

One Sentence Fairy Tales:

Recipe: Have students brainstorm a list of characters they could base their fairy tale on. Have them come up with a list of 5-15 that they would like to pick. Have everyone pick their top 2 or 3 and go around the class and ask what each student picks so nobody has the same character. After fill out the storyboard brainstorming sheet focusing on a box or two a lesson. After have them find dead words and replace them with new ones. Then onto a rough draft and the editing process with classmates. Have groups of 3-4 and each student will make at least one suggestion. After they will rewrite their fairy tale in a good draft before the second part of illustrating. Below will be the examples of my process.

Genre/Grade: Fiction/Grade 4-7

Once upon a time, ^{perched} resting on a ~~toadstool~~ ^{flag} ~~was~~ a moss hued frog, danned in an earthy brown, ~~tattered~~ jacket with two sapphire ~~blue~~ eyes, ~~sing~~ a romantic hymn because they wanted to be loved ^{yearned for love} while the princess ~~walked~~ ^{strolled} home.

Spongebob Squarepants
Malificent
Witch
Muttin Man ★
Robin Hood ★
King (Arthur)
Wizard
Wolf (werewolf)
Prince
Princess
Queen
King Louis (J.B.)
Godzilla
Frog Prince ★
Pinocchio

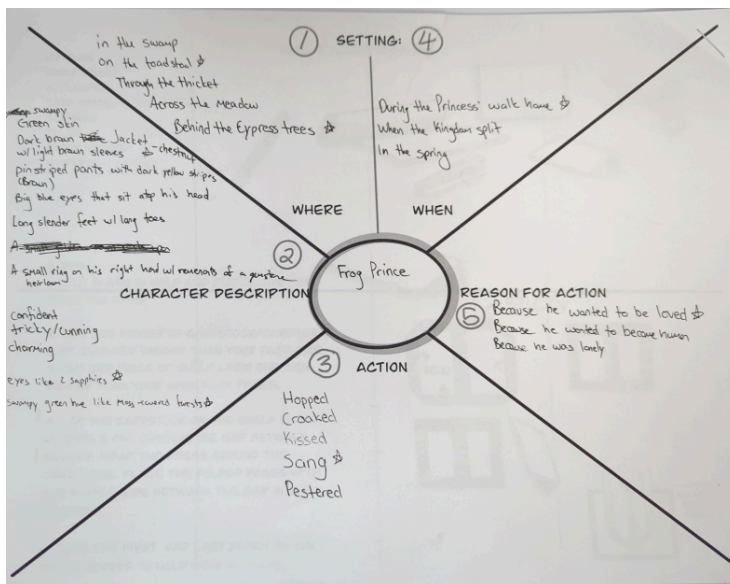
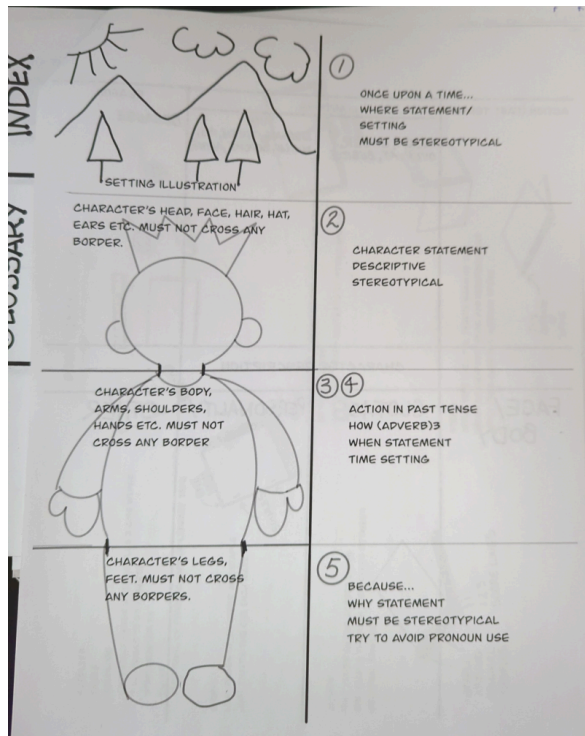


Illustration:

Recipe: Using the one sentence fairy tale it's time to create an illustration following all the new creative words we came up with. Following a template to make publishing easier students can highlight key descriptive words such as features of their character, the setting and their action verbs used in the story. On the left side students will illustrate their character and setting and on the right side students will align each part of their story to match the corresponding part of the story.

Genre/Grade: Fiction/Grade 4-7





Reading Log:


Recipe: In this activity the teacher will read a story which can be fiction or nonfiction. Students must actively listen to the story as they will illustrate a particular scene from the book they liked and write according to a prompt. The amount of writing students do will be based on their age and abilities so it can be scaled up or down. Lastly, as a bit of feedback, students will circle or write if they liked the book or not. This is useful to gauge student engagement and provides some reflections for the next time you use this strategy.

Genre/Grade: Fiction or Nonfiction/Grade 1-7

Name: Jordan Date: _____

 **Reading Log!** 

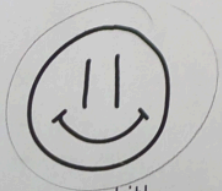


Draw a picture of something that happened in the book.



What was the book about?

The book was about student seeing his teacher
in public but it was an IMPOSTER on campus
The fake Mrs Brown has lots of ways to hunt
her pray

How much did you like the book?

 **Loved it!**  **It was okay**  **Didn't like it**

Words from the Inside Out:

Recipe: This literacy activity is a great tool to use when starting a new unit or perhaps after the first introductory lesson when students learn about new terms. This can also be used throughout the lesson as an exit ticket as each lesson students can add new words they learned to this chart. To begin using this provide each student a sheet and you can have them work individually or in groups. Have them brainstorm as many words as possible over a given amount of time (5-10 minutes). After they have their words ask groups to share what words they wrote down. After ask them to now create three categories and write their words in the corresponding box. After you can ask students what 3 categories they chose and some examples they added.

Genre/Grade: Nonfiction/Grade 2-7

Words from the Inside Out			
A-B Avalanche Aerial detection Aid Burning	C-D Drought Casualty Dust storm Destruction Down cyclone Death critical	E-F Earthquake First Responders Emergency Evacuation Fire Flood Fault line Epicenter Forest fire	G-H Hurricane Heat waves Golf ball sized hail
I-J Intensity Ignite Injury	K-L Landslide Lightning Lava Looking	M-N Mudslide Monsoon Mega Tsunami	O-P Panic Pandemic Plague Phenomenon Precipitation
Q-R Quick sand Responder Richter scale Red cross Rescue	S-T Tornado Tsunami Thunder Snow storm Storm slides smoke sismometer seismic	U-V Volcano UV Vortex	WXYZ wildfire Zones water
Responses		Disaster	
		Tools	

APPENDIX 5

List of Terms Chart:

Recipe: This is a great one to use right after introducing a unit or as review when looking at nonfiction texts (in this case). Have a list of important terms or in this case text features and have a review of each term on the sheet. In this case have students go through each box as a class, asking them what a title page is, a glossary etc. Then as a class go over the definition with examples and have them write it in each box. They can keep this in their binder or duotang as the front page or after the unit title page so students can go back and refer to these terms or features. You can use this for any subject and any unit just make sure you have all the most important terms written out!

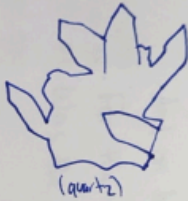

Genre/Grade: Nonfiction/Grade 5-6

TITLE PAGE The page that states the name of the book, author and publisher	GLOSSARY List of definitions for complicated words, like a dictionary	INDEX road map of the book w/ names, places and things in alphabetical order
PICTURES an image that relates to the text to help us visualize	CAPTIONS words near a picture or photo to help the reader understand it	SPECIAL TEXT when a word is BOLD , <u>italicized</u> or <u>underlined</u> it is an important word
LABELS helps reader identify a pic and its parts	SUBTITLES special headings that help the readers know what the next text will be about	DIAGRAMS picture to show reader what they are saying, detailed and includes info maybe not in the text
MAPS show reader where something is in the world	TABLE OF CONTENTS identify key concepts/topics in the book in order they are presented	CHARTS, TABLE GRAPHS used to help illustrate what author is saying

CSI (Colour, Symbol, Image)

Recipe: Give students a blank piece of paper and ask them to create 6 big boxes on the page with a little room at the top to write each heading. After they do that have them write Colour, Symbol and Image above the 6 boxes. Now read a text to them. After explain that each student will pick a colour they thought of from the story, something symbolic they can draw and an image from the story itself. This all goes in the top box, and in the bottom box will go their explanations for each one. The amount of detail each student writes will be based off grade level and expectations so for older grades (5-7) this would be a great time to work on 5 sentence paragraph writing and a great example of persuasive writing. For younger grades we can focus on other things such as sentence structure, grammar and spelling.


Genre/Grade: Fiction or Nonfiction/Grade 4-7

Colour	Symbol <i>The Sun, Moon and Stars - Navajo Legend</i>	Image <i>Jordan</i>
<p>White Green</p>	 <p>(quartz)</p>	
<p>I chose this color because it all only represents the crystal but also represents</p> <p>I chose green because throughout the story the characters are trying to bring seasons to the world, to heat their homes and to make sure the bounty of spring+summer travel equally through the world. Green is also symbolic of new beginnings as well as nature.</p>	<p>I chose quartz as my symbol. Quartz is crucial in the legend as it is what First woman, First Man and Fire man used to create their round discs (sun and moon). Quartz also has certain powers and is called the universal crystal. It's uses include Manifesting, healing, protection and channelling. Due to its ability to balance, it is excellent for harmonizing and stabilizing one's environment or harmonizing+stabilizing the world.</p>	<p>The image I chose was the sun and moon, orbbed in their 12 eagle feathers to guide them through their cycle in the sky (12 months). In the legend there was leftover quartz which first woman used to create stars or more lights in the sky. These stars are vital as they are used to dictate certain seasons (hunting season) or to guide others.</p>


Quick Writes:

Recipe: This can be used to introduce new topics, as a warm up or a prewriting exercise and even as a method to stimulate reflection or reinforcing learning. Hand students the quick write sheet with an assigned prompt or students selected topic. The next step is to write for 5 to 15 minutes focusing on ideas, content, connections, and reflections but **not** mechanics. You can also have students read out their quick writes to a partner or group, selecting one student to share with the class in the author's chair. They can also write again and focus on expansion after sharing their story with peers and the class, generate new ideas and directions for their story or even rewrite theirs with new ideas as well.


Genre/Grade: Fiction or Nonfiction/Grade 2-7



QUICK WRITES



Name: Torban Date: March 11



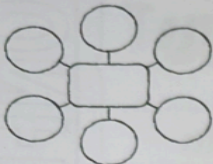
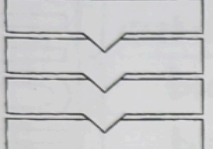

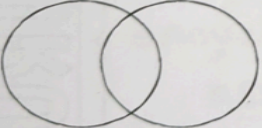
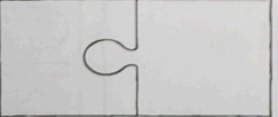
Your fairytale creature is following the Yellow Brick Road in a deep, dark forest. They go around the corner and come face-to-face with a fire-breathing dragon! What happens next?

The frog leaps heroically at the dragon, slapping the dragon with his long wet tongue. The dragon giggles and blushes. Henry the frog is confused. "What is going on here?" he thinks. The dragon leaps and flaps its powerful wings. It began twirling in the sky displaying great agility throwing fire all around, before landing in front of Henry. Henry notices something peculiar. During the flight the dragon seemed to have applied red lipstick. Henry is not sure what will happen next, but before he could move the dragon buttered its eyelashes and gripped Henry with its massive claws. The dragon stuck out its massive bumpy tongue and leaned in. Henry, overtaken with lust did the same. The dragon and Henry began to make passionate love.

Nonfiction Text Structure:

Recipe: This would be a useful one off lesson activity with students as a way to introduce nonfiction writing or to reinforce the structure of nonfiction text structures. Hand students this sheet and ask students what elements they think would be in descriptive writing, order and sequence etc. Go over it with students giving the proper keywords and phrases and have them write it down in the corresponding box. After you could give students an example of each type and have them work individually or in groups to identify what structure each paragraph is in. Have them use highlighters (who doesn't love highlighters) to highlight those keywords or phrases to prove their answer.

Genre/Grade: Nonfiction/Grade 5 (introduction to Nonfiction structure/paragraph writing)

NONFICTION TEXT STRUCTURE	
DESCRIPTION  Provides details or characteristics of a topic, paints a mental picture	Keywords & Phrases For example For instance Characteristics Specifically Another
ORDER & SEQUENCE  Presents steps in a procedure or events in chronological order	Keywords & Phrases First Next During Before After Then Last Finally In the beginning In the end Start
CAUSE & EFFECT  Describes an event(s) and the events that follow	Keywords & Phrases Cause Because Since Due to As a result So then Consequently Leads to
COMPARE & CONTRAST  Describes how two things are similar and different	Keywords & Phrases Similar Alike Same Both Just like Unlike Different from In contrast On the other hand
PROBLEM & SOLUTION  Describes a problem and explains one or more solutions	Keywords & Phrases Issue Cause Since Problem Therefore Consequently Leads to Because of So then Solve

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Double Journal Entry:

Recipe: Have students take out their journals or handout the double entry journal worksheet. Have them split the page in half. On the left side will be quotes from the text or reading. The text can either be read individually or the teacher can read it to the students. On the right side of the page will be a reflection or interpretation of the quote. This helps students keep track of their thinking, helps with comprehension, vocabulary and writing connections. You can use this as an activity for a lesson on inferences as well. Students can do this individually or in groups. Having groups may lead to deeper conversations and ideas around the core messages of the text.

Genre/Grade: Fiction or Nonfiction/Grade 1-7

Name: Jordan Date: _____

DOUBLE JOURNAL ENTRY

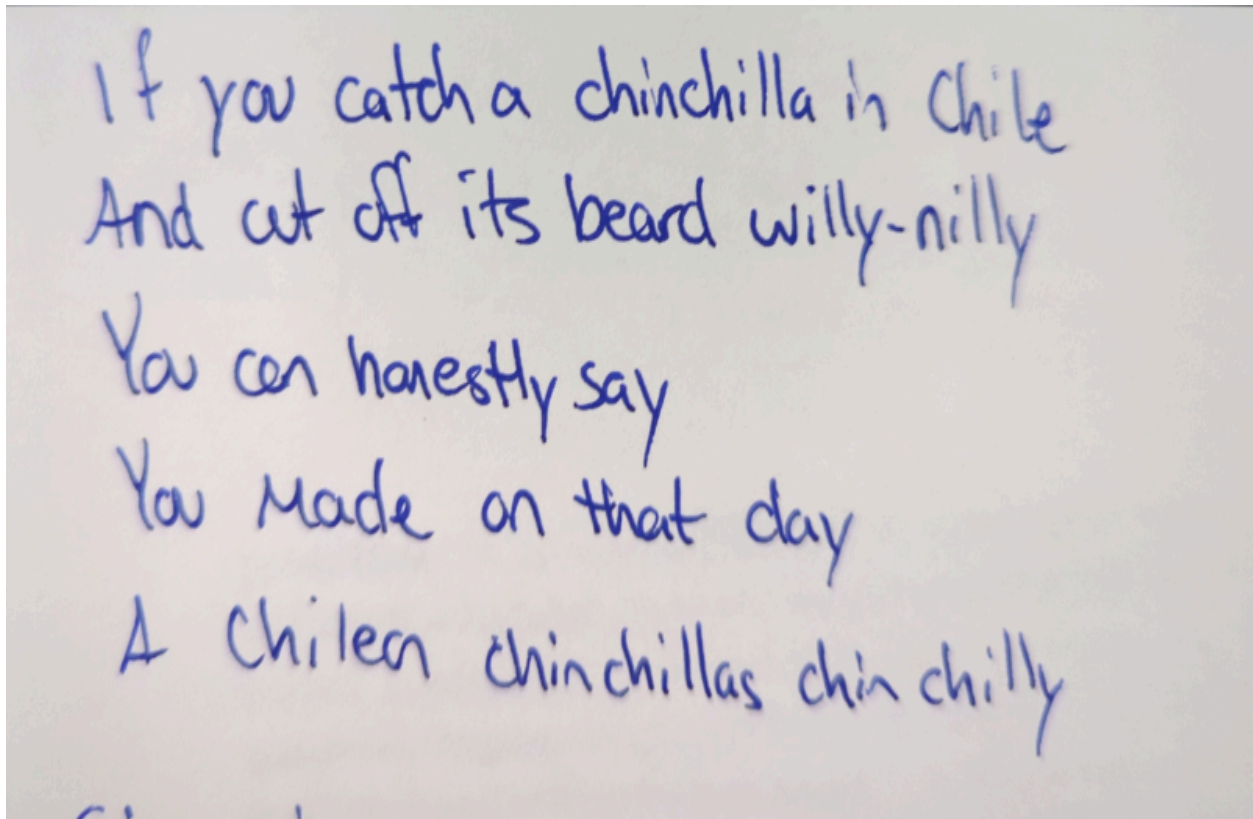
FROM THE TEXT...	FROM YOUR MIND...
 <p>... by the time he reached his village, he was an old man</p> <p>... realized the baby was the one he should take to the Seven Grandfathers, because his mind was innocent.</p>	 <p>How long was this walk?</p> <ul style="list-style-type: none">- was his ability to teach these gifts only because he had lived w/ them long enough?- only a baby with an uncorrupted mind or with no preconceptions could learn the teachings

Limericks:

Recipe: Originated in Ireland around the 18th century. It follows a few rules:

1. It needs to be 5 lines in length
2. Subject of a limerick is funny, silly or goofy
3. It follows the: A-A-B-B-A rhyme scheme
4. It also follows an anapaestic rhyme scheme: 3-3-2-2-3

Genre/Grade: Poetry/Grade 6-7

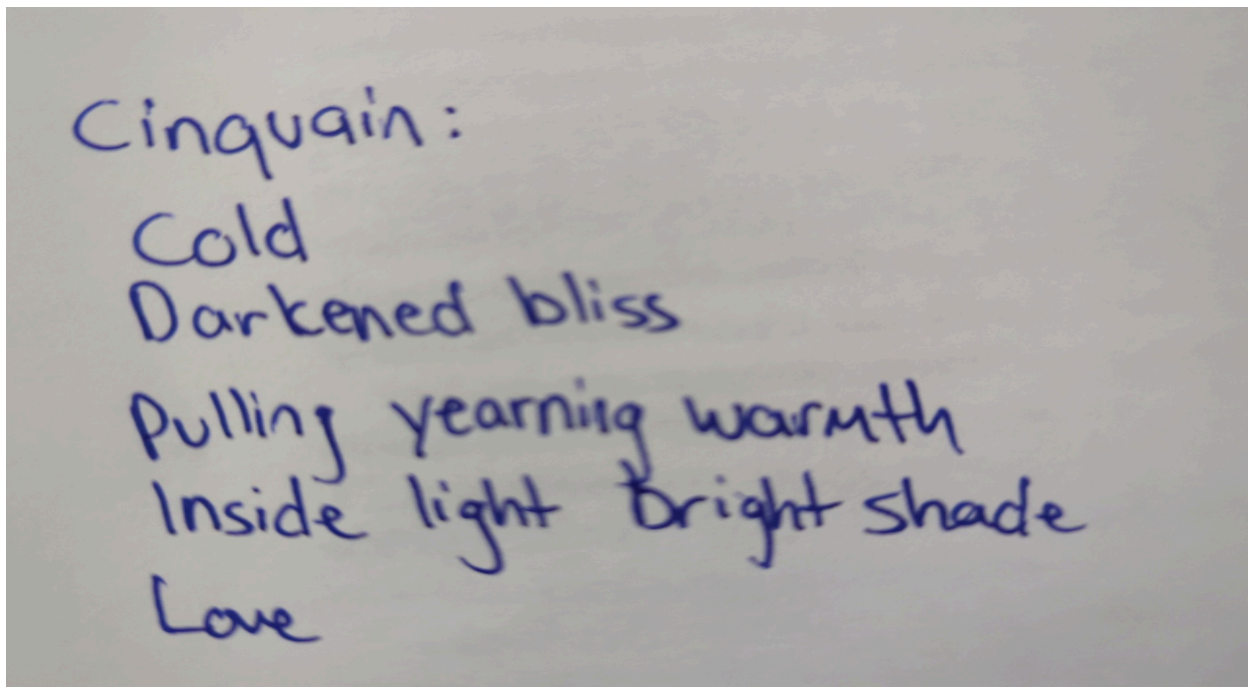


Cinquain:

Recipe: It follows a set of rules:

1. A 5 line poem
2. It tells a story
3. The syllable structure is: 2-4-6-8-2
4. Line 1: Noun
Line 2: Adjectives
Line 3: Verbs (ing)
Line 4: Phrase
Line 5: Synonym

Genre/Grade: Poetry/Grade 3-7



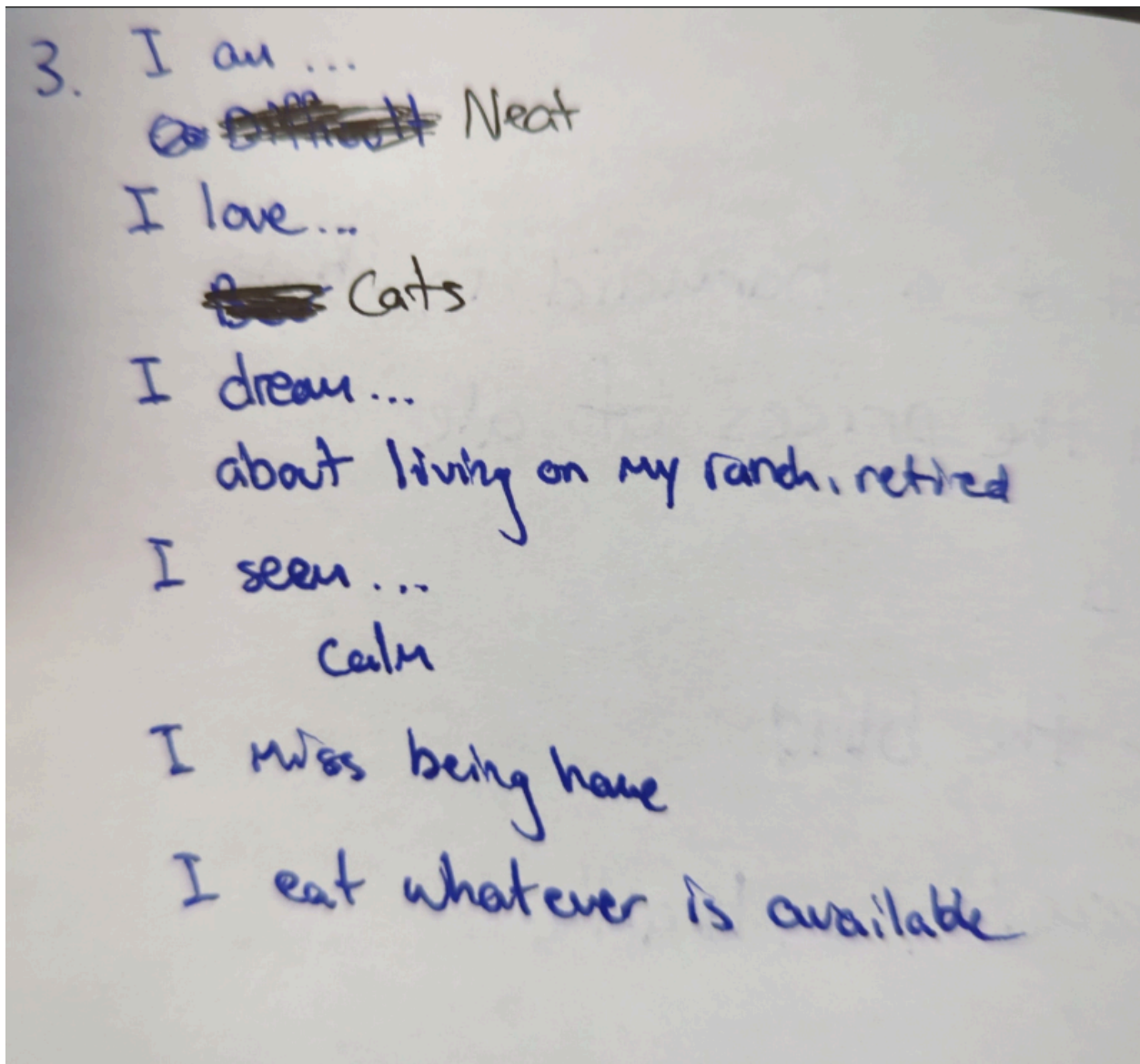
I Am Poem:

Recipe: This is a fun poem to have students do (early finishers)

It follows a few rules:

1. Can be written on any topic
2. Verb structure can be random or not (up to the author)
3. It follows a pattern: I am
I love
I dream
I seem
I miss
I eat

Genre/Grade: Poetry/Grade 1-5

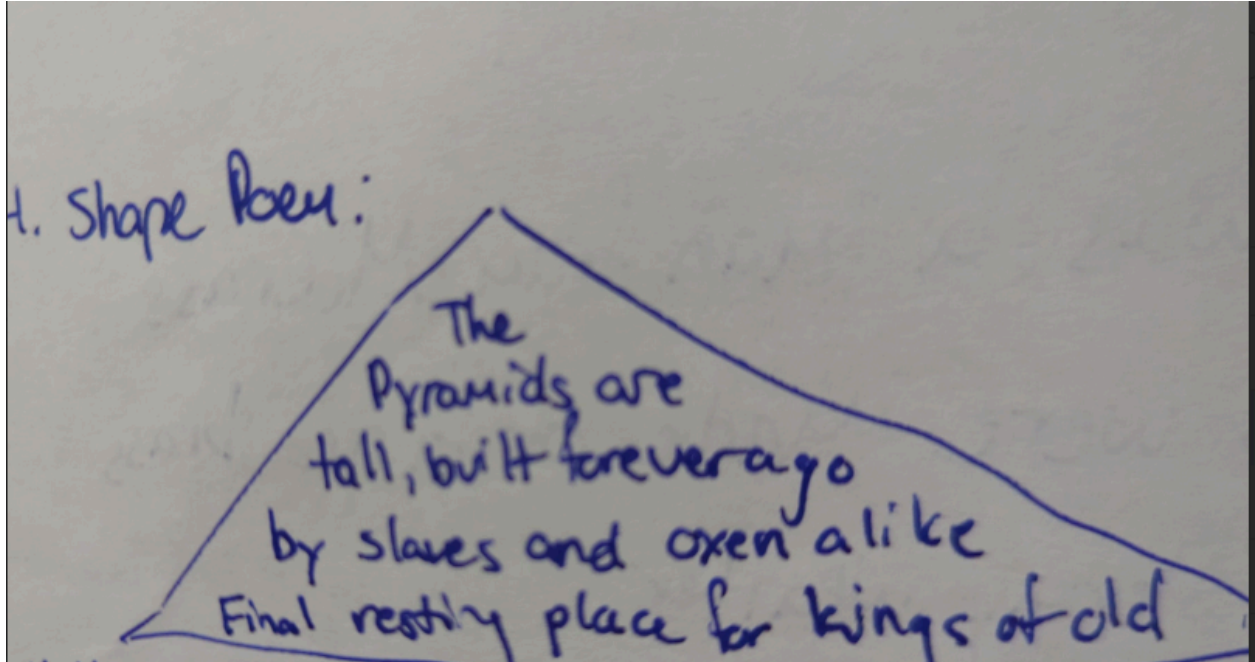


Shape Poem:

The shape poem is also another great activity for early finishers or when teaching about different poems, and this one is a great cross-curricular writing activity (art).

It follows one simple rule: Good copy publishing strategy where any poem can be written into a shape that reflects the theme

Genre/Grade: Poetry/Grade 2-7



Haiku/Tanka:

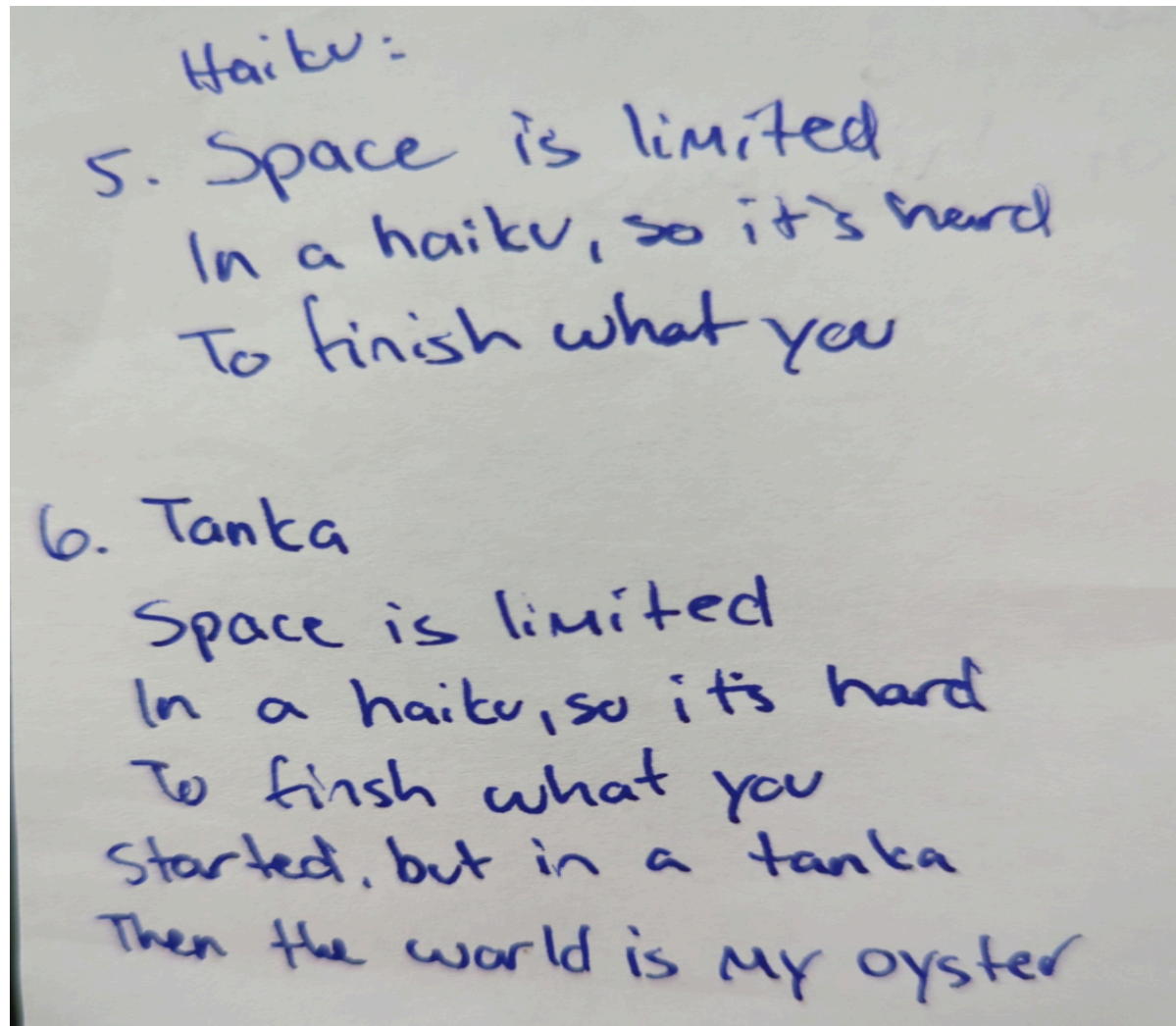
Recipe: The haiku is a Japanese poem from the 13th century. It follows very strict rules that include:

1. 3 line poem
2. No rhyme, no end punctuation
3. Syllable structure is 5-7-5
4. Usually about nature

Tanka: It is one of the oldest forms of poetry from Japan dating to about the 7th century. It also follows a strict set of rules that include:

1. 5 lines
2. No rhyme, no end punctuation
3. Syllable structure is 5-7-5-7-7
4. Uses vivid imagery
5. Usually about nature or feelings

Genre/Grade: Poetry/Grade 3-7



Altered Poem:

Recipe: Altered poems are created from existing texts and are created by the process of elimination rather than addition. It may be a great way to have students create poems but may have a hard time free writing one. They may be related to the overall text or not. You can also have students write out the poem underneath their sample too.

Genre/Grade: Poetry/Grade 4-7

~~presented at the organ with his wellknown ability and, in addition to the prescribed numbers of the nuptial mass, played a new and striking arrangement of W. Adams, spare that too at the conclusion of the service. On leaving the church of Saint Placide in Hatto after the papal blessing the happy pair were subjected to a playful crossfire of hazelnuts, beechmast, bayleaves, catkins of willow, myrtle, hollyberries, mistletoe sprigs and quicken shoots. Mr and Mrs Wyse Conifer Neaulan will spend a quiet honeymoon in the Black Forest.~~

~~—And our eyes are on Europe, says the citizen. We had our trade with Spain and the French and with the Flemings before those mongrels were pupped, Spanish ale in Galway, the winebark on the winedark waterway.~~

~~—And will again, says Joe.~~

~~—And with the help of the holy mother of God we will again, says the citizen, clapping his thigh. Our harbours that are empty will be full again, Queenstown, Kinsale, Galway, Blacksod Bay, Ventry in the kingdom of Kerry, Killybegs, the third largest harbour in the wide world with a fleet of masts of the Galway Lynches and the Cavan O'Reillys and the O'Kennedys of Dublin when the earl of Desmond could make a treaty with the emperor Charles the Fifth himself. And will again, says he, when the first Irish battleship is seen breasting the waves with our own flag to the fore, none of your Henry Tudor's harps, no, the oldest flag afloat, the flag of the province of Desmond and Thomond, three crowns on a blue field, the three sons of Milesius.~~

~~And he took the last swig out of the pint, Moya. All wind and piss like a tanyard cat. Cows in Connacht have long horns. As much as his bloody life is worth to go down and address his tall talk to the assembled multitude in Shanagolden where he daren't show his nose with~~

Inferences Webmap:

Recipe: Find a picture from any site such as national geographic or some famous photos that you can show students. Create groups of 3 and handout the same picture to each group. Ask them to make several inferences from the photo and create an inference webmap. Having students make multiple inferences helps reinforce what they are and how to do them. You can also ask them to glue it to a larger piece of blank paper to make their map. Have students discuss with their group what they think is happening in the picture and write it down. You can have them all discuss their inferences as a class after 15 or so minutes.


Genre/Grade: Nonfiction/Grade 5-7

Inferences:

It looks like a temporary fair or carnival. The food stands look like they are moveable and not permanent.

family is ably hungry are walking to the food stands.

Both mom in the picture have strollers their babies are probably thinking that babies would too heavy to carry all time.



It's a windy day. You can see the flags blowing.

The grandma is prepared to do a lot of walking. She is wearing tennis shoes to be comfortable.

The mom is worried that she might lose track of her sons. She dressed them in the same shirts so she could see them easily.

Sentence Starters:

Recipe: This is a super simple activity to create so students can begin writing by prewriting from a sentence starter. These are just prompts to get students engaged in the writing process by giving them guided and directed prompts. You can hand out or write out prompts on the board.

Such prompts can include:

1. If I was in charge of the world...
2. If I could make the rules in my house...
3. School is interesting because...
4. If I could be friends with a celebrity we would...
5. If all the trees were made of candy...

You can have students write for as little as 5 minutes or as long as 15 depending on how engaged they are.

Genre/Grade: Fiction or Nonfiction (based off prompts)/Grade 2-7

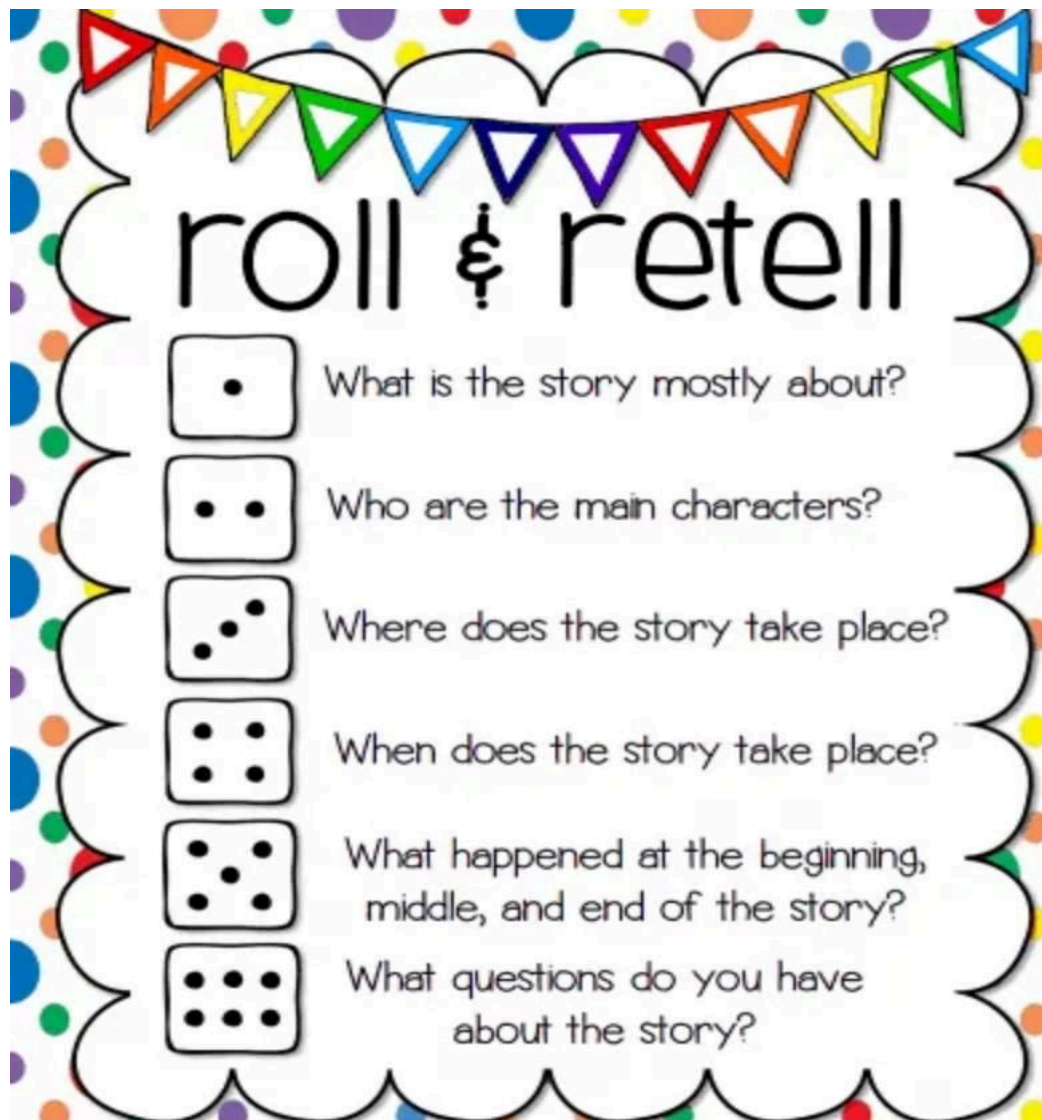
If all the trees were made out of candy...

I would find out where my favourite candy trees were and go there ^{every} ~~every other~~ day to pick of some candy to keep at home for a few days. I would share it with my family and Maybe keep track of what trees now have what candy...

Roll and Retell:

Recipe: One great way to help students build comprehension is giving them a chance to talk about what they've read. This is a fun game to play, and all you need is a pair of dice. Students can pair up and share information with one another about what they've read. Or they can work solo and roll the dice and write out their answers. Simply give the students the dice and have them roll it. Each number has a corresponding question that students have to answer. They can either write it down or they can tell a partner. This is a great activity to do after any fiction or nonfiction reading. Below is the chart you could follow.

Genre/Grade: Fiction or Nonfiction/Grade K-7



Descriptive Writing:

Recipe: This is a fun writing activity students can do to work on paragraph writing and descriptive writing. You can hand students this worksheet for example and briefly go over how to write a descriptive paragraph. Explain that students need to use vivid details to paint a picture in the reader's mind and appeal to the reader's senses. Descriptive writing may also go beyond creating a strong sensory impression to give the reader a "picture" of the feelings the description evokes in the writer. They need to use figurative language such as analogy, simile, and metaphors to add depth to authors' descriptions. Lastly, students need to use precise language such as: specific adjectives and nouns and strong action verbs give life to the picture being painted in the reader's mind.

Genre/Grade: Fiction or Nonfiction/Grade 4-7

Descriptive writing: Roller coasters

Grade 4 Writing Worksheet

Write about the scene, including as many details as possible!

Tip:
Use the picture as a starting point, but
use your imagination as well!



There are tons of excited people riding the twirling, turbulent roller coaster.

Everyone is having a great time as you can see many arms stretched towards

the sky. The cars are white with bright silver accents gliding across the amber track. It

is a gorgeous day. It looks like the sun is out, with a few wispy clouds overhead. The

Amusement park is in a forested area populated by tall, thick oaks. There is one

passenger however who is not having a blast. His name is Jeff and he is in the very

back where the ride is bumpy and lumpy and shaky. Jeff is holding his hand to his

mouth with his cheeks puffed out of his face as he begins to feel sick. Jeff hopes

this ride is over soon, and he is in luck it's almost around the final corner!