>W.GN.06.01 write using elements of characterization, plot, and theme</p> <p>6.HI.2.1 see how historians use variety of sources to explore the past</p>	

		6.G1.3.1 using themes to explore geography					
		T+A	E			T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration	X		Other:			
	Presentation	x					
	Critical Thinking:		x				
						Presentation Audience:	
Culminating Products and Performances	Group:	Student groups will perform an original folktale describing something that could happen in Newaygo. This folktale will be one chosen from the group's stories. They must decide on a way to present their folktale to an audience of first grade students.				Class:	x
						School:	x
						Community:	x
	Individual:	Students will create an original folktale describing something that could happen in Newaygo. The folktale must use at a minimum 3 characteristics from the folktales read from around the world. Students will create a storyboard and an original narrative essay.				Experts:	x
						Web:	
						Other:	
PROJECT OVERVIEW							
Entry event to launch inquiry, engage students:	Folktales were told to explain events and teach lessons. Could you create a modern folktale to explain something today? You will spend the next few days reading, collecting and analyzing folktales. We will keep track of each team as they race around the world.						
Assessments	Formative Assessments (During Project)	Quizzes/Tests		Practice Presentations	X		
		Journal/Learning Log	X	Notes	X		
		Preliminary Plans/Outlines/Prototypes	X	Checklists			
		Rough Drafts	X	Concept Maps			
		Online Tests/Exams		Other:			

	Summative Assessments (End of Project)	Written Product(s), with rubric: _presentation to first graders_____	X	Other Product(s) or Performance(s), with rubric: _original story board and folktale_____	X
		Oral Presentation, with rubric	X	Peer Evaluation	X
		Multiple Choice/Short Answer Test		Self-Evaluation	X
		Essay Test		Other:	
Resources Needed	On-site people, facilities:	T. Simons, L. Sharp (librarian)			
	Equipment:	Computers, computer lab, overhead projector, Itouch, video equipment,			
	Materials:	Map, trade books,			
	Community resources:	Bill Moore, Newaygo Museum curator			
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE

Project:	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Students will read a variety of folktales.	→ Classroom books, library aide, oral reading for struggling readers, books on tape, group discussion to help reluctant readers
Students will divide tasks between group members to summarize, visualize, question, and link the stories.	→ 4 worksheets for each story: The Superior Summarizer, The Quality Questioner, The Literary Linker, The Visualizing Victor 1 st set will be done as a group with the Cinderella story.
Students will locate source (country) and read seven folktales from various different countries.	→ World map “Where Are You Now?” Supply books, allow library visits, books from home, etc. As group, put in story elements worksheet (review) Group work: discuss how the parts of the world view specific things differently
Students will visit with the curator of the Newaygo Museum to hear stories from Newaygo’s past and descriptions of how this information is gathered for the museum.	→ Museum curator, old pictures, special artifacts
Students will write reflections during and after the experience.	→ Teacher-led write positive and negative comments from experience, journal entries
Student will write after the experience to relate the characters and perspectives to their own experiences	→ Use of Venn diagrams to choose one character that the student relates to and one perspective. These will be used to write a 3-5 paragraph paper

Write a cohesive narrative essay. Create an original folktale that maintains the original story's integrity and uses 3 characteristics from the stories read in class, with source list. The story must tell about something that could happen in Newaygo.

→ Plot squares, rough draft, peer edits
Beginning, Middle, End
Books, tagboard, markers, material, glue, glitter, sticks, video camera, Folktale story board

Create a presentation to be shared with children in the first grade. Each group will choose one folktale written in the group to be used as the script. These will be molded into a presentation of students' choice.

→ Books, tagboard, markers, material, glue, glitter, sticks, video camera, puppets, etc.
Chosen folktale

PROJECT CALENDAR

Project:

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Hook: Can you create a folktale that explains something about Newygo? Read Marcia Brown Cinderella. Fill out story elements together. Discuss. Begin watching A Cinderella Story. Use the overhead to start creating accurate worksheets describing the elements of the story.

Continue movie

Finish movie. Model completion of the 4 group member worksheets.

Break into groups. Hand out expectations and rubrics.

Set up timeline (to be decided by groups)

Discuss areas of the map that students will be viewing.

Students must begin working on reading. Each book has jobs attached to it. Students will decide where to read, how to read, when to read and when to work.

Each group must have their work edited before moving on.

Discussion the last 5 minutes to solve problems.

PROJECT WEEK TWO

Continue reading/working

Continue reading/working

Continue reading/working

Continue reading/working

Continue reading/working

Discussion

Discussion time

Discussion time

Discussion time

Discussion time

PROJECT WEEK THREE

<p>Students will need to choose story items that would work in our region. Begin individual story boards. When story board is okayed by teacher, draft may be written.</p>	<p>Story boards/draft writing</p> <p>Group meetings</p>	<p>Story board/ draft writing</p> <p>Group meetings</p>	<p>Begin meeting with individual groups to decide which folktale lends itself best to a performance. Each group will fill out the plan sheet with materials needed.</p>	<p>Each group will begin working on their performance.</p>
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PROJECT WEEK FOUR

<p>GROUP WORK</p> <p>DIVIDE GROUPS BETWEEN ROOMS TO ALLOW MAXIMUM WORK SPACE</p>	<p>GROUP WORK</p> <p>DIVIDE GROUPS BETWEEN ROOMS TO ALLOW MAXIMUM WORK SPACE</p>	<p>GROUP WORK</p> <p>DIVIDE GROUPS BETWEEN ROOMS TO ALLOW MAXIMUM WORK SPACE</p> <p>PRACTICE</p>	<p>PRACTICE</p>	<p>PERFORMANCE</p> <p>EACH GROUP WILL PERFORM FOR CLASSMATES THIS WILL TAKE 3 DAYS. THE WINNING GROUP WILL PERFORM FOR THE FIRST GRADERS.</p>
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<p style="text-align: center;">Lesson Design:</p> <p style="text-align: center;">Careful construction of lessons to remove barriers and provide assess for all students.</p>	<p style="text-align: center;">Checkpoints:</p> <p style="text-align: center;">Includes</p>
<p>Stories on tape to my low readers. Read aloud stories. Teacher-read (co-taught hour) Stories on line, stories written to different reading levels</p>	<ul style="list-style-type: none"> ✓ Multiple ways to represent information ✓ Alternatives to text ✓ Support provided for text comprehension ✓ Flexible technology-based materials, strategies and tools ✓ Multiple ways for students show what they know ✓ Conspicuous supports for learning new strategies ✓ Mechanism for rapid feedback to learners ✓ Active student-centered methods ✓ Choice, Challenge, Novelty ✓ Connected, relevant learning
<p>Folktale may be represented in different ways: Movie trailer, puppet show, author interview, movie, story board representation</p>	
<p>Knowledge folders available with answers to basic story element information</p> <p>Help stations with examples</p>	
<p>Student self and group assessment sheets</p> <p>Daily visual progress grade</p>	

Performance	BELOW STANDARD 1	AT STANDARD 3	ABOVE STANDARD 5
Physical Attributes	<ul style="list-style-type: none"> • Student does not dress appropriately. • Student does not maintain proper body language. • Student eats or drinks during presentation. • Student fidgets, hiding behind objects, and plays with objects, etc. • Student does not face audience. 	<ul style="list-style-type: none"> • Student dresses appropriately for the presentation. • Student maintains proper body language. • Student does not eat or drink during presentation. • Student refrains from fidgeting, hiding behind objects, playing with objects, etc. • Student faces audience. 	<p>In addition to the At Standard criteria:</p> <ul style="list-style-type: none"> • Student dresses to enhance the purpose of the presentation. • Student uses body language to enhance the purpose of the presentation. • Student uses physical space and movement to enhance the purpose of the presentation.
Oral and Verbal Skills	<ul style="list-style-type: none"> • Student uses oral fillers (uh, ok, etc.) • Student pronounces words incorrectly. • Student does not speak loudly or clearly. • Student uses tone and pace that obscures communication. • Student reads from notes. 	<ul style="list-style-type: none"> • Student uses minimum of oral fillers (uh, ok, etc.) • Student pronounces words correctly and in Standard English. • Student speaks loudly and clearly. • Student speaks at a pace and in a tone that allows clear communication to the audience. • Student possesses note but does not read from them. 	<p>In addition to the At Standard criteria:</p> <ul style="list-style-type: none"> • Student modifies pronunciation of words to enhance presentation. • Student modulates volume and tone to enhance presentation. • Student modulates pace and tone to enhance presentation. • Student speaks from memory and makes passing reference to notes or cards.
Organization and Structure	<ul style="list-style-type: none"> • Student does not begin and end on time. • Student does not provide clear and definable opening and closing. • Student does not have all required materials ready. • Student has not practiced presentation. 	<ul style="list-style-type: none"> • Student begins and ends on time. • Student provides clear and definable opening and closing. • Student has all required materials ready for use. • Student has practiced presentation. 	<p>In addition to the At Standard criteria:</p> <ul style="list-style-type: none"> • Student provides written notes, brochures, overviews, etc. • Student creates an opening that is engaging (provides a hook for the audience) and a closing that re-enforces key understandings.
Response to Audience	<ul style="list-style-type: none"> • Student does not provide appropriate oral responses to audience questions, concerns, comments. • Student does not adapt the presentation based on questions, concerns or comments from the audience. 	<ul style="list-style-type: none"> • Student provides appropriate oral responses to audience questions, concerns, comments. • Student makes minor modifications to their presentation based on questions, concerns or comments from the audience. 	<p>In addition to At Standard criteria:</p> <ul style="list-style-type: none"> • Student incorporates audience questions, comments and concerns into their presentation. • Student displays willingness and ability to move away from their script/plan and modify presentation based on audience responses.

FINAL SCRIPT	BELOW STANDARD 1 KNOWLEDGE -> COMPREHENSION	AT STANDARD 3 APPLICATION -> ANALYSIS	ABOVE STANDARD 5 EVALUATION -> SYNTHESIS
Folktale Characteristics	<ul style="list-style-type: none"> • Student did not consider the selection of folktale characteristics. • Student did not use any folktale characteristics in the script. 	<ul style="list-style-type: none"> • Student used some thought in the selection of their folktale characteristics. • Student used 1-2 folktale characteristics in their script. 	<ul style="list-style-type: none"> • Student illustrates careful thought in the selection of folktale characteristics. • Student uses three or more folktale characteristics in the script.
Folktale Elements	<ul style="list-style-type: none"> • Student shows no thought in the selection of folktales to incorporate in the script. • Student did not maintain the integrity of the folktale selected. 	<ul style="list-style-type: none"> • Student showed some thought in the selection of folktales to incorporate in the script. • Student did little to maintain the integrity of the folktales selected. • Student selected on 1 or 2 folktales to incorporate in their script. 	<ul style="list-style-type: none"> • Student showed thoughtful selection of folktales to incorporate in the script. • Student maintained the integrity of the folktale they selected. • Student selected three or more folktales to incorporate in the script.
Story Development/ Organization	<ul style="list-style-type: none"> • Script shows little to no logical progression of ideas. • Script has no definable beginning, middle or end. • Script uses no examples, evidence or relevant details. • Script does not develop the topic. 	<ul style="list-style-type: none"> • Script uses some evidence of logical progression of ideas. • Script illustrates a beginning, middle and end. • Script uses purposeful relationships among ideas. • Script uses some examples, evidence, and relevant details. • Script uses some development of the topic. 	<ul style="list-style-type: none"> • Script uses a clear and logical progression of ideas. • Script uses a strong beginning, middle and end. • Script conveys relationships among ideas. • Script uses strong examples, evidence and relevant details. • Script uses strong development of the topic.
Mechanics	<ul style="list-style-type: none"> • Script has frequent errors in punctuation, capitalization and spelling. • Script errors begin to impede readability. 	<ul style="list-style-type: none"> • Script has some errors in punctuation, capitalization and spelling. • Script needs editing but does not impede readability. 	<ul style="list-style-type: none"> • Script has minor errors in punctuation, capitalization and spelling. • Script needs little to no editing.
Source Citation	<ul style="list-style-type: none"> • Script does not list any information regarding the title or author of folktales used. 	<ul style="list-style-type: none"> • Script is missing information regarding the title and author of the folktales used. 	<ul style="list-style-type: none"> • Script lists the title and author of folktales used.

Expository Rubric

IDEAS/ CONTENT	<ul style="list-style-type: none"> States a compelling and original thesis or purpose 	<ul style="list-style-type: none"> States a clear meaningful thesis or purpose 	<ul style="list-style-type: none"> Weak thesis and/or too broad a purpose or focus 	<ul style="list-style-type: none"> No clear thesis or purpose
Supporting Thesis	<ul style="list-style-type: none"> Skillfully supports thesis with clear and relevant information 	<ul style="list-style-type: none"> Adequately supports thesis with clear and relevant information 	<ul style="list-style-type: none"> Insufficient, unclear and/or irrelevant information 	<ul style="list-style-type: none"> Little or no supporting information to support thesis
Elaboration	<ul style="list-style-type: none"> Skillfully presents detailed information with clear conclusions throughout paper 	<ul style="list-style-type: none"> Adequately explains and interprets information Draws conclusions 	<ul style="list-style-type: none"> Some explanation and interpretation 	<ul style="list-style-type: none"> Little or no interpretation
ORGANIZATION	<p>Skillful Structure:</p> <ul style="list-style-type: none"> Strong, engaging introduction Effective sequencing of ideas relating back to thesis Conclusion skillfully reinforces thesis and gives closure to essay 	<p>Appropriate structure:</p> <ul style="list-style-type: none"> Engaging introduction Adequate sequencing of ideas based on purpose and linked to thesis Conclusion reinforces thesis and gives closure 	<p>Weak structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may need some revision Evidence may be isolated facts with weak sequencing 	<p>Little to no structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may not exist or may need major revision
VOICE	<ul style="list-style-type: none"> Writer's voice is authentic, confident, convincing, enlightening, and imbedded within the textual information Clear sense of purpose and audience Consistent point of view 	<ul style="list-style-type: none"> Writer's voice is confident and authentic Writer's reaction and feelings about the thesis are evident Clear sense of audience and purpose Consistent point of view 	<ul style="list-style-type: none"> Sense of purpose and/or audience not clear Straight facts with writer's voice detached from topic 	<ul style="list-style-type: none"> Unclear or no sense of voice, purpose and/or audience
WORD AND LANGUAGE CHOICE	<ul style="list-style-type: none"> Words/phrases powerfully convey the intended message Uses precise words to show not tell 	<ul style="list-style-type: none"> Correct, adequate words/phrases get message across Uses precise words to show not tell 	<ul style="list-style-type: none"> More precise and accurate words are needed to create a clear message 	<ul style="list-style-type: none"> Limited vocabulary; words may be used inappropriately
SENTENCE FLUENCY	<ul style="list-style-type: none"> Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> Purposeful use of sentence structure to enhance the intended effect Transitions connect ideas within and across paragraphs 	<ul style="list-style-type: none"> Some understanding of sentence structure Limited use of appropriate transitions 	<ul style="list-style-type: none"> Little or no sense of sentence structure Lacks transitions
CONVENTIONS	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions; errors occasionally obscure meaning 	<ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions

Name _____ hr ____

Story _____

Author _____

Country _____

THE SUPERIOR SUMMARIZER

Summarizer: Your job is to summarize what you have read. Write a brief overview of your selection in your own words. Write a brief overview of your selection in your own words. Please include all of the important information; look for the key points. Summarizing is extremely important because it shows that you clearly understood the reading selection. Don't forget to write in complete sentences and check your work.

Summary:

Key Points (These are the four most important parts of the reading selection.):

1. _____
2. _____
3. _____
4. _____

Name _____ hr _____

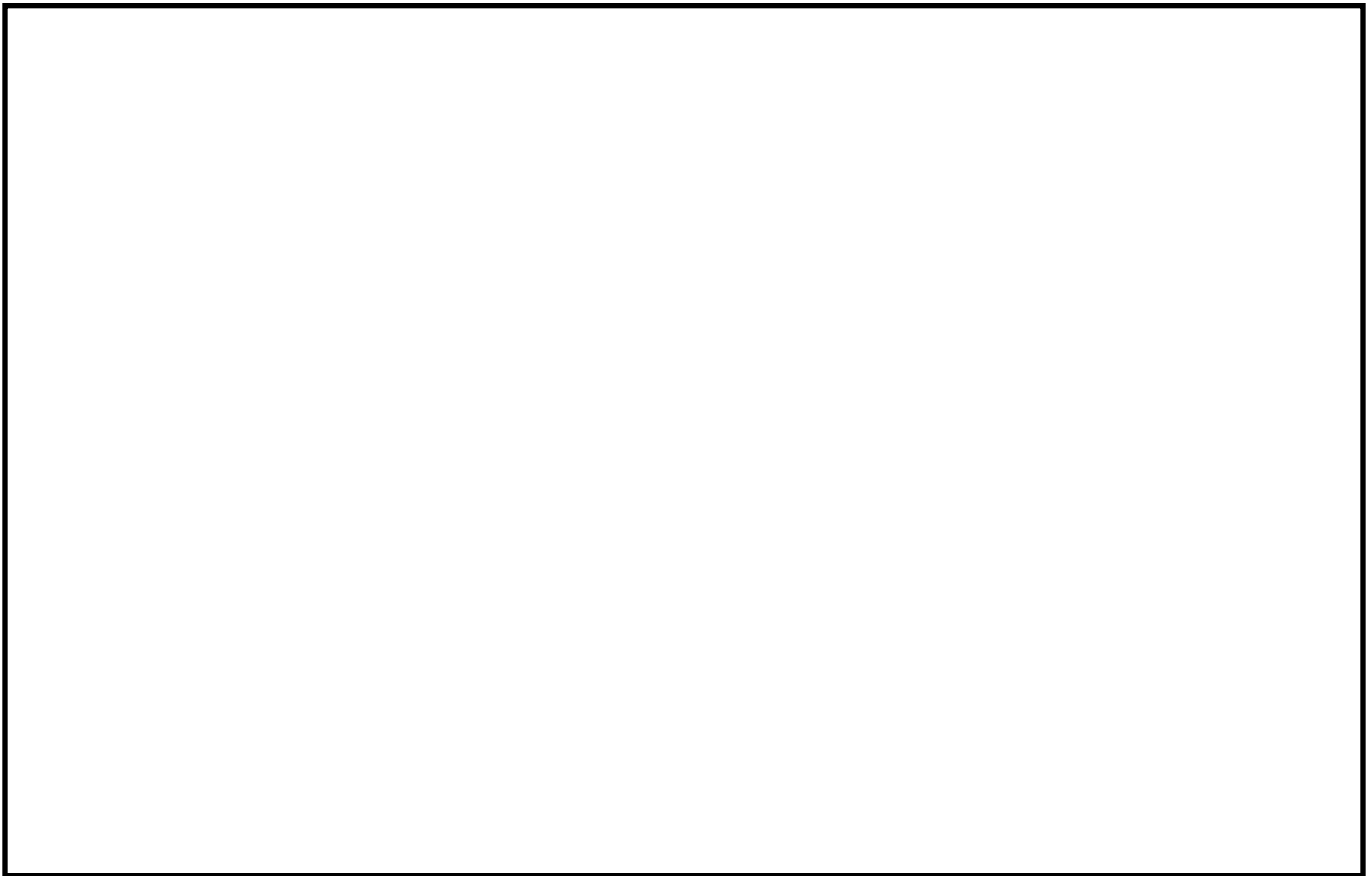
Story _____

Author _____

Country _____

THE VISUALIZING VICTOR

Visualizer: Your job is to provide an illustration of what you saw in your head as you read. You are our eyes into the story. Draw an illustration that relates to your vision of the reading selection. Your illustration can be a sketch, cartoon, diagram, or flow chart. You may also label your drawing with words if needed. Don't forget, you need to explain your vision! In the lines below the illustration field, please use one or two complete sentences to explain your illustration.



Explain your vision:

Name _____ hr _____

Story _____

Author _____

Country _____

THE QUALITY QUESTIONER

Questioner: Your job is to create a list of questions that your group may want to discuss about the reading. Don't worry about small details; your job is to help people talk about the big ideas in the reading. Usually the best questions come from your own thoughts, feelings, and concerns as you read. Think like a teacher!

THREE "RIGHT THERE" QUESTIONS: The answer to these questions will be "right there" in the words of the reading selection.

1. _____
2. _____
3. _____

THREE INFERENCE QUESTIONS: There are questions that make you think. An answer to an inference question won't be right there, you will have to read between the lines... Think like a teacher!

1. _____
2. _____
3. _____

Name _____ hr ____

Story _____

Author _____

Country _____

THE LITERARY LINKER

Linker: Your job is to find links or connections from your reading to the outside world. This means connecting what you read with other novels or stories you have read, with movies or television shows you have seen, with your own life, and with global issues. You must make three types of connections: reading selection to other reading selections (text to text), reading selection to your life experiences (text to self), and reading selection to things/events in the world (text to world).

Text to Text Connection:

This reading is like _____ because

Text to Self Connection:

This reading is like _____ because

Text to World Connection:

This reading is like _____ because
