

# 4th Grade Genre Unit: Legends

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## Michigan Legends

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## Lesson #1/Day #1

**Lesson Topic:** “The Legend of the Loon”: 1<sup>st</sup> Characteristic of Legends: Heroes/Heroines.

### **Goals:**

- **R.NT.04.02:** Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventures.
- **R.NT.04.03:** Analyze characters thoughts and motivation through dialogue; various characters roles and functions know first person point of view and conflict/resolutions.
- **R.MT.04.01:** Independently self monitoring comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g. predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.)
- **L.RP.04.02:** Listen to or view in a variety of genres and compare their responses to those of their peers.
- **R.AT.04.01:** Be enthusiastic about reading and learning how to read.

**Objective:** Students will actively listen to and understand the aspects of a read aloud of the book, “The Legend of the Loon.” Students will become familiar with the aspect of prediction. Students will understand the first characteristic of a legend, heroes/heroines.

**Time needed:** 45-50 minutes

### **Special Materials:**

- The book: “The Legend of the Loon”
- Legend Characteristics Worksheet
- Dry Erase Markers
- Whiteboard

### **Procedures:**

#### *Opening:*

1. Have students join you in the front of the room, sitting on the floor in front of you. Tell students that for the next couple of weeks they will be learning about a new genre (students are already exposed to genres from 3<sup>rd</sup> grade as well as 4<sup>th</sup> grade).

2. Ask students how many of them have heard of the book genre of legends. Give students a hint by telling them it was one of the genres they learned about the previous year.
3. As students give their input about legends, clarify their answers as well as point out key aspects the students discuss. Write these aspects that students tell you on the board in a web format.

*Procedure:*

4. With students sitting in front of you, introduce the book you will be reading aloud to the class, "The Legend of the Loon" by Kathy-Jo Wargin.
5. Tell students to predict what the book will be about from just looking at the cover of the book.
6. Discuss students ideas of what they think the book will be about and ask students to think about the traits of legends from the web the class produced as the teacher reads the book.
7. During the teacher read aloud, think aloud when reading the book so that students may see what is going on in your mind when reading a book. This will give students an idea of how they might read and think out a book and how one comprehends a book.
8. Once you are finished reading aloud/thinking aloud the book, have students do a whole class discussion on how they felt about the book as well as the traits that they noticed about legends within the book.
9. Students will voice their opinions and ideas relating to legends and use this discussion to move onto the mini-lesson about the first characteristic of legends: heroes/heroines. Tell the students, "Boys and girls, we have looked at many different characteristics of legends, but today we are going to focus on the first characteristic, heroes/heroines."
10. Ask students to give you examples of heroes that they know about (from television, books, movies, etc.) As they finish giving examples of heroes, ask the students what all of these heroes have in common.
11. Students will offer many ideas and take those ideas to form a definition of a hero/heroine. Write their definition on the whiteboard for all students to see. (Example definition: a person who, in the opinion of others, has heroic qualities or has performed a heroic act and is regarded as a model or ideal)
12. Once students have a solid definition of a hero, students will return back to their seats and sit with a partner.

13. Two student volunteers will pass out the Legend Characteristics worksheet.
14. Students will work in pairs to complete the first row/column in the chart: “The Legend of the Loon” and what heroes/heroines are in the book.
15. For this book, students will only be filling out the first characteristic of a legend.

**Closing the Lesson:**

16. Once students have completed this part of the worksheet, bring the students back to the front of the room in front of you.
17. To close the lesson, ask students who they thought the hero/heroine was.
18. Students will provide answers and should come up with: the grandmother.
19. Most students will have this answer, because in this story it is fairly obvious (so that students can be eased into finding a characteristic about legends).
20. Have students give an explanation as to why they chose that person/character as the hero/heroine of the story.

**Simplifications/Extensions:**

Some students may have difficulties understanding what a hero/heroine is. For this lesson, it is already simplified so that students can connect heroes from their own experiences. Once students give examples of everyday heroes, other students will catch on and relate to those characters and humans. Another aspect of the lesson that may prove to be hard for some students is picking out the hero/heroine from the actual book. For this lesson, the simplification was already made. The book chosen is the one book from the series in which the hero/heroine is very easy to find (because there are only 3 characters).

In every class, there are those students who finish early. For this lesson an extension that could be used for those students is to have them find another book (legend) around the classroom (there are many out in the room) and identify the hero/heroine from that book. Once students have identified the hero/heroine, that student will share it with the class.

**Informal Assessments:**

- Students will be observed while working with their partners by the teacher. The teacher will use an observation checklist as she walks around the room. The key components of the observation checklist are: staying on task, actively participating, and contributing to the discussion.
- Students will also informally be assessed by how engaged they are during the whole class discussion. Participation will also informally be assessed during the whole class discussion.

**Formal Assessments:**

- For this introductory lesson, students will not be graded on the work they completed in this lesson. However, students work from the Legend Characteristics worksheet will be looked at and decided how well students understood the mini-lesson concept.

## Lesson #2/Day #2

**Lesson Topic:** “The Legend of Sleeping Bear”: 2<sup>nd</sup> Legend Characteristic: Historical Facts (Oral Tradition, Regarded True by Narrator)

### **Goals:**

- **R.NT.04.02:** Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventures.
- **R.NT.04.03:** Analyze characters thoughts and motivation through dialogue; various characters roles and functions know first person point of view and conflict/resolutions.
- **R.MT.04.01:** Independently self monitoring comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g. predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.)
- **L.RP.04.02:** Listen to or view in a variety of genres and compare their responses to those of their peers.
- **R.AT.04.01:** Be enthusiastic about reading and learning how to read

**Objective:** Students will become more familiar with the concepts and understandings of a read aloud/think aloud. Students will also build upon their knowledge of predicting. Students will understand the concept of the 2<sup>nd</sup> Legend characteristic: historical facts (oral tradition and regarded true by narrator).

**Time needed:** 45-50 minutes

### **Special Materials:**

- The book, “The Legend of Sleeping Bear”
- Legend Characteristics Worksheet
- Dry Erase Markers
- Whiteboard
- Overhead of the Legend Characteristics Worksheet
- Overhead of 2 aspects of historical facts in legends

### **Procedures:**

*Opening:*

1. Instruct students to join you on the floor in the front of the room. To introduce the lesson, ask students to tell you what characteristic they learned about legends yesterday and what book they looked in to find this characteristic.

2. Students will provide their thoughts and this will connect it to the previous days lesson and concepts.

*Procedure:*

3. To hook the students after the review of the characteristic say, “Boys and girls, today we are going to learn yet another characteristic of legends. To do this, we will be reading another Michigan Legends Book by Kathy-Jo Wargin.” Tell the students that the book we will be reading today is, “The Legend of Sleeping Bear.”
4. Have students look at the cover of the book and predict what this legends book will be about.
5. Take students ideas and tell them that those are all wonderful ideas and that we will soon find out whose predictions were correct!
6. Read aloud/Think aloud the book to the class. Talk out any ideas or questions you are wondering while reading the book to the class so that they may see how you comprehend a book. This way, students will be able to start and develop a sense of how to think through a book they are reading.
7. Once you are done with the read aloud/think aloud ask students to share their thoughts on the book and whether or not their predictions about the book were correct. Make sure to ask students why their predictions were correct or incorrect and have students give examples and reasons.
8. As students wrap up their reflection on their predictions, transition the class to the mini-lesson by once again asking the students to remind you of the characteristic of legends that they learned about the day before.
9. As students tell you the characteristic of heroes/heroines, tell students that the next trait they will be discovering will be that of aspects of historical facts.
10. To get students thinking about historical facts, have them report back to their seats (that are in groups of 5) and instruct students to think about what the word “history” means to them.
11. Give students 2-3 minutes to discuss the idea of history.
12. Once students have discussed the word “history” ask them what they decided history was.
13. Students will give their input and you will write these ideas on the whiteboard for all students to see.

14. Use this information to explain the idea of historical facts in legends.
15. Tell the students that history is in the past. Things that happened in the past happened in our history.
16. Next, put up the worksheet of the 2 aspects of historical facts in legends.
  - 1. Oral Tradition-passed down from family to family, or generation to generation.
  - 2. The narrator thinks the story is real.
17. Have students give their ideas about what these two aspects mean. If students have trouble with them, you will step in and explain them. Also explain to students that historical fiction talks about real aspects of history that really occurred in time, but put in this legend.
18. Once you have explained these ideas, have the students talk with a partner about the two aspects and what they are.
19. As students wrap-up their reflection on the 2 aspects of historical facts in legends, transition the students and tell them to get out their Legend Characteristics worksheet.
20. For Lesson #2/Day #2 students will be instructed to fill in the heroes/heroine box as well as the historical facts box in correlation to the book, "The Legend of Sleeping Bear." Students are building upon the characteristics of legends and will need to practice characteristics learned in the previous lesson.

*Closing the Lesson:*

21. As students finish the two boxes for heroes/heroine box and the historical facts box, put up the overhead of the worksheet they have (Legend Characteristics worksheet).
22. Ask students to report their findings for both the heroes/heroine and the historical facts and write their ideas in the boxes on the overhead.
23. Once students are clear on these two characteristics, bring the students back to the front of the room, on the floor.
24. Have students reflect on the two characteristics they have learned about legends so far. Ask students which characteristic is easier to find and why. Make sure students give reason and example of why they think one or the other is easier for them.

**Simplifications/Modifications:**

Some students may have difficulty finding heroes/heroines in this story. Seeing historical facts will be accessible for students, but discovering the hero

may take a little more thinking. For this reason, the teacher will use an overhead to review the ideas that students revealed. For those students who were unsure of their answer, this overhead will act as a review/check for their answers. Students will be able to change their answer and see why the answer is a specific character.

For students who excel and finish this assignment early, an extension will be provided. Once students have finished both the heroes/heroines box as well as the historical facts box, they will use a computer to look up the historical facts that they found in this book. They will do a web search on the history that was located in the book. The information found will be shown and explained to the class.

**Informal Assessments:**

- Students will be observed while working with their partners by the teacher. The teacher will use an observation checklist as she walks around the room. The key components of the observation checklist are: staying on task, actively participating, and contributing to the discussion.
- Students will also informally be assessed by how engaged they are during the whole class discussion. Participation will also informally be assessed during the whole class discussion.

**Formal Assessments:**

- Students will not be graded on the work they completed in this lesson. However, students work from the Legend Characteristics worksheet will be looked at and decided how well students understood the mini-lesson concept.

## Lesson #3/Day #3

**Lesson Topic:** “The Legend of Mackinaw Island”: 3<sup>rd</sup> Legend Characteristic: Elements of Nature.

### **Goals:**

- R.NT.04.02: Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventures.
- R.NT.04.03: Analyze characters thoughts and motivation through dialogue; various characters roles and functions know first person point of view and conflict/resolutions.
- R.MT.04.01: Independently self monitoring comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g. predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.)
- L.RP.04.02: Listen to or view in a variety of genres and compare their responses to those of their peers.
- R.AT.04.01: Be enthusiastic about reading and learning how to read.

**Objectives:** Students will continue to develop the concepts and understandings of a read aloud/think aloud. Students will also be introduced to the aspect of retelling. Students will understand the concept of the 3<sup>rd</sup> Legend characteristic: elements of nature.

**Time needed:** 45-50 minutes

### **Special Materials:**

- The book, “The Legend of Mackinaw Island”
- Legends Characteristics worksheet
- Whiteboard
- Dry erase markers

### **Procedures:**

#### *Opening:*

1. Have the students join you in the front of the classroom, on the floor. To hook the students ask them this, “Boys and girls, how many of you can tell me the first two characteristics of legends we have learned?”
2. Students will raise their hands. Choose a couple of students to tell you what characteristics they have learned and what they encompass.

3. To introduce today's lesson and link it with the previous lessons, tell the students that, "Today boys and girls, we will continue to build on the characteristics of legends. Each day you are learning one new characteristic and by the end of this week, you will know exactly what a legend is!"

*Procedure:*

4. With the students all sitting in front of you, show students the cover of the book, "The Legend of Mackinaw Island." Make sure to tell the students that we are continuing reading Kathy-Jo Wargin books.
5. Explain to students that today, after reading this book, they will have to try and retell this entire book. To introduce/refresh the concept of retelling, ask the students to tell you what retelling is.
6. As students offer their ideas, write these ideas on the whiteboard so that students can refer back to them. Some aspects of retelling that students may say are: summarizing the whole book, telling someone about what happened in the book, or saying the events in a book.
7. Remind students to pay close attention so that they can retell the story after it is finished.
8. Read aloud/think aloud the story as you read it. Make sure to talk out each and every idea that you are thinking so that students can build upon their reading and comprehension strategies.
9. Once you have completed the reading of the book. Ask students what they thought about the book. Have students discuss whether or not they think this legend could have really existed.
10. Have students return back to their seats and find a partner. With this partner, instruct students to retell the book they just read.
11. Walk around and see how students are tackling this task. See if students understood the book and what strategies they are using to retell the book.
12. Once students are done retelling with their partner, start a mini-discussion on what the book was about and what students retold to each other.
13. Transition this discuss to a discussion on the 3<sup>rd</sup> characteristic of legends: elements of nature. To do this say, "Boys and girls, those were all great aspects of retelling that you gave, how many of your retellings had something to do with nature?"
14. All students will raise their hands because this legend is all about nature and how it was involved to make the island of Mackinaw.

15. To further their knowledge of nature, ask students to think back on the previous books that were read this week. Ask them to think if those books had nature elements in there (which all of them did).
16. Students will make the connection to all the books that there is an element of nature in every single book read in this week.
17. Here is where you solidify this knowledge by asking the students, “Do you think that elements of nature could be our 3<sup>rd</sup> characteristic of legends?”
18. As the students nod their heads, praise them for being so smart! To reaffirm this characteristic, write it on the whiteboard for all students to see.
19. Have students get out their Legend Characteristics worksheet to fill out and build upon the characteristics they have been learning.
20. In the same partners as the retelling activity, have students fill out the first three boxes on their worksheet for “The Legend of Mackinaw Island.”

*Closing:*

21. To close this lesson, wait until all students have completed the boxes in the worksheet.
22. Ask students to join you in the front of the room.
23. Here, have students report their findings for each characteristic they have learned for “The Legend of Mackinaw Island.”
24. As the students report their findings the teacher will write them on the whiteboard beneath the headings: heroes/heroines, historical facts, and elements of nature.

**Simplifications and Extensions:**

One aspect that may prove difficult for students in this lesson is completing the three boxes of characteristics that they have learned up until this lesson. It might be hard for students to find all the characteristics for this story. To modify this lesson to help address this issue, it is already set up that students will work in partners so that they can help each other out when one gets stuck on a characteristic of legends.

As some students may finish early, an extension will be laid out. For those students who excelled in this lesson, they may find the elements of nature in this book and make a list of where these aspects of nature may be located. Are they

elements of nature that are by my home? Are they elements of nature that are in places away from my home? Students will write these down and if time left, will report these elements of nature to the class.

**Informal Assessments:**

- Students will be observed while working with their partners by the teacher. The teacher will use an observation checklist as she walks around the room. The key components of the observation checklist are: staying on task, actively participating, and contributing to the discussion.
- Students will also informally be assessed by how engaged they are during the whole class discussion. Participation will also informally be assessed during the whole class discussion.

**Formal Assessments:**

- Students will not be graded on the work they completed in this lesson. However, students work from the Legend Characteristics worksheet will be looked at and decided how well students understood the mini-lesson concept.

## Lesson #4/Day #4

**Lesson Topic:** “The Legend of the Petoskey Stone”: 4<sup>th</sup> Legend Characteristic: Time and Place (including setting and being recognizable)

### **Goals:**

- R.NT.04.02: Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventures.
- R.NT.04.03: Analyze characters thoughts and motivation through dialogue; various characters roles and functions know first person point of view and conflict/resolutions.
- R.MT.04.01: Independently self monitoring comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g. predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.)
- L.RP.04.02: Listen to or view in a variety of genres and compare their responses to those of their peers.
- R.AT.04.01: Be enthusiastic about reading and learning how to read.

**Objectives:** Students will continue to develop the concepts and understandings of a read aloud/think aloud. Students will also be developing the aspect of retelling. Students will understand the concept of the 4th Legend characteristic: time and place.

**Time needed:** 45-50 minutes

### **Special Materials:**

- “The Legend of the Petoskey Stone”
- Legend Characteristics worksheet
- Overhead of Legend Characteristics worksheet
- Overhead
- Overhead markers

### **Procedures:**

#### *Opening:*

1. Have students join you in the front of the classroom on the floor. To introduce the lesson, ask the students to recall the book they read the day before as well as what characteristics we used to pick apart that legend.
2. Students will offer their ideas in this mini-discussion.

3. For this lesson, students will again be using the concept of retelling. Do a quick review of what exactly retelling is. Remind students to be aware because they will be retelling this story to a different partner.

*Procedure:*

4. Once students have offered up their ideas, make sure to introduce the concept for today's lesson. To do this, test students by asking them which author's books they have been reading to learn about characteristics of legends.
5. Students will tell you: Kathy-Jo Wargin. Remind students that all the books we have read were written by this same person. Next, introduce the book they will be reading today, "The Legend of the Petoskey Stone."
6. Read aloud/think aloud the book just as previous days to further develop student's ideas of how to think through a book as well as develop ways to help with comprehension strategies.
7. Make sure to allow time for students to view pictures and words.
8. Once you have completed the read aloud/think aloud, give students the opportunity to talk about the book, what they liked or did not like about the book.
9. After this small discussion, instruct students to return back to their seats and partner up with a different partner than the day before.
10. Here, they will again practice and develop their skills of retelling. Students will jointly retell "The Legend of the Petoskey Stone."
11. Once students have completed their retelling, do a brief mini-discussion on what aspects they retold and what were the most important aspects they came retold.
12. Transition the retelling discussion into a discussion on the 4<sup>th</sup> characteristic of legends: time and place. To do this tell students, "Boys and girls how many of you have noticed that these legends we have been reading have had a particular setting or time? How many of you have recognized the time or setting?"
13. Students will raise their hands and you will take a few of their comments. Use these ideas to introduce the 4<sup>th</sup> characteristic of legends. Tell students that legends all have a particular setting that they take place in. They also have a particular time (era, date, etc.)

14. To further develop this idea, have students work with the same partner and try and think of the time that this legend took place and what the setting was.
15. Once students have finished discussing, talk about their ideas. Write their ideas on the whiteboard and discuss how students came up with this setting and time. Make sure to have students give examples and reasons for that particular setting and time.
16. Since students have already completed the box for setting and time for this legend, tell students to individually copy down the answers from the board and finish the rest of the boxes of characteristics they have learned throughout the week: heroes/heroines, historical facts, and elements of nature.

*Closing:*

17. To close the lesson, discuss with the students what ideas they came up with for each of the characteristics.
18. Use the overhead of their worksheet, "Legend Characteristics" to write down their ideas that they relay to you.
19. Once students have contributed to the discussion, make sure all students write down the aspects from the overhead that they did not have on their sheet.

**Simplifications and Extensions:**

In this lesson, the one aspect that may prove to be difficult for students (and which has been a difficulty for the other lesson as well) is filling out the worksheet for each of the characteristics of legends that they have learned to date. To address this issue, students are to complete the worksheet on their own, but at the end of the lesson, the teacher reviews each of the boxes/characteristics with the students so that they may fill in any information they forgot.

Some students may finish early and for those who do, there will be an extension laid out for them. For this lesson, the extension is to use the computers to research a particular setting or time in our history. Students will look for such settings as wars and celebrations and such times as eras, decades, etc. Once students have researched this topic, they will explain the information they found to the teacher and explain how this could be used in a legend.

**Informal Assessments:**

- Students will be observed while working with their partners by the teacher. Students will also be observed when working individually. The teacher will

use an observation checklist as she walks around the room. The key components of the observation checklist are: staying on task, actively participating, and contributing to the discussion.

- Students will also informally be assessed by how engaged they are during the whole class discussion. Participation will also informally be assessed during the whole class discussion.

**Formal Assessments:**

- Students will not be graded on the work they completed in this lesson. However, students work from the Legend Characteristics worksheet will be looked at and decided how well students understood the mini-lesson concept.

## Lesson #5/Day #5

**Lesson Topic:** “The Legend of Leelanau”: Culminating All the Characteristics of Legends.

**Goals:**

- R.NT.04.02: Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventures.
- R.NT.04.03: Analyze characters thoughts and motivation through dialogue; various characters roles and functions know first person point of view and conflict/resolutions.
- R.MT.04.01: Independently self monitoring comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g. predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.)
- L.RP.04.02: Listen to or view in a variety of genres and compare their responses to those of their peers.
- R.AT.04.01: Be enthusiastic about reading and learning how to read.

**Objectives:** Students will have a developed idea of the concepts and understandings of a read aloud/think aloud. Students will also use their knowledge to predict and retell. Students will understand the concept of all four of the characteristics of legends: heroes/heroines, historical facts, elements of nature, and setting/time.

**Time needed:** 45-50 minutes

**Special Materials:**

- “The Legend of Leelanau”
- The Legend Characteristics worksheet

**Procedures:**

*Opening:*

1. To introduce the lesson, tell students that today we will use all the characteristics of legends that we have learned about and put them to use on the last book in the series we have been reading.
2. To spark interest in today’s lesson, ask the students this, “Boys and girls, within your group of five people, talk about the four characteristics of legends we have learned about this week.”

3. Students will think of these characteristics and once done discussing them, the teacher will have the students report to the class, the four characteristics of legends and what they each mean using examples and reasons.

*Procedure:*

4. To start this lesson off, show the students the cover of “The Legend of Leelanau.” Remind students that today we will be combining both predicting and retelling for this story.
5. So, have students predict what they think this last book will be about. Talk about the predictions and why students think those predictions will happen.
6. Remind students to pay close attention to the story because they will need to retell this story after it is done.
7. Read aloud/think aloud the book as you read it. This will solidify student’s ideas of how to read a book and how to comprehend the aspects of the book.
8. Remember to show the pictures and words and take time for the students to see them.
9. Once you are finished reading the book, again, let students tell you about their reactions to the book.
10. Take a few comments before you ask students to return back to their seats.
11. Here, students will for one last time, retell the book to a different partner than the previous two times.
12. Have a mini-discussion on what aspects of the book students retold and why they thought those were the most important aspects.
13. Next, instruct students to complete the last column in their worksheets, using “The Legend of Leelanau” to fill out the four characteristics of legends. Remind students that this will be graded and is an **INDIVIDUAL** effort. Students have been able to work with partners for the previous four lessons, so make sure they understand this is a test to see how well they understood the aspects of legends.

*Closing:*

14. Once students have had enough time to complete each of the boxes/characteristics of legends have the students turn their worksheets into you.

15. To close the lesson, have students join you in the front of the classroom, on the floor. Here, ask students to tell you what they came up with for each of the four characteristics of legends for this particular book.

**Simplifications and Extensions:**

Students might have difficulty deciding what each of the characteristics are for “The Legend of Leelanau.” To address this difficulty, students have been exposed to each of these characteristics very often throughout the week. With this exposure and ability to use their knowledge, students should be prepared for this culminating activity.

Some students may finish this lesson early and for those who do, there is an extension that they may complete. Since each day we have built upon our characteristics, there are boxes on the worksheet that were not filled out about each of the books. Students who finish early will be instructed to try and fill out the boxes that were not filled out during the week. These will be looked at by the teacher and possibly shown/used as a discussion for the class.

**Informal Assessments:**

- Students will be observed while working with their partners by the teacher. Students will also be observed when working individually. The teacher will use an observation checklist as she walks around the room. The key components of the observation checklist are: staying on task, actively participating, and contributing to the discussion.
- Students will also informally be assessed by how engaged they are during the whole class discussion. Participation will also informally be assessed during the whole class discussion.

**Formal Assessments:**

- Students will be formally assessed on the Legend Characteristics worksheet, specifically the last column in which they had to complete this on their own. A three level rubric will be used to assess this graded worksheet. This will be the first formal grade that will be recorded. (Both the worksheet and the rubric are attached)

## Lesson #6/Day #6

**Lesson Topic:** Write Your Own Legend

**Goals:**

- W.GN.04.01: Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure, creating relationships among setting, characters, theme, and plot.
- W.PR.04.02: Apply a variety of pre-writing strategies for both narrative and informational writing.
- W.PR.04.05: Proofread and edit writing using appropriate resources and grade-level checklists both individually and in groups.
- W.HW.04.01: Write neat and legible compositions.
- W.AT.04.01: Being enthusiastic about writing and learning to write.

**Objectives:** Students will write a legend using pre-writing strategies, proofreading/editing, and revising methods to present a published piece.

**Time needed:** 1 hr (more time if needed)

**Special Materials:**

- The 4 Legend Characteristics Brainstorming Worksheet
- Pencil
- Lined Paper
- Overhead
- Overhead Markers
- Worksheet of Steps to Do Next in the Legend Writing Process
- Language Arts Folder

**Procedures:**

*Opening:*

1. To introduce and spark the children's attention, tell your students that today they will get to take what they learned for the past week and turn that information into their very own legend!
2. Make sure to tell the students that with the 4 characteristics of legends, they will compile a complete legend of their own. This will connect the previous week's knowledge to today's lesson.

*Procedure:*

3. To start this lesson off, you will do a quick mini-lesson of each of the 4 characteristics to refresh the student's minds.
4. To do this, hold a whole class discussion on each of the characteristics. Ask students what the 4 characteristics are and what they mean and represent.

5. As students offer their ideas, you will write them on the overhead projector under the headings heroes/heroines, historical facts, elements of nature, and time/setting.
6. Once students have finished this review of the characteristics, remind students that for a complete legend, they must have ALL 4 of these characteristics.
7. Before you let students go and write their legends, make sure to have a whole class discussion on the traits of writing and what 4<sup>th</sup> graders should make sure they have in their papers.
8. Students will offer up many different ideas such as: periods, paragraphs, capital letters, etc... Write these traits on the overhead as well so that all students may refer back to them when writing their legend.
9. Before students start writing their legend, they must brainstorm about their legend first. To do this, pass out The 4 Legend Characteristics Brainstorming Worksheet.
10. Explain to students that this worksheet will help them think out their story before they start writing. This worksheet has a space for each of the 4 characteristics of legends. Students must fill this out before they can start writing their legend.
11. Once students have completed their worksheet, they will share their idea with one partner. They will talk out their legend and the different characteristics that their legend will have.
12. As students start to finish their discussion with their partner, they must show their brainstorm sheet to the teacher and with the teacher's okay, they may start to write their legend.
13. Students are to use lined paper and a pencil to write their draft of the legend.
14. Depending on how far students get in this lesson, they may complete the following at their own pace: (make sure to have an overhead of these steps as well as passed out the worksheet of these steps so that students know what to do next...)
  - Reread their legend
  - Edit and proofread their legend
  - Conference with a student
  - Conference with the teacher
  - Revise their legend
  - Get teacher approval to publish their legend

*Closing:*

15. As students may be at many different stages throughout the lesson, get student's attention and say this, "Boys and girls, I know that many of you are not finished with your legend. That is ok, tomorrow we will have another chance to finish our legends and publish them! So do not worry about finishing your legend today." Make sure to tell your students how excited you are to read their legends.
  
16. Have students clean up all their materials and keep them in their folders so that they know where to find them for tomorrow's lesson.

**Simplifications and Extensions:**

In this lesson, it might be hard for students to organize their thoughts and to think of their characteristics for their legend. To address this difficulty, there is already a worksheet made for students to think about their brainstorming. They can organize their thoughts and ideas as well as see exactly what characteristics they must have in their legend. This makes it easy for students to get started on their piece of writing with little anxiety.

For this lesson, the extension is already set out. There will not be a single student who finishes their entire legend in a 1 hour period, including publishing it. So for those students who get work done faster than other students, they are to move onto the next step of the process.

**Informal Assessments:**

- Students will be observed as they go through the steps to writing a legend. The teacher will be walking around seeing how well students are staying on task as well as how they are organizing their time.
  
- The teacher will also look over each students brainstorming worksheet to see how well they have organized and understood the characteristics of legends.

**Formal Assessments:**

- There are no formal assessments for this lesson. Because students are brainstorming and writing drafts of their legends, no formal assessment will be done in this beginning stage of their writing.

## Lesson #7/Day #7

**Lesson Topic:** Writing Your Own Legend Cont.

**Goals:**

- W.GN.04.01: Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure, creating relationships among setting, characters, theme, and plot.
- W.PR.04.05: Proofread and edit writing using appropriate resources and grade-level checklists both individually and in groups.
- W.HW.04.01: Write neat and legible compositions.
- W.AT.04.01: Being enthusiastic about writing and learning to write.

**Objectives:** Students will continue to write a legend using pre-writing strategies, proofreading/editing, and revising methods to present a published piece.

**Time needed:** 1 hr (more time if needed)

**Special Materials:**

- The 4 Legend Characteristics Brainstorming Worksheet
- Pencil
- Lined Paper
- Overhead
- Overhead Markers
- Worksheet of Steps to Do Next in the Legend Writing Process
- Language Arts Folder
- Published Legend Paper

**Procedures:**

*Opening:*

1. Students will continue to write their legends in this lesson. To get the students attention, remind them that today is the last day to finish their legend and that by the end of this lesson, students will have their very own legend!
2. Have students sit at their seats and get out their folders where they put their legends.

*Procedure:*

3. Instruct students to get out their legends and brainstorming sheets as well as their steps to writing a legend worksheet.
4. Tell students that today they must wrap up their legend so that they may finish their published piece of writing.

5. Let students immediately start continuing their legends where they left off yesterday.
6. Remember to have your students follow the sheet of steps to writing a legend:
  - Reread their legend
  - Edit and proofread their legend
  - Conference with a student
  - Conference with the teacher
  - Revise their legend
  - Get teacher approval to publish their legend
7. As students begin to finish the draft of their legend, they will show you their finished piece of edited, proofread, revised work. Once you clear them to write their published piece, they will get the published paper to copy their draft onto.
8. Students will copy their legends onto this paper and complete their legend all together.

*Closing:*

9. To close this lesson, make sure all students are complete with their legend. If there are a few students who need more time, they can work on it during a free time somewhere in the day. Have each student turn in their legend as well as their draft and brainstorming worksheet.
10. Tell the students how proud you are of their legends and how well each and everyone turned out. Make sure to tell them how excited you are to read each and every one of them.

**Simplifications and Extensions:**

The difficulty in this lesson is the same as in lesson #6. It might be hard for students to organize their thoughts and to think of their characteristics for their legend. To address this difficulty, there is already a worksheet made for students to think about their brainstorming. They can organize their thoughts and ideas as well as see exactly what characteristics they must have in their legend. This makes it easy for students to get started on their piece of writing with little anxiety.

Extensions for this lesson however, are different than in lesson #6. Students who completely finish their legends will be instructed to help proofread, edit, and revise other student's legends. They will also be the students who can conference with many different students about their papers.

**Informal Assessments:**

- Students will again be observed while they are writing their legends. The teacher will be walking around seeing how students are staying on task and using their time.
- If student's brainstorming worksheets were not seen in the previous lesson, the teacher will be looking at those as well.

**Formal Assessments:**

- Students will formally be assessed on the legend. A three-level rubric will be used to assess student's legends. The main focus of this assessment will be the use of the 4 characteristics of legends. These grades will be recorded.

## Lesson #8/Day #8

**Lesson Topic:** Student's Legend Read Aloud/Author Study

**Goals:**

- W.GN.04.04: Use the writing process to produce and present a research project using a teacher approved topic; find a narrow research question, use a variety of resources; take notes; and organize relevant information to draw conclusions.
- S.CN.04.03: Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.
- S.CN.04.04: Present in standard American English if it is their first language.
- L.CN.04.01: Ask substantive questions of the speaker that will provide additional elaboration and details.
- L.CN.04.02: Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large group settings.

**Objectives:** Students will read aloud their written legend to a partner. Students will also research the author of the Michigan Legend books that were read to the students in the previous week. Students will research information about Kathy-Jo Wargin and give a presentation concerning her and her life.

**Time needed:** 1 hr

**Special Materials:**

- Student's Published Legends
- Computers
- Poster board
- Construction Paper
- Glue
- Scissors
- Tape
- Markers/Crayons/Colored Pencils
- Whiteboard
- Dry Erase Markers

**Procedures:**

*Opening:*

1. Ask the students to join you in the front of the room. To set this lesson off, tell the students what they will be doing today. Tell students that they will get to do a partner-share with another person and their legend.

2. To create interest in the rest of today's lesson, tell students that while they are reading their legend to another person, try to think about who the author was of the 5 books we read the week before.

*Procedure:*

3. Instruct students to pair up with another student in the class. They will be given 5-10 minutes to share their legend with that person.
4. Once students have finished reading their legends, bring the class back to the front of the room again to introduce the author study.
5. With students gathered around you, ask students the same question, "Boys and girls, who remembers the author of the legend books we read last week?"
6. Some students may remember who it was and use those students to call on. If for some reason they have forgotten, hold on of the books up so that students can read the author and tell you.
7. With the author known (Kathy-Jo Wargin) ask students some questions they were wondering about this author. They could be questions about her life, personal life, other books she has written, what she does in her free time, etc.
8. Compile a list of different ideas that students would want to know about this author and write those on the whiteboard. Tell the students that today, they will get to answer many of those questions! Tell students that they will be divided up into groups and will be doing research on this author. Also tell them that they will be presenting the information that they found.
9. Divide the class into groups of 5. There will be 5 students in each group. Tell students that they may use any of the supplies to make a poster of the information they found (paper, scissors, glue, tape, markers, poster board, etc.)
10. Instruct students to use the computers to research Kathy-Jo Wargin (students already know how to research and have had a lot of experience using the computers and searching online). Each group will then research and compile information about this author.
11. Students will be given anywhere from 20-35 minutes to do this. They will in this time, research this author as well as make a poster about her.
12. Once students have finished their posters, they will then present them to the class. Make sure to have students join you in the front of the room.

Ask students quickly what they should look like and sound like when someone is presenting to set guidelines for the presentations.

13. Students will be called up by group and present their information about Kathy-Jo Wargin. Students who are not presenting will be able to ask questions and comment on the information they found.

*Closing:*

14. To close this lesson, have students remain sitting in the front of the room where they were sitting for the presentations.
15. Ask student's one new aspect of Kathy-Jo Wargin that they learned today and thought was interesting. Use these comments to close the lesson about this author study.

**Informal Assessments:**

- Students will informally be assessed through observations. The teacher will be walking around while students are researching and completing their posters to see how well students are staying on task and working as group.
- Student's posters will also informally be assessed. The teacher will look over each poster to see what different information was researched and found.

**Formal Assessments:**

- There will be no formal assessments for this lesson. Students will only informally be assessed through this group project.

## Lesson #9/Day #9

**Lesson Topic:** Play/Skit of 1 of the Michigan Legend Books

**Goals:**

- S.CN.04.03: Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.
- S.CN.04.04: Present in standard American English if it is their first language.
- S.DS.04.02: Discuss narratives (e.g. fantasy, myths, legends, adventures, poetry) conveying the story grammar (character, plot, story, level, theme) and emphasize facial expressions, hand gestures, and body language.
- S.DS.04.04: Plan and deliver presentations focusing on a key question using an informational organizational pattern, supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.
- L.CN.04.02: Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large group settings.

**Objectives:** Students will use their knowledge of the 4 characteristics of legends to produce a play/skit of 1 of the Michigan Legend Books.

**Time needed:** 1 hr

**Special Materials:**

- Any materials students can use in the classroom
- Any materials students want to bring from home
- A Written Script of the play

**Procedures:**

*Opening:*

1. Have the students join you in the front of the classroom. To spark interest, ask students how many of them have ever seen a play? Also ask them what are defining characteristics of a play?
2. Students will offer their ideas and you will use these to relay the lesson topic to the students.
3. Tell the students that today, they will be making a play of their own using the 5 Legend Books read the previous week. Also tell the students that this activity will help them to solidify their knowledge of the 4 characteristics of legends and put them to use.

**Procedure:**

4. With the students still sitting in the front of the classroom, tell students that you have already divided them up into groups of 5 with 5 students in each group.
5. Before they set out to complete their play, you will lay out the expectations for the students.
6. For this play students must have the following:
  - One script per group of their play-which will be turned in.
  - Everyone must participate and have a part in the play.
  - Everyone must help to write the script.
  - Every play must include the 4 characteristics of legends.
7. Write these on the whiteboard so that students can refer back to them as they are completing their play.
8. Before you send students off to do their play, make sure and tell students that this play will be graded. So, to make sure students have an understanding of what is expected(as discussed before), ask students what they should have in their play. These are the aspects that they should say and if they forget one of these make sure and tell students the ones they forgot:
  - All the 4 characteristics of the Legend
  - Each person has a part
  - A script for the teacher to follow
  - Must follow the general path of the book
9. Once the expectations are set out for the students, break the students up into their groups and give them the rest of the hour to think of their script and play. Make sure to give each group the book they are working on so that they can use this as a reference. Also let students know that they may use any of the supplies you have in your room to construct costumes and props.

*Closing:*

10. To close the lesson, bring back each group to the front of the room.
11. Ask students how they feel about their play. Also ask students how far along they are and how hard or easy they think it is writing a play.
12. Make sure to tell students that for the next day, they will be given a few more minutes to get their plays together and tomorrow they would be presenting their play.

**Simplifications and Extensions:**

For this lesson, students may find it difficult to think of how to write a script and come up with an entire play for one book. To address this difficulty, students were put into groups of 5 so that they may help each other with the workload. The group formation is also helpful because students can remind each other of aspects they may have forgotten such as the 4 characteristics of legends.

In this lesson, I expect there to be no students who finish in one day. The extensions are already set out in the beginning of the lesson in which the students must take many steps to produce this play.

**Informal Assessments:**

- Students will be informally assessed by observations. The teacher will be walking around observing each group and how they are working together to get the script and play done.

**Formal Assessments:**

- For this beginning day, there will be no formal assessments. The formal assessment will take place on the following day when students present their plays.

## Lesson #10/Day #10

**Lesson Topic:** Play/Skit Cont.

**Goals:**

- S.CN.04.03: Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.
- S.CN.04.04: Present in standard American English if it is their first language.
- S.DS.04.02: Discuss narratives (e.g. fantasy, myths, legends, adventures, poetry) conveying the story grammar (character, plot, story, level, theme) and emphasize facial expressions, hand gestures, and body language.
- S.DS.04.04: Plan and deliver presentations focusing on a key question using an informational organizational pattern, supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.
- L.CN.04.02: Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large group settings.

**Objectives:** Students will continue to use their knowledge of the 4 characteristics of legends to produce a play/skit of 1 of the Michigan Legend Books.

**Time needed:** 1 hr (unless more time needed)

**Special Materials:**

- Any materials students can use in the classroom
- Any materials students want to bring from home
- A Written Script of the play

**Procedures:**

*Opening:*

1. To introduce today's lesson say, "Boys and girls, today we are going to wrap up our plays and actually present them! We will continue to put our knowledge of legends into our plays and use those to present the characteristics of legends."
2. Before students get started, you will ask them what they must have for this play (because it will be graded). Students will offer their ideas and you will once again write them on the whiteboard so they can make sure they have everything they need to do well on this assignment (script, play, all students involved, each of the 4 characteristics of legends).

*Procedure:*

3. To get started, students will immediately head to the spot they were at the day before and finish their play/script.
4. Students will be given anywhere from 15-30 minutes to finish their play depending on how far along the students are.
5. Students will work to complete their play and you will be walking around observing the children to see how much more time is needed to complete these plays.
6. Once students are finished with their plays/skits and have their scripts together, you will ask all the groups to join you in the front of the classroom for the presentations of the plays.
7. Each group will be called up to present their play. Before they do that, they teacher will ask the students what behaviors they should be demonstrating when their classmates are presenting. This will set out the expectations and students will be held to them.
8. Each group will present for the rest of the class period and the teacher will use a three-level rubric to assess each group as they present.

*Closing:*

9. Once each group has presented and you have scored them using your rubric, close the lesson.
10. To do this, have the students remain in the front of the classroom in the same spot as they were viewing the plays.
11. To close this entire unit, ask students to tell you what they have learned throughout the whole 2 weeks. This may be a lengthy discussion, which is a good thing. Aspects that students may mention are: 4 characteristics of legends (heroes/heroines, historical facts, elements of nature, and time/setting), Kathy-Jo Wargin, how to write a legend, how to write a script, the legend books, etc.

**Simplifications and Extensions:**

The simplifications and extensions remain the same from the previous lesson, lesson #9. For this lesson, students may find it difficult to think of how to write a script and come up with an entire play for one book. To address this difficulty, students were put into groups of 5 so that they may help each other with the workload. The group formation is also helpful because students can remind each other of aspects they may have forgotten such as the 4

characteristics of legends. One additional difficulty may be the actual presenting part of this play. Students are put in these groups to also help students with nervous thoughts. Students can help their classmates when they get nervous.

In this lesson, I expect there to be no students who finish in one day. The extensions are already set out in the beginning of the lesson in which the students must take many steps to produce this play.

**Informal Assessments:**

- The teacher will again be observing the students as they wrap up their legends plays. She will be walking around to see how well students are staying on task and working as a group.

**Formal Assessments:**

- Each group will formally be assessed on the play/script. The teacher will use a three-level rubric to score the students based on the concepts in their play. The main assessment part will be on the characteristics of legends and if they were present in the play. Students will also be assessed on how well they present their play to the class.

