**Grade 4 Writing Lesson Plan**

| **Teacher Candidate:** Sophie Henderson | **Date:** Nov 10, 2024 | **Title:** Writing Fables Inspired by *"The Crocodile in the Bedroom"* by Arnold Lobel |
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| **Grade:** 4 | **Subject:** ELA | **Unit: -** | **Lesson #:**1 |
| **Core Competency:** * **Communication:** Students will share ideas, express emotions, and engage with others.
* **Creative Thinking:** Students will use their imagination to create original fables.
* **Critical Thinking:** Students will analyze the moral in *"The Crocodile in the Bedroom"* and apply this to their own fable's moral.
 | **Profile:****Creative Thinking - Profile 2:** Students can engage in creative writing by generating ideas for their fables and exploring different characters and morals. |
| **Big Idea:** Using language in creative and playful ways helpsus understand how language works. | **Content:*** Understanding fables, exploring morals, using literary devices (metaphor, simile, personification).
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| **Essential Question:** How can we use storytelling to share lessons about life in a creative way? |
| **Curricular Competencies:** Develop ideas and add details to enhance writing.Create stories and other texts to deepen awareness of self and others.Use a variety of literary devices to create interest in writing. |
| **Indigenous Perspectives and FPPL:** Instead of *Fables,* you could use an Indigenous story.  |
| **Learning Intention:** Students will create an original fable using literary devices to convey a moral. |
| **Materials:*** *"The Crocodile in the Bedroom"* story from *Fables* by Arnold Lobel
* Chart paper and markers for brainstorming
* Writing journals or paper for drafting fables
* Graphic organizers for planning fable structure
* Literary device reference sheets (definitions and examples of simile, metaphor, personification)
* Projector or chart for class brainstorming
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**Introduction -** Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

| Approx Time15 min | 1. **Hook**: Start by asking students if they’ve ever heard a story that taught them a lesson. Have them share a couple of examples (e.g., "slow and steady wins the race").
2. **Read-Aloud**: Read *"The Crocodile in the Bedroom"* aloud to the class, discussing the meaning as you go along. Pause to ask, “What lesson do you think this story is trying to teach?”
3. **Discuss Moral and Literary Devices**: Talk about the moral of the story and ask students if they can find any examples of literary devices in the story (e.g., personification of the crocodile). Briefly explain simile, metaphor, and personification if students need a refresher.
4. **Purpose Setting**: Explain that they will create their own fables, choosing a moral they believe in, and using literary devices to make the story engaging.
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**Body -** Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

| Approx Time40-50 min | 1. **Brainstorming (10-15 minutes)**:
	* Have students think of lessons they’d like to share (e.g., “honesty is the best policy,” “be yourself”).
	* On chart paper, list possible morals they might use, and examples of animals or objects that could symbolize different traits.
	* Model an example: “If my moral is about the importance of patience, I might choose a sloth as my main character.”
2. **Planning Fables (10-15 minutes)**:
	* Distribute graphic organizers with sections for “characters,” “setting,” “problem/conflict,” “moral,” and “literary devices.”
	* Have students sketch out their ideas, including a beginning, middle, and end for their fables, and brainstorm which literary devices they might use.
3. **Writing Drafts (15-20 minutes)**:
	* Allow students to start writing their drafts, incorporating at least one literary device. Encourage them to use personification for their animal characters and, if possible, similes or metaphors to describe the setting or actions.
	* Circulate to provide individual feedback, especially on using literary devices.
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**Closure -** Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

| Approx Time10-15 min | 1. **Sharing and Feedback**: Invite a few students to share their fables with the class. Give positive feedback and highlight effective use of literary devices.
2. **Reflection**: Ask students to reflect on the process of writing a fable and the challenge of creating a moral that readers could learn from. This can be written as a quick “exit ticket” or shared aloud.
3. **Recap**: Reinforce the importance of the lesson in storytelling and the use of literary devices.
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| **Adaptations/Modifications:** * **For Students Needing Support**: Provide sentence starters or a simplified graphic organizer. Allow them to choose simpler morals, or provide examples they could choose from. Pair students with a peer for brainstorming ideas.
* **For ELL Students**: Provide visual aids for literary devices, and use simple examples. Encourage them to write a short moral in their first language if it helps, then translate it into English.
* **For Advanced Learners**: Challenge them to use two or more literary devices and add dialogue or additional characters to deepen their fable.
 | **Extensions:*** **Illustrating Fables**: Have students illustrate their fables and create a class book or bulletin board display.
* **Acting Out Fables**: Allow students to turn their fables into a short skit, practicing public speaking and expression.
* **Connecting to Other Fables**: Explore other short fables from around the world, discussing their morals and cultural contexts.
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| **Assessment Plan:**1. **Formative Assessment**:
	* Observe and provide feedback during brainstorming and writing stages, focusing on students’ understanding of morals and literary devices.
	* Check their graphic organizers for a clear structure and moral.
2. **Summative Assessment**:
	* **Written Fable**: Assess final drafts based on creativity, clarity of moral, and effective use of at least one literary device.
	* **Rubric Criteria**: Clarity of moral, narrative structure, use of literary devices, creativity, and effort.
3. **Self-Assessment**:
	* Ask students to reflect on their fable and rate their use of creativity and understanding of literary devices on a simple rubric or self-checklist.
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| **Lesson Notes/Reflection:**I like that this lesson could be as simple or as complex as you want! There are so many directions to take it in, and so many different starting points.  |