

Integrated Project Lesson Plan

Grade Level: 3rd **Quarter:** 4th **Curriculum Focus:** Language Arts **Time Period:** 3-5 days
Developed by: Melissa Nalley-Hicks and Dian Trompler

Desired Result	Students will read a variety of multicultural porquoi stories, determine through research what is fact and fiction in a story of choice, and write a porquoi story using word processing software.
Standard/ Benchmarks	<p><u>LA II.2.6</u> Write narratives (stories) that:</p> <ol style="list-style-type: none"> Provide a context within which an action occurs. Include details that develop the plot. provide a clear beginning, middle, and end that include details that develop around a central idea. <p>LA Fluency 3.3 LA Research and Information 2.a., 2.b., 2.c. LA Grammar/Usage 3.f LA Speaking 2.1, 2.6 Informational Literacy 1.5, 2.1, 3.1, 9.1 Technology Skills 1.1, 3.2, 5.3</p>
Special Vocabulary	Porquoi stories, story elements, plot, plot development, characters, setting, editing, revising
Materials Needed	<ul style="list-style-type: none"> • Ultimate Creative Writing Center or Microsoft Word • Kidspiration • Story Map Template from Kidspiration • <i>Aunt Isabel Tells a Good One</i> by Kate Duke • <i>How Come</i> by Kathy Wollard or similar title • Rubric for student written porquoi story • Computers with Internet access • Variety of porquoi tales in picture book form or online
Real World Experience/ Study Trip/ Being There	Guest Speaker: Storyteller
Inclusion (connect to learner's past knowledge)	<ul style="list-style-type: none"> • Do students remember any porquoi stories they have read or heard? • Storyteller
Technology Preparation	Teach or demonstrate the use of the following if necessary: <ol style="list-style-type: none"> OPAC and Organized Investigator Kidspiration Ultimate Creative Writing Center or Microsoft Word
Procedures	<p>Day 1: Introduction</p> <ol style="list-style-type: none"> Guest storyteller tells porquoi stories and/or teacher reads aloud a porquoi story. Storyteller also discusses the importance of traditional stories – legends, myths, folk tales, etc. Make a list of elements found in a porquoi story on a chart. In groups students will read a variety of teacher selected porquos tales. Student groups will select one porquoi tale to use for research. <p>Day 2: Research</p>