

Book Mystery Lesson Plan (Backwards Design)

FPPoL: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

<p>Stage 1 - Desired Results</p> <p>Established Goals: Students will comprehend and connect story elements by listening, and be able to reproduce and create original story elements.</p>	
<p>Understandings:</p> <ul style="list-style-type: none"> - Students will understand how to describe a character in a story's physical attributes and personality traits. - Ss will understand the purpose of sensory and imagery based language in describing story elements and events - Ss will understand how a story's setting can connect people with the land and the seasons - Ss will be able to outline elements of a story's plot and make predictions or create their own portions of a story. - 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - Where is the story set? - What does the setting look/sound/smell like? Weather? Time of year? Part of the world? Real world/fantasy world? - Who are the characters? What do they look like? How do they behave? What are their defining characteristics? What are the relationships between characters? - What is happening in the story? How do the characters feel about it? - What do you think will happen next? - Are there any small changes that would affect the story in a large way?
<p>Knowledge:</p> <ul style="list-style-type: none"> - Ss will know the who, what, and where of a story. - Ss will know what motivates the characters - Ss will know how to compare the story with their real lives - 	<p>Ability:</p> <ul style="list-style-type: none"> - Ss will be able to create a character profile and bio - Ss will be able to create a middle and ending to a story - Ss will be able to analyse the thoughts and feelings of characters in a story - Ss will be able to use sensory and imagery-based language to describe a setting and events
<p>Stage 2 - Assessment Evidence</p> <p>Performance Tasks: Teacher collects all student output and assesses it. This will include:</p> <ul style="list-style-type: none"> - Book cover - 2 or 3 Character profiles - Setting description (i.e. drawing, point form, paragraph...) - Original middle-ending <p>Ensure this output produces answers to the essential questions, there are no single</p>	<p>Other evidence:</p> <ul style="list-style-type: none"> - levels of student participation via contributing to discussion, collaborating with peers, and producing tangible material (writing, drawing, etc.) - Effort and social responsibility (respectful listening, active engagement, growth mindset, working with others...) - Ability to answer essential questions

correct answers.
Maintain running feedback using force field analysis method and leave marks and comments that provide both positive and constructive feedback.

Stage 3 - Learning Plan

Learning Activities: **This entire activity may be done individually, or in small groups/pairs**

Introduce the concept of a reading mystery: the book's identifying proper nouns (the title, character and place names, etc.) are altered in the hopes that no students will recognize the material, allowing them to create and communicate their thoughts rather than attempting to regurgitate based on prior knowledge, literacy, or available illustrations.

Have students create a book cover based on the title alone. This is the first step in the original creation, let the Ss know that they will not likely match the book's cover, and that their later creations will have to somehow connect with the cover they're making

Read the story aloud to the class, engaging them in essential questions when appropriate and checking for comprehension.

At a predetermined stopping point after the characters are introduced, have Ss create character profiles/bios for 2 or 3 characters, model this activity by using a famous character like Luke Skywalker or Spongebob Squarepants.

Continue reading until a second predetermined stopping point

Have students create their own middle to ending of the story before reading the actual ending.

Have students display competencies and strive to achieve the established goals. Ss may be able to describe their story middle-endings, or read them aloud, or act them out.