**ATTACHMENT 2:**

**A LESSON PLAN TO INTRODUCE THE FANTASY GENRE STUDY UNIT**

**UNIT TITLE:**

This language arts lesson is from the 3rd grade **FANTASY GENRE STUDY UNIT**. The genre study will take place over 4 weeks and include lessons in the language arts and social studies that include the following learning objectives:

* Students will make personal and intertextual connections to what they are reading
* Students will think globally by considering the different perspectives in readings.
* Students will identify metaphorical symbolism in fantasy and consider what universal truths might be uncovered.

**LESSON TITLE: Visualizing to make meaning (Comprehension)**

***Where the Mountain Meets the Moon* by Grace Lin, Little Brown. 2009.**

**Summary:** This mentor text will be a read aloud by the classroom teacher as an introduction to the Fantasy Genre Study Unit. This should take place during the first week of the unit in the following way:

* Pre-reading:
  + Discussing what we think the title means, the cover illustration
  + What we know about Grace Lin, the author?
  + Where do we think the story might take place?
  + Viewing the videos of Grace Lin and the trailer to the book from her homepage <http://www.gracelin.com/content.php?page=wherethemountainmeetsthemoon>
* During:
  + Noting the chapter illustrations
  + Stopping to note any phrases or terms that might need explaining
  + Making connections to what has happened before
  + Predicting what might happen next
* After:
  + Ask the children,
    - “What are you thinking?
    - “What are you wondering about?”
    - “What would you have done?”
  + Children should then read independently from their own copies of the book and meet in small groups to identify their favorite sections to talk about with each other.

This lesson takes place after the entire book has been read.

**LESSON OBJECTIVES:**

* Students will identify important elements of the story by using Sketch to Stretch or Save the Last Word for Me.
* They will share their responses in their small groups and explain why these elements are important (perspective).
* Students will listen to others and consider what their responses mean for their story understanding.
* Groups will report and begin a class chart of characters and events that are meaningful. Begin a chart on **Unusual but Believable** story traits.

**DIFFERENTIATION:**

Students have a choice of illustrating or reading their important scene and explaining it. Groups will be heterogeneous in order to accommodate different needs.

**ASSESSMENT AND REFLECTION:**

Teacher will observe and listen as groups share their responses, making sure everyone has a chance to share.

Depending on how and what the students select as important elements of the story, the next lesson will focus on the symbolism that they discovered in their event. They might be asked to bring in an object that reflects that symbolism.