ARTS-INTEGRATED PROJECT BASED LEARNING UNIT
for grade 2 (adaptable for grades 1-5)
by MNPS Instructional Coach Amanda Page and TPAC Teaching Artist Beth Anne Musiker

BIG BAD WOLF
presented by WINDMILL THEATRE

ESSENTIAL QUESTION:
Is it always right to follow the rules?

TPAC Education PBL units integrate Humanities Outreach in Tennessee performances and Tennessee State Standards, and include Teaching Artist classroom visits.

For more information, contact LJones@TPAC.org or 615-687-4285.
About TPAC Education Arts-Integrated Project Based Learning Units

TPAC Education, working with MNPS educators, has created Project Based Learning Units that incorporate specific performances from the 2015-16 HOT Season for Young People. We believe that the arts offer a unique catalyst to spark student curiosity and learning.

Each unit is created to address Social Emotional Learning goals through standards-based interdisciplinary instruction. The unit aligns with Essential Elements for PBL units identified by the Buck Institute and also includes three elements that make it unique: 1) a field trip to see a live performance of this work of art; 2) two Teaching Artist Visits to the classroom; and 3) an optional teacher orientation.

The Live Performance
Attending the performance at TPAC is a key element of these PBL units. School Reservations for each performance must be made well in advance. To request a reservation for your students, please contact Cassie LaFevor: clafevor@tpac.org / 615-786-4288

Teaching Artist Classroom Visits
The PBL unit includes two lessons led by a TPAC Teaching Artist, before and after the performance. One lesson prepares students for the performance, the other facilitates active reflection after the experience. To make arrangements for the TA visits: send preferred dates and times, and number of classrooms and students the TA will work with to Leigh Jones: ljones@tpac.org / 615-687-4285

Unit Orientation Workshop
TPAC Education and partner schools will offer a fun, hands-on orientation to this PBL unit approximately six weeks before the performance. Watch your email for orientation date, time and location. The orientation will include a preview of the performance and a lesson from the PBL unit demonstrated by a Teaching Artist.
Session I: Prepare students to attend the performance of Big Bad Wolf at TPAC – Teaching Artist lesson
  • Teaching Artist facilitates as students create and perform an original poem about friendship.

Session II: BIG BAD WOLF - Live Arts Performance as Entry Event for the unit

Session III & IV: Introduction to unit Essential Question: Is it always right to follow the rules?
  • Teacher and students consider the question in relation to familiar rules.
  • Teacher and students reflect and connect EQ with a piece of literature, i.e. Ferdinand the Bull
  • Teacher and students make connections to ‘rule-breakers’ i.e. historical figures, personal experiences, literary characters, etc.

Session V: Writers Workshop
  • Students create a personal narrative or opinion piece based on conversation from last session

Session VI: Writers Workshop and Introduction to unit Project
  • Student’s edit and revise written pieces in conference with teacher.
  • Student pairs or small groups choose one positive “rule breaker” to research.
  • Teacher explains project requirements and procedures to students.
  • Teacher presents Product Board, Rubric, Procedures for completing the project (see resources following unit lesson plans).

Session VII: Reflection on, and response to Big Bad Wolf performance – Teaching Artist lesson
  • Teaching Artist facilitates as students create a fairy tale about a friendship that breaks the rules.

NOTE: The placement of this session in the unit is flexible, as long as it comes after the performance.

Session VIII & IX – Presentation Work Days
  • Students research a prominent example (of their choosing) in history or literature when rules were broken for good or growth.
  • Students select and commit to a project, select collaborators, etc.
  • Students create projects
  • Teacher conferences with students throughout their planning process
  • Continue to refer to Driving Question

Session X: Presentations
  • Students present projects to one another and offer critical feedback
  • Class addresses how the Essential Question was answered through the graphic organizer from the beginning of the unit, class discussion, etc.
  • Public audience is invited: parents, community members, another class from another grade level, etc.
Big Bad Wolf PBL Unit - Lesson Plan I

Teaching Artist:

Class:

Course Unit: PBL Big, Bad Wolf, Lesson I, Day 1 – Teaching Artist Visit

Duration of Lesson: 45-60 minutes

LESSON OVERVIEW

Summary of: the task, challenge, investigation, career-related scenario, problem, or community link

- Students will explore interpretation and presentation of a friendship poem
- Students will brainstorm on their understanding and experience of friendship
- Students will tell a brief friendship story from their own experience to a partner
- Students will create a friendship poem with their partner
- Students will choose how to present their poem for sharing
- Students will share their poem with another pair of students
- Students will reflect on their process and artistic choice making throughout the lesson.

STANDARDS

Identify What You Want to Teach: Content Standards, CCSS, College Readiness and/or State Competencies

Literature:
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Speaking & Listening:
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in large and small groups.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask/answer questions about what a speaker says in order to clarify....
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details....
SL.2.6 Produce complete sentences when appropriate to task and situation...

Writing:
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events...
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Language:
L.2.1 Demonstrate command of the conventions...
L.2.3 Use knowledge of language and its conventions...
L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts...

Theatre:
...analyzing methods of presentation and audience response....

Analyzing, evaluating, and constructing meaning from improvised scenes....

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; “I Can....” Statements

In this lesson students will be able to:
- Demonstrate their understanding and experience with friendship – written and verbal.
- Tell a story about friendship.
- Collaborate with a peer to write a poem.
- Perform their poem for peers.
- Reflect on their process – verbal.
### ASSESSMENT/EVALUATION

**Students show evidence of proficiency through a variety of assessments:** Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in group discussions and activities around the theme of friendship
- Participation in artistic writing assignments: poem.
- Analyzing a story for its key components.
- Creation and performance of a friendship poem.
- Reflective analysis of creative process.

### MATERIALS

**Aligned with the Lesson Objective:** Rigorous & Relevant

- Enough space in the room for all students to stand in a circle
- Writing journals and pencils
- Additional paper for writing shared poem
- Teaching Artist presets a short rhyming poem about friendship on flip chart paper, white board, or screen.

### ACTIVATING STRATEGY

**Motivator/Hook:** Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

**Is It Always Right to Follow the Rules? Why or why not?**

### INSTRUCTION

**Step-by-Step Procedures-Sequence:** Sample Scripting, Modeling Expectations – “I Do”, High Yield Activities, Assessment

**Activity I** (approximately 5-8 minutes):
1. Students stand in a circle that includes both Teacher and Teaching Artist.
2. Teaching Artist recites poem to class with very little interpretation. *Friendship poem:*
   
   How Many, How Much by Shel Silverstein
   How many slams in an old screen door?
   Depends how loud you shut it.
   How many slices in a bread?
   Depends how thin you cut it.
   How much good inside a day?
   Depends how good you live 'em.
   How much love inside a friend?
   Depends how much you give 'em.

3. Teaching Artist asks students what they notice about the poem: content, rhyming, etc.
4. Students are invited to recite the poem with the Teaching Artist. Preset text should be shared here.
5. Teaching Artist challenges students to do more with their performance of the poem. How can they bring it life, physically, vocally, etc.?
6. The group tries three to five peer performance suggestions.
7. Students are asked to return to desks with writing journals and pencils

**Activity II** (approximately 10-12 minutes):
1. Teaching Artist facilitates discussion of friendship. Sample discussion prompts:
   a. What does it mean to be a good friend to someone? Are you a good friend to your friends?
   b. What do you and your friends do for fun?
   c. Do you find making new friends easy, difficult?
   d. Were you ever told you were not permitted to be friends with someone? Why?
e. Can you remember a time when a friend hurt your feelings? How did you react?
f. Can you remember a time when you hurt your friend’s feelings? How did you feel?
g. Have you ever had a fight with a friend? Were you able to make it right? How?
h. Have you ever supported a friend when they were nervous or insecure? How did you do it?
i. Have your friendships changed the way you see other people?

2. Optional: Based on needs of each class, Teaching Artist along with Teacher will consider the need to model sharing a friendship story of their own, orally. Story should have clear BME and be very brief – 3-5 sentences. Teaching Artist should keep it interactive, asking students what they noticed: key information, events, and people in the Teaching Artist’s story. This modeling will continue in Activity III, Number 9.

Activity III (approximately 10-15 minutes)
1. Teaching Artist will pair students with help from the Teacher. Recommendation: Pair students with strong rhyming and writing skills with those whose skills in these areas are not as well developed.
2. Ask students to assign one partner as ‘A’ the other as ‘B’.
3. Students take turns telling their own friendship story to their partner. ‘B’s will go first.
4. After student ‘B’ shares their story, student ‘A’ responds with what they noticed were the key characters, events, and phrases in the story just like they did with the Teaching Artist’s story. This noticing may be written down to help students recall the story more clearly a little later.
5. Repeat numbers 3-4 with student ‘A’ sharing their story.
6. Teaching Artist facilitates brief reflection on the experience of sharing these stories of friendship. Sample Question: What was it like to hear someone else’s story vs. sharing your own?
7. Teaching Artist asks students to work with their partner to choose one person’s story to use for the next step. Teaching Artist will use time constraints throughout to keep work moving. Example: You have 30 seconds to decide which story to use moving forward.
8. Teaching Artist reminds students of the poem they explored at the beginning of the lesson as an example of a rhyming friendship poem.
9. Optional: Teaching Artist refers back to their own, shared story and the key elements previously noted by the students. Teaching Artist models creating a short rhyming poem from the story, while actively seeking input from the students.
10. Teaching Artist explains that each pair will now construct a short poem (three to seven lines) about friendship based on the main ideas and words they’ve noted in the friendship story they’ve selected to create a poem around.
   a. Poems should rhyme if at all possible.
   b. Let students know the main goal is to write a poem by turning your “lovely thoughts into lovely words”.
   c. The goal is for each pair to complete one poem as a team.
11. Teaching Artist and Teacher side-coach as needed.
12. Teaching Artist asks students to consider how they will ‘perform’ their poem physically and vocally, etc.

Activity IV (approximately 10-15 minutes)
1. Each pair is partnered with another to share their work. Each pair takes a turn presenting while the other pair acts as audience.
2. Students are reminded to demonstrate good audience behavior.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Suggested Procedures for Group Sharing and Writing Assignment:
- If students have trouble generating their own ideas, it’s OK to repeat what someone has already said.
- Teaching Artist models using sample responses.
- Teaching Artist and Teacher may help put students’ text in writing for them while side coaching.
- Older students may enjoy writing their own stories prior to sharing them orally and creating a shared poem with their partner.
- The Shel Silverstein friendship poem may be swapped for another that meets the same criteria. Age appropriate, rhyming and short.
## CLOSURE

**Reflection/Wrap-Up:** Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

**Wrap up Activity** (approximately 2-5 minutes).

1. Teaching Artist facilitates a reflection on the work students created and observed and the choice making they noticed throughout. Their participation is their exit ticket.
2. Students are guided to consider how this lesson connects with the performance they will see tomorrow.

## CROSS-CURRICULAR CONNECTIONS

**Other areas of the curriculum where connections were made**

- Students/Teacher may make social studies connections about following rules in society.
- Students will make connections to prior experience in their writing.
- Students/Teacher will connect the creative process of the lesson to the rest of the Unit.
### Big Bad Wolf PBL Unit - Lesson Plan III

**Teacher:**

**Class:**

**Course Unit:** PBL Big, Bad Wolf, Lesson III, Day 3

**Duration of Lesson:** 30 minutes

### LESSON OVERVIEW

**Summary of:** the task, challenge, investigation, career-related scenario, problem, or community link

Students will be introduced to the PBL unit:
- Students will reflect on the play they saw and make comments, ask questions, and share observations.
- Students will be introduced to the essential question: IS IT ALWAYS RIGHT TO FOLLOW THE RULES?
- Students will verbally share initial responses in whole group. Create an anchor chart, documenting student responses, reflections, and observations regarding the essential question.
- Students will write down initial response to essential question in a notebook or graphic organizer. This document should be saved as a reference for subsequent lessons.
- Students will create statements about their initial responses to the essential question. These statements will be posted and students will analyze how these responses may change as they move through the unit.
- Students will be given the timeline and expectations for the unit.
- Teacher will facilitate discussion and creation of anchor charts about rules: school rules, societal rules, family rules, laws, and rules of moral code.
- Students will make connections between the *Big Bad Wolf* performance and essential question.

### STANDARDS

**Identify What You Want to Teach:** Content Standards, CCSS, College Readiness and/or State Competencies

**Literature:**
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.9 Compare and contrast two or more versions of the same story by different authors/from different cultures.

**Speaking & Listening:**
- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in large and small groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask/answer questions about what a speaker says in order to clarify.....
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details....
- SL.2.6 Produce complete sentences when appropriate to task and situation...

**Writing:**
- W.2.1 Write opinion pieces...
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Language:**
- L.2.1 Demonstrate command of the conventions...
- L.2.3 Use knowledge of language and its conventions...
- L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts...

**Theatre:**
- Analyzing methods of presentation and audience response....
- Analyzing, evaluating, and constructing meaning from improvised scenes....
OBJECTIVE

*Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; “I Can....” Statements*

In this lesson students will be able to:
- Reflect on an essential question - written and verbal.
- Discuss opinions and issues around the essential question with peers and teacher.
- Create a written statement based on reflection of essential question.
- Connect essential question to work of art.

ASSESSMENT/EVALUATION

*Students show evidence of proficiency through a variety of assessments:* Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion and creation of anchor charts.
- Generating statements relating to essential question.
- Creation of a graphic organizer communicating thoughts and opinions about following rules.

MATERIALS

*Aligned with the Lesson Objective:* Rigorous & Relevant

- Sentence strips for statements
- Chart paper to chart student response and create anchor charts
- Writing journals or graphic organizers for individual student responses
- Colored markers

ACTIVATING STRATEGY

*Motivator/Hook:* Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

**LINE OF INQUIRY:**

Is It Always Right to Follow the Rules? Why or why not?
Is it always right to follow home rules? Why?
Is it always right to follow laws of our city or country? Why? What are consequences of not following the rules?
Is it always right to follow societal rules or our own moral code?

INSTRUCTION

*Step-by-Step Procedures-Sequence:* Sample Scripting, Modeling Expectations – “I Do”, High Yield Activities, Assessment

**Activity I** (approximately 5-7 minutes):

1. Teacher activates prior knowledge with a short discussion of the performance work of art. “What are your reflections about the piece? What parts were familiar to you? How did our work with our TA help prepare us for what we saw? How was the play different from the original story of *The Big, Bad Wolf*?” Perhaps the teacher wants to give a brief synopsis of the original piece for students who are not familiar with the story.

**Activity II** (approximately 12-15 minutes):

1. Teacher posts the essential question: *Is it always right to follow the rules?* Essential question should be clear and present throughout the entire 10 days of the unit.
   2. Teacher explains to students that they are going to be doing a bigger project around this question as it relates to the play. “For the next couple of weeks, we are going to be engaging in some lessons around this question and the play we saw yesterday. Our guest teacher (or teaching artist) will come back for another lesson that goes with our unit. We will end our unit with each of you creating a product or project that represents your views and your understandings of whether or not it’s always right to follow the rules.
and what you learned throughout this unit.” Teacher may present a visual representation of the unit time line for students.

3. Teacher facilitates as students discuss the essential question (EQ) in whole group or with a partner. Partners should come back together and teacher may post a couple of student responses for others to see.

4. Teacher passes out pieces of sentence strips for students to write a response to the EQ. Teacher will post these strips on a board or wall around the EQ so students can reference them during the unit. Students may also copy this response in a response journal or on a graphic organizer (See Appendix A) to be used as a future reference. Sample response: “I think it is always right to follow the rules so that we stay safe”.

**Activity III** (approximately 8-10 minutes)

1. Teacher will ask students to create anchor charts about following rules. Teacher will provide butcher paper charts with 2 columns with the following titles:
   - School rules/Why it’s important to follow them
   - Home rules/Why it’s important to follow them
   - City, State, Country Laws/Why it’s important to follow them
   - Social rules/Why it’s important to follow them
   - Moral code (rules we make for ourselves)/Why it’s important to follow them

   ![Table](chart.png)

2. Teacher will model what should go on the chart: school rule – talk quietly; why – so we don’t disturb others from learning; home rule – take out the trash; why – to help your family keep your home neat and clean; law – no speeding; why – so we don’t go too fast and have accidents that can hurt us or others; social rules – don’t spit; why – spit carries germs and it’s rude; moral code – don’t say unkind things to others; why – because we know it feels bad when people use hurtful words

3. Students go around the room and add their thoughts to each anchor chart using colored markers. Allow students to contribute to at least 3 of the 5 charts. Teacher may help some students chart their responses.

4. Teacher posts charts for students to see and reference.

**DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION**

**Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual**

Suggested Procedures for Group Sharing:
- If students have trouble generating their own ideas, it’s OK to repeat what someone has already said.
- For students who are reticent to share at first, allow one “pass”. Teacher should then support student to share independently.
- Teacher may allow students to pick their own discussion partners or assign partners: heterogeneous, homogeneous, interest level, etc.
- Teacher models using sample responses.
- Teacher models procedural expectations for students.
- Teacher allows students to choose the charts to which they want to contribute.

**CLOSURE**

**Reflection/Wrap-Up:** Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

**Wrap up Activity** (approximately 1-2 minutes).
1. Completed sentence strip will serve as (exit ticket) informal assessment.
2. Teacher may ask 1 or 2 students to share their statement.
CROSS-CURRICULAR CONNECTIONS

**Other areas of the curriculum where connections were made**

- Students/Teacher may make social studies connections about following rules and laws in society.
- Students will make connections to prior experience in their writing.

Appendix A: Graphic Organizer

- Box 1: Use with Lesson III, Introduction to the Essential Question – Is it always right to follow the rules?
- Boxes 2 & 3: Use with Lesson V & VI: Has my thinking changed? Why or why not?

**AT FIRST I THOUGHT:**

**NOW I’M THINKING:**

**BECAUSE:**
Big Bad Wolf PBL Unit - Lesson Plan IV

Teacher: 
Class: 
Course Unit: PBL Big, Bad Wolf, Lesson IV, Day 4 
Duration of Lesson: 30 minutes

LESSON OVERVIEW

Summary of: the task, challenge, investigation, career-related scenario, problem, or community link

Students will dig deeper into Essential Question for Big, Bad Wolf unit

- Students will be reintroduced to the essential question: IS IT ALWAYS RIGHT TO FOLLOW THE RULES?
- Students will continue to share verbal and written responses in small and whole group.
- Students will continue responses to essential question in a notebook or graphic organizer. This document should be saved as a reference for subsequent lessons.
- Teacher will present a piece of literature to compare to the play and also illustrate how it might be ok to break rules sometimes to make positive change or stay true to yourself.
- Students will make comparisons between the work of art performance and a piece of literature.
- Students will continue to make connections between the performance experience and essential question.

STANDARDS

Identify What You Want to Teach: Content Standards, CCSS, College Readiness and/or State Competencies

Literature:
RL.2.3. Describe how characters in a story respond to major events and challenges.
RL.2.6 Acknowledge differences in the points of view of characters..
RL.2.7 Use information gained from the illustrations and words in a print...to demonstrate understanding.....
RL.2.9 Compare and contrast two or more versions of the same story by different authors/from different cultures.

Speaking & Listening:
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers...
SL.2.2 Recount or describe key ideas or details from a text read aloud or info presented orally...
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension....
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details...

Writing:
W.2.1 Write opinion pieces...
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Language:
L.2.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text...

Theatre:
Analyzing, evaluating, and constructing meaning from improvised scenes....

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; “I Can....” Statements

In this lesson students will be able to:

- Reflect on an essential question - written and verbal.
- Discuss opinions and issues around the essential question with peers and teacher.
- Compare and contrast the performance of Big Bad Wolf to a piece of literature.
- Begin to explore times in literature, in history, in science, in art, etc. when people broke rules to make progress or hold to their beliefs.
- Connect essential question to the performance of Big Bad Wolf.
### ASSESSMENT/EVALUATION

**Students show evidence of proficiency through a variety of assessments:** Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion.
- Generating statements relating to essential question.
- Creating comparisons b/w work of art and literature.

### MATERIALS

**Aligned with the Lesson Objective:** Rigorous & Relevant

- Read Aloud Text Ferdinand the Bull for K-2; Henry and the Freedom Box for 2-4
- Chart paper to chart student response and create comparison charts.
- Writing journals or graphic organizers for individual student responses.

### ACTIVATING STRATEGY

**Motivator/Hook:** Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

**Is It Always Right to Follow the Rules? Why or why not?**

How might the rules in our head or heart be different from other rules or laws? How might they be the same? How might the characters in our Read Aloud or in the play *Big, Bad Wolf* have broken the rules to stay true to themselves or make progress/positive change? How might the characters in the *Big, Bad Wolf* performance compare to the character(s) in our Read Aloud?

### INSTRUCTION

**Step-by-Step Procedures-Sequence:** Sample Scripting, Modeling Expectations – “I Do”, High Yield Activities, Assessment

**Activity I** (approximately 15 minutes):

1. Teacher posts the essential question: *Is it always right to follow the rules?* Essential question should be clear and present throughout the entire 10 days of the unit.
2. Teacher reminds students of essential question. “Yesterday we talked about the importance of following rules and you made some statements about why you think it’s important to follow rules. You had many wonderful things to say and I have posted them in the room to remind us about our thoughts and discussions. Today, I’m going to read you a story about a character that might have broken the rules to make positive changes in his or her life or to stay true to him/herself.
3. Teacher reads Ferdinand the Bull or Henry and the Freedom Box to students. Teacher models what she’s thinking about how the character might be breaking the rules in the story. “Ferdinand is breaking the rules of what it means to be a bull. Bulls are supposed to like to fight and want to get chosen by the matador but not Ferdinand, he is different from other bulls...” Or “Henry doesn’t want to be a slave, he wants to be free but it’s against the law for slaves to be free in the south. Henry feels like he has to break the law and mail himself to the north so he can finally live as a free man instead of a slave. The people who help him are breaking the law too. They could be put in jail or even killed for helping a slave! They must think it’s pretty important...”

**Activity II** (approximately 10 minutes):

1. Teacher asks students to think about how the characters in the play broke the rules, ie The Wolf broke the rules about being a wolf because he was kind and wanted friends but his mother and the townspeople thought... Or Heidi Hood wasn’t supposed to be friends with wolves, they were dangerous and it was against the rules of the village but Heidi..... Students verbally respond to a partner via Turn and Talk.
2. Teacher and students create a comparison chart. This can be a Venn Diagram or other graphic organizer that illustrates how the characters in the play and in the Read Aloud were similar or different. This can be a whole group activity on chart paper or students can be assigned an individual organizer to complete during centers or other writing time. Teacher should model expectations in whole group either way.

**Activity III** (approximately 5 minutes)
1. Teacher passes out the participation sheet (Appendix A) from yesterday and allows the students to fill in the last two sections.
2. Teacher will ask students to share how their view may or may not have changed since yesterday and why.
3. With the few minutes remaining, teacher asks students to brainstorm some people in history that might have broken the rules to make positive change or stay true to self. Possible responses: Rosa Parks, MLK, Anne Frank, etc.

### DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

**Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual**

Suggested Procedures for Group Sharing:
- If students have trouble generating their own ideas, it’s ok to repeat what someone has already said.
- For students who are reticent to share at first, allow one “pass”. Teacher should then support student to share independently.
- Teacher may allow students to pick their own discussion partners or assign partners: heterogeneous, homogeneous, interest level, etc.
- Teacher models using sample responses.
- Teacher models procedural expectations for students.
- Teacher allows students additional time in another part of the day to complete reflections and organizers, ie center time or indie writing time.

### CLOSURE

**Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket**

**Wrap up Activity** (approximately 1-2 minutes).

1. Completed Appendix A will serve as (exit ticket) informal assessment.
2. Teacher may ask 1 or 2 students to share their statements.

### CROSS-CURRICULAR CONNECTIONS

**Other areas of the curriculum where connections were made**

Students/Teacher may make connections to times when the rules were broken in history, in art, in science and invention, etc. to make positive changes.
Students will make connections to prior experience in their writing.

NOTES:
Big Bad Wolf PBL Unit - Lesson Plan V

Teacher: 
Class: 
Course Unit: PBL Big Bad Wolf, Lesson V, Day 5 
Duration of Lesson: 30 minutes

LESSON OVERVIEW
Summary of: the task, challenge, investigation, career-related scenario, problem, or community link
Students will connect Essential Question for Big, Bad Wolf with a personal narrative
- Students will be reintroduced to the essential question: IS IT ALWAYS RIGHT TO FOLLOW THE RULES?
- Students will continue to share verbal and written responses in small and whole group.
- Students will connect personal experience to essential question through speaking – oral storytelling and writing – personal narrative.
- Teacher will activate prior student knowledge of Big Bad Wolf, Ferdinand or Henry, and other famous people to illustrate how it might be OK to break rules sometimes to make positive change or stay true to yourself.
- Students will make connections to text, others, and the Big Bad Wolf performance in order to develop a piece of writing in which he/she relates a personal experience to the essential question.

STANDARDS
Identify What You Want to Teach: Content Standards, CCSS, College Readiness and/or State Competencies
Speaking & Listening:
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers...
SL.2.2 Recount or describe key ideas or details from a text read aloud or info presented orally...
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension....
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details....
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details...
Writing:
W.2.3 Write narrative sin which they recount a well-elaborated event or short sequence of events...
W.2.5 With guidance and support from adult and peers, focus on a topic and strengthen writing as needed...
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
Language:
L.2.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling...
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text...
Theatre:
Analyzing, evaluating, and constructing meaning from improvised scenes....

OBJECTIVE
Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; “I Can....” Statements
In this lesson students will be able to:
- Discuss opinions and connections around the essential question with peers and teacher.
- Make connections to work of art, literature, and others to further explore essential question.
- Generate ideas about personal experiences connected to the essential question: Has there ever been a time when you or someone you know had to break the rules in order to make positive change?
- Write personal narratives as it relates to essential question and connections to work of art, literature, and others.
### ASSESSMENT/EVALUATION

**Students show evidence of proficiency through a variety of assessments:** Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion.
- Writing personal narratives relating to essential question.

### MATERIALS

**Aligned with the Lesson Objective: Rigorous & Relevant**

- Chart paper to chart student response and model personal narrative.
- Writing journals for individual student writing.
- Pencils
- Procedures and format in place for independent writing.

### ACTIVATING STRATEGY

**Motivator/Hook:** Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

**Is It Always Right to Follow the Rules? Why or why not?**

Were the people we’ve discussed in history and the characters in the play and in our story right for breaking the rules? Why or why not?

Has there ever been a time when you or someone you know had to break the rules in order to make a positive change?

### INSTRUCTION

**Step-by-Step Procedures-Sequence:** Sample Scripting, Modeling Expectations – “I Do”, High Yield Activities, Assessment

#### Activity I (approximately 5 minutes):

1. Teacher posts the essential question: **Is it always right to follow the rules?** Essential question should be clear and present throughout the entire 10 days of the unit.
2. Teacher reminds students of essential question. “Yesterday we read a story about a character who broke the rules to stay true to himself/fight for his freedom. Some of us are starting to think that maybe sometimes we must break the rules in order to the right thing. We also talked about some famous people that had to break the rules to make positive changes (Rosa Parks, MLK, Ann Frank, etc.) and we also want to think about the characters in our play – the Wolf and Heidi Hood – and how they broke the rules so they could be friends. Today, we’re going to think about a time when we perhaps had to break the rules to ‘do the right thing’ or make a positive change in some way. “
3. Teacher and students create a brainstorm sheet about times they or someone they know had to “break the rules”. Sample responses may be: my friends didn’t want to be nice to the new kid, it didn’t feel right to me to be mean to her so I went over and asked if she wanted to play; my dad had to speed to the hospital when my mom was having a baby; students may also recall famous people or repeat stories they’ve heard others say if they are unable to generate their own experience. Teacher charts all responses. Older students may be directed to create the list in their writing journals for future reference.

#### Activity II (approximately 10 minutes):

1. Teacher recalls an experience of his/her own. Teacher models oral storytelling by communicating the experience to students i.e.: “I want to tell you a story about a time when I was in college and they had a rule that I didn’t think was right. It didn’t feel right in my heart and in my head to follow this rule because it hurt other people…. (men only organization, protesting or picketing against low wages, etc. – insert your own experience).
2. Teacher asks students to think about a time when they had a personal experience relating to the essential question (give students 1 minute of think time). Children may reference the collective “brainstorm chart” or the notes in their journals or they may generate a new story. Students take turns oral storytelling with a partner. Give each child 2 minutes to talk. For students who have trouble generating their own story,
encourage them to retell what they know about someone else’s story, i.e. Rosa Parks, Ferdinand the Bull, Heidi Hood, etc. Students may also share a story when someone broke the rules because they thought it was the “right thing to do” but it ended up not being a good choice. Be open to the variety of possibilities this essential question might generate.

3. After each child has shared. Pick one or two students to share a snippet of their story with the whole class.

**Activity III** (approximately 15 minutes)

1. For the first 3-5 minutes, the teacher models how she is now going to transfer her oral story into a written story or personal narrative. The teacher models on chart paper or in her own journal on the Elmo or on the board how she is going to begin her story. “Now I’m going to write the story I was just telling you about. I’m going to add details, I’m not going to worry about spelling, etc. right now. I just want to get my story down on paper and then I can go back and edit and revise.”

2. Teacher asks students to go into their writing journal and start putting their story on paper just like they saw her model.

3. For 8-10 minutes teacher will conference with individual students as they write: help struggling students generate ideas, ask clarifying questions, encourage students to go deeper with details and descriptions, etc.

4. With the few minutes remaining, teacher asks 1-2 students to share a part of their writing or perhaps students will turn to a shoulder partner and share their favorite part of their story so far.

5. Students will continue to write their narratives in writing center and/or other writing times during their day.

**DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION**

**Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual**

Suggested Procedures for Group Sharing:

- If students have trouble generating their own ideas, it’s ok to repeat what someone has already said.
- For students who are reticent to share at first, allow one “pass”. Teacher should then support student to share independently.
- Teacher may allow students to pick their own discussion partners or assign partners: heterogeneous, homogeneous, interest level, etc.
- Teacher models.
- Teacher models procedural expectations for students.
- Teacher allows students additional time in another part of the day to complete reflections and organizers, i.e. center time or indie writing time.
- Teacher scaffolds during independent writing time by giving struggling writers extra support for getting started with their writing.

**CLOSURE**

**Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket**

**Wrap up Activity** (approximately 1-2 minutes).

1. Share time in both oral storytelling and at the end of independent writing time.

2. Post brainstorm chart for future reference.

**CROSS-CURRICULAR CONNECTIONS**

**Other areas of the curriculum where connections were made**

Students/Teacher may make connections to times when the rules were broken in history, in art, in science and invention, etc. to make positive changes.

Students will make connections to prior experience in their writing.
# Big Bad Wolf PBL Unit - Lesson Plan VI

**Teacher:**

**Class:**

**Course Unit:** PBL Big, Bad Wolf, Lesson VI, Day 6

**Duration of Lesson:** 30 minutes

## LESSON OVERVIEW

**Summary of:** the task, challenge, investigation, career-related scenario, problem, or community link

Students will connect Essential Question for *Big Bad Wolf* with a personal narrative.

- Students will be reintroduced to the essential question: IS IT ALWAYS RIGHT TO FOLLOW THE RULES?
- Students will continue to share verbal and written responses in small and whole group.
- Students will connect personal experience to essential question through personal narratives.
- Students will make connections to text, others, and the work of art in order to develop a piece of writing in which he/she relates a personal experience to the essential question.

Students will be introduced to guidelines and requirements for project work.

- Students will be given choice in selecting character or person for the focus of the project.
- Students will be grouped or partnered according to teacher directions.
- Students will be provided with a timeline and rubric to guide project work.

## STANDARDS

**Identify What You Want to Teach:** Content Standards, CCSS, College Readiness and/or State Competencies

### Speaking & Listening:

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers...
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension....
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details....
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details...

### Writing:

- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events...
- W.2.5 With guidance and support from adult and peers, focus on a topic and strengthen writing as needed...
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

### Language:

- L.2.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling...
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text...

## OBJECTIVE

**Clear, Specific, and Measurable:** NOT ACTIVITIES; Student-Friendly; “I Can....” Statements

In this lesson students will be able to:

- Write personal narrative as it relates to essential question and connections to the *Big Bad Wolf* performance, literature, and others.
- Make connections to *Big Bad Wolf*, literature, and others to further explore essential question.
- Generate ideas about personal experiences connected to the essential question.

## ASSESSMENT/EVALUATION

**Students show evidence of proficiency through a variety of assessments:** Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion.
- Writing personal narratives relating to essential question.
### MATERIALS

**Aligned with the Lesson Objective:** Rigorous & Relevant

- Chart paper to chart student response and model writing focus
- Writing journals for individual student writing
- Pencils
- Procedures and format in place for independent writing
- Rubrics
- Choice lists

### ACTIVATING STRATEGY

**Motivator/Hook:** Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

**Is It Always Right to Follow the Rules? Why or why not?**

Were the people we’ve discussed in history and the characters in the play and in our story right for breaking the rules? Why or why not?

Has there ever been a time when you or someone you know had to break the rules in order to make a positive change?

Has there ever been a time when you or someone you know broke the rules because they thought it was right but it turned out not to be a good choice?

### INSTRUCTION

**Step-by-Step Procedures-Sequence:** Sample Scripting, Modeling Expectations – “I Do”, High Yield Activities, Assessment

**Activity I** (approximately 5 minutes):

1. Teacher posts the essential question: *Is it always right to follow the rules?* Essential question should be clear and present throughout the entire 10 days of the unit.
2. Teacher reminds students of essential question. “Yesterday we began writing our personal narratives. Most of you have a good start on these. As I was reading through your journals, I noticed that many of you are... (insert mini-lesson focus here, i.e. having trouble remembering our rule to start each new sentence with a capital letter, double the consonant when adding “-ed” to a short vowel word like “clapped”, etc.).
3. Model the strategy you want students to use in their writing for today.

**Activity II** (approximately 10 minutes):

1. Students go into their writing journals and continue narratives implementing the mini-lesson focus for the day.
2. Teacher conferences with individual or small groups of students, assisting them in the editing and revising stages, asking clarifying questions, etc.
3. Teacher asks 1-2 students to share a part of their writing demonstrating use of today’s mini-lesson or perhaps students will turn to a shoulder partner and share their favorite part of their story so far.

**Activity III** (approximately 15 minutes)

1. Teacher describes the project for the PBL unit to students. “We have been spending quite a bit of time talking about our essential question and exploring times when it might be the right thing to break the rules. Our TA will come tomorrow with another lesson for us and after that, we will start to work on our projects. “
2. Teacher allows students to pick partners (or small group team).
3. Teacher allows students to choose the character or person they would like to research. Students may choose from a provided list (see notes section) or generate an idea of their own according to teacher guidelines. *Students who will need extra support may want to choose a character or person who has already been introduced as a scaffold for generating a final product (i.e. Ferdinand or Henry Brown).*
4. Teacher reviews rubrics with expectations and timeline for the project: Lesson 8 will be a work day, you will work with your partner or team to research the story of your character or person. Lesson 9 will be another work day, you will continue to research and put your presentation together. Lesson 10 will be presentation day, we will share our presentation and what we learned with the whole class.

**DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION**

*Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual*

- For students who are reticent to share at first, allow one “pass”. Teacher should then support student to share independently.
- Teacher may allow students to pick their own discussion partners or assign partners: heterogeneous, homogeneous, interest level, etc.
- Teacher models.
- Teacher models procedural expectations for students.
- Teacher allows students additional time in another part of the day to complete reflections and organizers, i.e. center time or indie writing time.
- Teacher scaffolds during independent writing time by giving struggling writers extra support for getting started with their writing.
- Teacher provides rubrics to guide student understanding and accountability.

**CLOSURE**

*Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket*

**Wrap up Activity** (approximately 1-2 minutes).
1. Share time at the end of independent writing time.
2. Students determine groups and subjects for project and share with the class.

**CROSS-CURRICULAR CONNECTIONS**

*Other areas of the curriculum where connections were made*

Students/Teacher may make connections to times when the rules were broken in history, in art, in science and invention, etc. to make positive changes.

Students will make connections to prior experience in their writing.

Notes:
Here is a list of people students might choose to research re: how they broke the rules for positive change or to stay true to who they were. This is not an exhaustive list and students/teacher may generate other ideas to add to the list.

- Rosa Parks
- Martin Luther King
- Ann Frank
- Harriet Tubman
- Ferdinand the Bull
- Grace from Amazing Grace
- Henry “Box” Brown from Henry and the Freedom Box
- other literary figures
- other historical figures
### Big Bad Wolf PBL Unit - Lesson Plan 7

<table>
<thead>
<tr>
<th>Teaching Artist:</th>
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<tbody>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>Course Unit: PBL Big, Bad Wolf, Lesson VII, Day 7 – Teaching Artist Visit</td>
</tr>
<tr>
<td>Duration of Lesson: 45-60 minutes</td>
</tr>
</tbody>
</table>

#### LESSON OVERVIEW

**Summary of: the task, challenge, investigation, career-related scenario, problem, or community link**

- Students will create a ‘celebratory dance’ à la Big Bad Wolf
- Students will create character through their bodies
- Students will demonstrate knowledge of fairy tale
- Students will create fairy tale characters of their own
- Students will create a fairy tale scene with a peer connecting the PBL EQ to the play, Big Bad Wolf
- Students will share their scene with another pair of students
- Students will reflect on their process and artistic choice making throughout the lesson.

#### STANDARDS

**Identify What You Want to Teach: Content Standards, CCSS, College Readiness and/or State Competencies**

**Literature:**
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

**Speaking & Listening:**
- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in large and small groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask/answer questions about what a speaker says in order to clarify..
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details..
- SL.2.6 Produce complete sentences when appropriate to task and situation..

**Writing:**
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events...
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Language:**
- L.2.1 Demonstrate command of the conventions...
- L.2.3 Use knowledge of language and its conventions...
- L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts...

**Theatre:**
- ...analyzing methods of presentation and audience response....
- Analyzing, evaluating, and constructing meaning from improvised scenes....

#### OBJECTIVE

**Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; “I Can....” Statements**

In this lesson students will be able to:
Create a fairy tale character – verbal and physical
Demonstrate their understanding of Big Bad Wolf and the PBL EQ through their scene work
Collaborate with a peer to create a short scene about a friendship that breaks the rules.
Perform scene for peers.
Reflect on their process – verbal.

**ASSESSMENT/EVALUATION**

_Students show evidence of proficiency through a variety of assessments:_ Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in group discussions and activities around fairy tale, friendship and rule breaking
- Participation in acting explorations
- Participation in artistic collaboration to create a scene with a partner through improvisation using specific criteria
- Perform scene for peers
- Reflective analysis of creative process

**MATERIALS**

_Aligned with the Lesson Objective: Rigorous & Relevant_

- Enough space for students to stand in a circle and move feely around the space
- Large index cards and markers
- Additional paper and pencils for writing scenes
- Masking tape
- Oversized paper lunch bags or fruit ripening bags
- Same pairs and poems from the first TA Lesson

**ACTIVATING STRATEGY**

_Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions_

Is It Always Right to Follow the Rules? Why or why not?

**INSTRUCTION**

_Step-by-Step Procedures-Sequence: Sample Scripting, Modeling Expectations – “I Do”, High Yield Activities, Assessment_

**Activity I** (approximately 8-10 minutes):

1. Students stand in a circle. Teaching Artist takes a couple of minutes to reconnect with students.
   - Discussion to include students’ experience of the performance and connections to their PBL unit to date.
     a. Teaching Artist is prepared to assist students in making connections between their own friendship poems and the poetry written by Wolfy and Heidi in the play.
     b. Teaching Artist activates students’ thinking about Heidi’s celebratory dance in preparation for the next step in the lesson. Perhaps asking, “Who can tell us how Heidi celebrated after she and Wolfy won the poetry contest? Possible answer: A celebratory dance. “Do you remember how she pronounced ‘celebratory’? Why do you think she said it that way? I thought you might enjoy creating your own celebratory dance today.”
2. Teaching Artist guides students in creating their own celebratory dance:
   a. Students will use a three-step circle to create a happy, celebratory pose. Repeat to create three different poses.
   b. Students will explore different ways to create one celebratory: turn, traveling step, move that uses their arms/hands.
   c. Teaching Artist asks students to combine their three poses with their turn, traveling step and
Activity III

1. Teaching Artist asks students to walk through the space in a relaxed fashion.
2. Teaching Artist will facilitate students moving through the space using several different centers. Sample prompt: “Allow your right elbow lead you through the space. How does this change the way you move? The way you see things? The way you feel?”
3. Teaching Artist challenges students to add new layers based on known or archetypical fairy tale characters. These characters will be layered upon the current center in seemingly mismatched ways. Try at least three different combos. Sample prompt: “Allow your left hip to lead you through the space. (After a little practice…) Now you are a princess whose left hip leads the way. How does this change the way you move through the space? How does it impact the personality of your princess?”
   a. Some character ideas: Princess, queen, witch, puss in boots, 3 little pigs, dwarves, trolls, giants, wolves, Red Riding Hood, Goldilocks, bears, frog, fairy godmother, Cinderella, etc.
4. Teaching Artist asks students to sit on the floor where they can see board or flip chart.
5. Teaching Artist activates students’ prior knowledge of basic elements of fairy tales; character types, locations, what happens in fairy tales, etc. with quick brainstorming.
6. Teaching Artist gathers student responses on board for all to see (Teacher may elect to scribe).
7. Students will respond to prompts, below, while Teaching Artist and Teacher write one response per index card with markers and place in the appropriately labeled oversized lunch bag. If students are able to answer and write for themselves that is ideal! Sample prompt: “Name your favorite fairy tale character.”
   Suggested index card prompts:
   a. Name your favorite fairy tale character(s)
   b. Name fairy tale titles – existing or something you make up
   c. Name fairy tale locations – example: forest, castle, house
   d. What are some of your own best qualities as a person?
   e. What are some of your worst qualities?
   f. Do you have any quirky or offbeat attributes or skills?
   g. What are some quirky or offbeat attributes of some of the people you love?
8. At the end of each prompt, cards will be deposited in lunch bag labeled for that category. Note: Teaching Artist may limit the number of categories based on time and needs of student population.
9. Activity II (approximately 10-12 minutes):
   a. Name your favorite fairy tale character(s)
   b. Name fairy tale titles – existing or something you make up
   c. Name fairy tale locations – example: forest, castle, house
   d. What are some of your own best qualities as a person?
   e. What are some of your worst qualities?
   f. Do you have any quirky or offbeat attributes or skills?
   g. What are some quirky or offbeat attributes of some of the people you love?
10. Students will respond to prompts, below, while Teaching Artist and Teacher write one response per index card with markers and place in the appropriately labeled oversized lunch bag. If students are able to answer and write for themselves that is ideal! Sample prompt: “Name your favorite fairy tale character.”
11. At the end of each prompt, cards will be deposited in lunch bag labeled for that category. Note: Teaching Artist may limit the number of categories based on time and needs of student population.
12. Activity III (approximately 12-15 minutes)
   a. Name your favorite fairy tale character(s)
   b. Name fairy tale titles – existing or something you make up
   c. Name fairy tale locations – example: forest, castle, house
   d. What are some of your own best qualities as a person?
   e. What are some of your worst qualities?
   f. Do you have any quirky or offbeat attributes or skills?
   g. What are some quirky or offbeat attributes of some of the people you love?
   h. How these two characters end up in the same story?
   i. How/why do they become friends?
   j. Are there obstacles to their friendship?
d. Fairy tales should include a rule/law that the characters must consider whether or not to follow.
e. Fairy tale scenes should include the pair’s poem from first Teaching Artist lesson.
f. How to include a celebratory dance

19. If not in hand already, Teacher and Teaching Artist will provide each pair with their poem from the first visit.
20. Teaching Artist provides a visual reminder to guide students, “Rules for Play”, provided in the Appendix to lesson.
21. Teaching Artist encourages students to improvise and brainstorm their plot line (BME). The goal is to get students up on their feet to work on their scene quickly.
22. Teaching Artist asks students to consider:
   b. What will the audience need to see in order to understand your story?
23. Students rehearse, refine and prepare to share their scenes while Teaching Artist and Teacher side coach.

**Activity IV (approximately 10-12 minutes)**
24. Each pair is partnered with another to share their work. Each pair takes a turn presenting while the other pair acts as audience.
25. Students are reminded to demonstrate good audience behavior.

**DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION**

_Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual_

Suggested Procedures for Group Sharing and Writing Assignment:
- If students have trouble generating their own ideas, it’s ok to repeat what someone has already said.
- Teaching Artist models using sample responses.
- Teaching Artist may limit options in each portion of the lesson to accommodate time and students’ skills.
- Teacher and Teaching Artist may pre-load lunch bags in each category to provide enough cards for the class.

**CLOSURE**

_Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket_

Wrap up Activity (approximately 2-5 minutes).
1. Teaching Artist facilitates a reflection on the work students created and observed and the choice making they noticed throughout. Their participation is their exit ticket.
2. Students are guided to consider how this lesson connects with the performance of Big Bad Wolf and the Essential Question of the PBL.

**CROSS-CURRICULAR CONNECTIONS**

_Other areas of the curriculum where connections were made_

Students/Teacher may make social studies connections about following rules in society.
Students will make connections to the performance of Big Bad Wolf.
Students/Teacher will connect the creative process of the lesson to the rest of the Unit.

**APPENDIX**

_Additional information needed for lesson_

Recommended that students tape their character and their associated qualities vertically as pictured in the example below and then to the back of a chair or to a desk under the selected title and location.
Teaching Artist may either provide these reminders on separate slips of paper and/or on board to be seen by all.

**Rules for Play**

**Remember that your scene should include:**
- 2 fresh Fairy Tale Characters
- A tale of friendship where a rule or law may be broken
- A Beginning, Middle and End
- Your poem from last week
- A celebratory dance
Big Bad Wolf PBL Unit - Lesson Plans VIII and IX

Teacher: 
Class: 
Course Unit: PBL using *Big, Bad Wolf*, Lesson 8,9/Day 8, 9 
Duration of Lesson: 20-30 minutes each

<table>
<thead>
<tr>
<th>LESSON OVERVIEW</th>
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</thead>
<tbody>
<tr>
<td><strong>Summary of:</strong> the task, challenge, investigation, career-related scenario, problem, or community link</td>
</tr>
<tr>
<td>Students will be introduced to the Product portion of the unit:</td>
</tr>
<tr>
<td>- Students will be reminded of the essential question: Is it always right to follow the rules?</td>
</tr>
<tr>
<td>- Students will choose how they want to represent their understanding of the essential question using the Product Menu.</td>
</tr>
<tr>
<td>- Students will work individually or in pairs or small group on their product.</td>
</tr>
<tr>
<td>- Students will understand what is expected using a rubric.</td>
</tr>
<tr>
<td>- Students will research, plan, use technology, and present final product.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td><strong>Identify What You Want to Teach: Content Standards, CCSS, College Readiness and/or State Competencies</strong></td>
</tr>
<tr>
<td><strong>Reading Literature:</strong></td>
</tr>
<tr>
<td>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message...</td>
</tr>
<tr>
<td>RL.2.3 Describe how characters in a story respond to major events and challenges.</td>
</tr>
<tr>
<td>RL.2.7 Use information gained from the illustrations and words in a print or digital text...</td>
</tr>
<tr>
<td><strong>Reading Informational Text:</strong></td>
</tr>
<tr>
<td>RI.2.1 Ask and answer such questions as the 5 w’s to demonstrate the understanding of key details....</td>
</tr>
<tr>
<td>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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<tr>
<td>RI.2.8 Describe how reasons support specific points the author makes in a text.</td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening:</strong></td>
</tr>
<tr>
<td>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 level topics and texts...</td>
</tr>
<tr>
<td>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details....</td>
</tr>
<tr>
<td>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories...</td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td>W.2.1 Write opinion pieces...</td>
</tr>
<tr>
<td>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
<tr>
<td>W.2.7 Participate in shared research and writing projects....</td>
</tr>
<tr>
<td>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td><strong>Language:</strong></td>
</tr>
<tr>
<td>L.2.1 Demonstrate command of the conventions...</td>
</tr>
<tr>
<td>L.2.3 Use knowledge of language and its conventions...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
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<tbody>
<tr>
<td><strong>Clear, Specific, and Measurable:</strong> NOT ACTIVITIES; Student-Friendly; “I Can....” Statements</td>
</tr>
<tr>
<td>In this lesson students will be able to:</td>
</tr>
<tr>
<td>- Use a rubric.</td>
</tr>
<tr>
<td>- Create a product representing an answer to an essential question.</td>
</tr>
<tr>
<td>- Work individually or collaboratively to create a product.</td>
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</tbody>
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<tr>
<th>ASSESSMENT/EVALUATION</th>
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<td><strong>Students show evidence of proficiency through a variety of assessments:</strong> Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective</td>
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</table>
Participation in collaboration or individual work.
Presentation of final product.

MATERIALS
Aligned with the Lesson Objective: Rigorous & Relevant
- Various materials for final products: art supplies, space for movement, paper for writing and art
- Access to texts and/or technology for research
- Rubric
- Product Menu

ACTIVATING STRATEGY
Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions
Is it always right to follow the rules? Why or why not?
Connections: What person in history or literary character broke the rules in order to make a positive change or stay true to themselves? Why do you think they did it? What might have been the outcome if they chose to follow the rules? What was the outcome of this person/character breaking the rules?

INSTRUCTION
Step-by-Step Procedures-Sequence:
Sample Scripting
Modeling Expectations – “I Do”
High Yield Activities
Assessment
Day 8
1. Teacher recaps product menu and rubric for students to use.
2. Teacher gives clear direction for procedures and expectations during individual/ small group work time.
3. Teacher logs student selections for products; also notes which students are working individually or as groups.
4. Students work on presentations/final products using a rubric.
5. Teacher circulates and conferences with students about their work offering various levels of support based on need.
Day 9
1. Students work on presentations/final products using a rubric.
2. Teacher circulates and conferences with students about their work offering various levels of support based on need.
3. Teacher encourages students to complete projects and begin presentations (hanging art work, etc.)

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION
Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual
- Teacher offers clear directions and expectations.
- Teacher offers varied levels of support during independent work time.

CLOSURE
Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket
Students begin to prepare for presentations.

CROSS-CURRICULAR CONNECTIONS
Other areas of the curriculum where connections were made
Students/Teacher may make connections about change with math, science, or social studies.
Students will make connections with prior experience.
NOTES:
**Big Bad Wolf PBL Unit - Lesson Plan X**

**Teacher:**

**Class:**

**Course Unit:** PBL using *Walking the Tightrope, Lesson 10, Day 10*

**Duration of Lesson:** 20-30 minutes *Please note: we have reserved one day for presentations in this PBL model; you may want to plan for an additional presentation day if not all students get to share in one class period or if you plan to invite an outside audience.*

**LESSON OVERVIEW**

**Summary of:** the task, challenge, investigation, career-related scenario, problem, or community link

Students will present PBL products:
- Students will be reminded of the essential question: Is it always right to follow the rules? Why or why not?
- Students will be asked to present their understanding of the essential question to the class through their selected project.
- Students will attentively observe other presentations and displays.
- Students will offer feedback to classmates regarding presentations.
- Students will reflect on their own presentation and the learning gained in this unit of study.

**STANDARDS**

**Identify What You Want to Teach:** Content Standards, CCSS, College Readiness and/or State Competencies

**Reading Literature:**
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message...
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text...

**Reading Informational Text:**
- RI.2.1 Ask and answer such questions as the 5 w’s to demonstrate the understanding of key details....
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.8 Describe how reasons support specific points the author makes in a text.

**Speaking & Listening:**
- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 level topics and texts...
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details....
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories...

**Writing:**
- W.2.1 Write opinion pieces...
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7 Participate in shared research and writing projects....
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Language:**
- L.2.1 Demonstrate command of the conventions...
- L.2.3 Use knowledge of language and its conventions...

**OBJECTIVE**

**Clear, Specific, and Measurable:** NOT ACTIVITIES; Student-Friendly; “I Can....” Statements

In this lesson students will be able to:
- Present a product to the class reflecting understanding of an essential question.
- Offer constructive feedback to classmates.
- Reflect on individual work and knowledge.
ASSESSMENT/EVALUATION

**Students show evidence of proficiency through a variety of assessments:** Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in presentations: Both in presenting and observing others.
- Preparation, planning, and presentation of material.

MATERIALS

*Aligned with the Lesson Objective: Rigorous & Relevant*

- Writing journals (optional) for student responses to observations.
- Presentation materials.

ACTIVATING STRATEGY

**Motivator/Hook:** Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

Is it always right to follow the rules? Why or why not?
Connections: What person in history or literary character broke the rules in order to make a positive change or stay true to themselves? Why do you think they did it? What might have been the outcome if they chose to follow the rules? What was the outcome of this person/character breaking the rules?

INSTRUCTION

**Step-by-Step Procedures-Sequence:**

*Sample Scripting*

*Modeling Expectations – “I Do”*

*High Yield Activities*  

**Assessment**

1. Teacher asks students to present individually or in small group. Art work and some other presentations may be presented in gallery walk style but students should be available to talk about their work and answer questions.
2. All students observe others’ presentations as well as present their own work.
3. Teacher is clear about expectations for presentations and for audience behavior.
4. Teacher encourages/requires students to offer feedback based on classmate presentations through open discussion or feedback sheets provided by teacher.
5. Teacher encourages/requires students to reflect on their own work and on the essential question through discussion or exit ticket.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

**Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual**

Teacher is clear about expectations for presentations.
Teacher offers varied levels of support as appropriate for students to feel successul in the final presentations of the PBL unit.

CLOSURE

**Reflection/Wrap-Up:** Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

**Wrap up Activity** (approximately 1-2 minutes).

Students complete a feedback sheet on a classmate’s presentation. For example:
“liked……
“I wonder……
Student completes a reflection sheet on their own work.
“I liked…..
“Next time, I’d change…..
CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher may make connections about change with math, science, or social studies.
Students will make connections with prior experience in their writing.

NOTES:
Directions for implementation:

1. Allow students to choose from one of the product choices above.
2. Allow students to choose to work individually or with a partner or team.
3. Give students time to prepare presentation. Two 30-minute lessons are built in. Students may require extra preparation time.
4. Use related arts teachers, media specialist, or other adult to help younger students complete projects.
5. Make students aware they will present to the class.
6. Make students aware they will be expected to answer questions about project and accept feedback from classmates.

*Note to teacher: Students may present in a variety of ways. Some products will be performed for whole class or small group; others may be displayed so class can do a gallery walk to observe student work.*

<table>
<thead>
<tr>
<th>Technology: Create a PowerPoint presentation representing times in history when rules were broken to make positive changes. Use images, text, and graphics to demonstrate.</th>
<th>Personal Essay: Explain a personal experience or discovery about how you broke the rules for something good. You can use your writing from earlier assignments in the unit to get started.</th>
<th>Skit: Write a short script that delivers the story of how your character broke the rules for change. Assign a part to each person in your group. Perform your skit for the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art: Represent a story of someone breaking the rules for good through a painting, mural, comic strip drawing, sketch, sculpture, photographs or other visual art form. Display for the class to see.</td>
<td>Create Your Own: Have a great idea for representing the effects of change but don’t see it on the menu? Talk with your teacher about creating your own product!</td>
<td>Poetry: Create a poem about change using your favorite form of poetry. Consider words and phrases from earlier assignments in the unit to build your poem.</td>
</tr>
</tbody>
</table>
# Rubric for *Big, Bad Wolf* Product/Presentation

<table>
<thead>
<tr>
<th>SKILL</th>
<th>1 Below Standard</th>
<th>2 Approaching Standard</th>
<th>3 At Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Information</td>
<td>My details and information does not support main idea.</td>
<td>Some details and information support main idea but more is needed.</td>
<td>My details and information support main idea.</td>
<td></td>
</tr>
<tr>
<td>Product/Presentation Organization</td>
<td>My information is an order that does not make sense.</td>
<td>Some of my ideas are in order, but it doesn’t always make sense</td>
<td>My information is in an order that makes sense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I’m not showing I understand the purpose of the presentation.</td>
<td>I’m showing I partly understand the purpose of the presentation.</td>
<td>I am showing I understand the purpose of the presentation.</td>
<td></td>
</tr>
<tr>
<td>Product/Presentation Elements</td>
<td>Product/Presentation is incomplete.</td>
<td>Product/Presentation is complete for the most part.</td>
<td>Product/Presentation is complete.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Product/Presentation is messy and unclear.</td>
<td>Product/Presentation is sometimes messy or unclear.</td>
<td>Product/Presentation is clear.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did not participate with my group.</td>
<td>I participated with my group some of the time.</td>
<td>I participated with my group at all times.</td>
<td></td>
</tr>
<tr>
<td>Presentation Response</td>
<td>I couldn’t answer questions about my presentation.</td>
<td>I could answer questions about my presentation but not completely.</td>
<td>I answered questions completely and clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did not speak clearly or make eye contact</td>
<td>I spoke clearly and made eye contact some of the time.</td>
<td>I spoke clearly and made eye contact.</td>
<td></td>
</tr>
</tbody>
</table>