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| Subject/Grade: ELA/Gr. 6                Lesson Title: Mystery Cliffhanger                      Teacher: Jenna McAuley | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):**  **CR6.5** Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.  **Indicator a.** Display active listening behaviours including preparing to listen; making notes to assist recall of ideas presented; identifying important details; noting techniques employed; seeking additional information from other sources as needed.  **CC6.8** Experiment with a variety of text forms and techniques.  **Indicator c.** Create narratives about an incident as follows:  • establish a plot and setting and present a point of view that is appropriate to the stories  • include sensory details  • develop plot and character  • use a range of narrative devices (e.g., dialogue, suspense, tension). | |
| **Key Understandings: (‘I Can’ statements)**  **I can** listen to a story and make predictions about what will happen next  **I can** write my own ending to a story before hearing the actual ending  **I can** compare the ending I wrote to the actual ending to see similarities and differences  **I can** use the plot, setting, and characters in the story I have heard to appropriately create an alternative ending  **I can** understand the purpose of suspense and cliffhangers in stories  **I can** write an engaging conclusion to a story | **Essential or Key Questions:**  What is the purpose of using cliffhangers and suspense in writing?  How can I use the details in a story I am reading or listening to to predict future events in the story?  How do I use known details in a story to create an original ending for the story? |
| Prerequisite Learning: Students will need to know how to listen to a story to gain details. They will also need to know the structure of a paragraph. | |
| Instructional Strategies **Individual Choice-** students will be able to write their own personal endings based on the first portion of the story we have read.  **Visual reminders-** important story details such as characters will be written on the board so students do not forget. | |
| Stage 2: Determine Evidence for Assessing Learning | |
| **Formative** - Evaluate students' understanding during the reading and worktime. Stop during the story to have students practice using predictions. Walk around the room to make sure students are creating ideas for their conclusion.  **Summative** – Student’s original endings will be read and marked by the instructor based on the simple rubric provided. | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): Length of Time: 10-15 minutes**  Tell students that we will be working on writing conclusions. Go over what a conclusion is: it is the end of the story that should wrap everything up and try to answer all the questions we are still left wondering. Explain that I will be reading a story to them and stopping before we read the end of the story. Explain that this is a cliffhanger, a stopping place in a story that creates suspense and gets the reader to think about what could happen next. Tell students that they will be finishing the story with their own ending.  Also explain that they may want to use dialogue in their ending so go over writing dialogue. Remind students that when they write dialogue they have to use quotation marks at the beginning and end of the dialogue and that when a person starts talking they have to start a new line. Talking always starts with a capital. Also, we use a comma to separate the dialogue from the speaker. Write some examples on the board.  “I can’t wait to read this story,” said Miss Grimm.  Miss McAuley asked, “What do you think it will be about?”  Explain and write on the board that they will need to write at least 5-8 sentences to wrap up the story. Their ending has to be appropriate and has to make sense in the story. For example, if the story is about the 3 little pigs, There probably wouldn’t be a giant robot that shows up at the end. Their ending needs to answer the wonders that we still have at the stopping point. Using the 3 little pigs example, if the stopping point was after the second house was blown down, we would still be left wondering what happened to the pigs in the house so it would make sense to create an ending explaining that.  **Development: Length of Time: 35-40 minutes**  Read students the story and write down important details, like character names on the board for students to reference during writing. When we get to the stopping point in the story, ask students what the big question of the story is. This will be what they should answer in their conclusion. The question is: What is Mr. Kaufman up to and did he really kill his mother?  Make sure that they understand that they are continuing the story, not just writing what they think will happen. So, they shouldn’t be writing anything like “I think this will happen next” instead it should be more like “After catching Tony and Juan, Mr. Kaufman began to explain what happened.”  Remind students that their endings should be appropriate for school so nothing violent or graphic. Tell students, before they begin, that this will be marked and in order to get an E, they need to add good details. So instead of just saying that what they did, add extra details like how they felt or details to do with the 5 senses. Use the 3 little pigs example again: instead of just saying the pigs ran to the brick house, say “they ran so hard that they could barely catch their breath. They made it to the strong red brick house.” Give students time to write their paragraph that answers this question.  When students are done writing have them flip their paper over and silently read or work on something else like their book report while others finish.  **Learning Closure: Length of Time: 10 minutes**  Once everyone is finished writing their ending, have them put everything away so they only have their endings in front of them. Read the actual ending of the story to the students. Ask them if any of them predicted that that would be the ending. Ask students to share what happened in their ending. They can read their ending. Have them hand in their endings to me to mark. | **Materials/Resources:**  - Lined paper  - Writing utensils (pencils and erasers)  - Cliffhanger story (The Mystery of the Backyard)  **Possible Adaptations/**  **Differentiation:**  - If students struggle to write, they can verbally explain how they think the story ends to the teacher.  **Management Strategies:**  - Use a brain break after the lesson to refocus students. Use the Wimbleton to Wobbleton song and dance.  **Safety Considerations:**  - Remind students that their endings should be appropriate for school so nothing violent or graphic |
| **Stage 4: Reflection** | |

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| **E** | **M** | **A** | **B** |
| The main question or wonder of the story was answered in an engaging and creative way with extra detail that follows the course of the story. | The main question or wonder of the story was answered in a way that follows the course of the story. | The main question or wonder was answered in a way that partially follows the course of the story. | The main question or wonder was not answered in a way that connects to the story. |
| The student wrote 5-8 sentences with no spelling or punctuation errors. | The student wrote 5-8 sentences with a few spelling or punctuation errors. | The student wrote 3-4 sentences with a few spelling or punctuation errors. | The student wrote 0-2 sentences with many spelling and punctuation errors. |

**PROFESSIONAL GOAL SHEET**

Name: Jenna McAuley Date: October 27th, 2021

Topic: Cliffhangers and Conclusions Cooperating Teacher: Donna Mackay

General Area: Basic Management

Specific Aspect: Minor Disruptions

Intended Actions to Improve Learning: Deal with minor disruptions without stopping the flow of the lesson.

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|  | **Descriptive Notes** | **Comments** |
| Deterring: Stopping unacceptable behaviour by:  Pausing, allowing wait time  Using signal  Gesturing  Using eye contact  Walking toward  Reminding  Telling to stop  Asking what should be done  Talking one-to-one  Discussion of classroom beliefs |  |  |
| Checking up with student |  |  |
| Reinforcing Desired Behaviour:  Of individuals  Of a small group  Of whole class |  |  |