



Seattle University – Lesson Plan Template

Name:	Meghann McDonald	Lesson Title:	Chinese Legends Puzzle
School:	Our Lady of the Lake Seattle	Subject:	Humanities
Grade Level:	6 th Grade	Duration of Lesson (minutes):	98 minutes

PART 1. OVERVIEW

UNIT FOCUS

What is the focus of the unit? (1-2 sentences) (What are the unit level pursuits relevant to this lesson?)

This unit focuses on the power of stories to inform personal identity. It explores how stories passed down generationally (such as legends), and stories we tell about ourselves and others, help to develop our sense of self and belonging in the world by providing a frame to view and analyze personal and cultural values/beliefs.

LESSON FOCUS

Briefly summarize the focus and purpose of this lesson. Where does this lesson fall in your unit and how does it support students' learning progress? (1-2 sentences)

The purpose of this lesson is to deepen students' understanding of the story elements common in Chinese legends, particularly how legends offer a lesson or teach a cultural value. The lesson falls early in the unit, and supports students through scaffolding and intentional grouping of students for positive peer collaboration.

PART 2. CONTEXT OF LEARNING

Describe your students:

How many students do you have? As best as possible, describe the make-up of the class, including the total number and students' self-identified genders and ethnicities. Try to ascertain the number of students on FRL, students with IEPs or 504s, multilingual students (including languages spoken), and any other relevant information. Include classroom arrangement, norms, and important elements of the learning environment that could be relevant for this lesson.

There are 31 students in this class. 18 students identify as female, and 13 students identify as male. The majority of students identify as Catholic. Seven are students of color. While all students primarily speak English, two students speak a second language at home. One student speaks Spanish, another student speaks Tigrinya. Eleven students are receiving some level of educational support to meet learning and/or social-emotional needs. Our school does not use IEPs or 504s, but we do have formal "Student Support Plans" for students with learning disabilities. Seven students have a formal Student Support Plan detailing their accommodations.

At the start of every class, students are accustomed to checking the classroom Smart Screen for an agenda slide that helps students determine which materials to gather. This slide typically describes a “Do Now” entry task allowing students to work independently until all students are ready to begin the lesson. For some lessons, including this one, students are accustomed to being grouped with other students upon entering the classroom, prior to beginning instructions on the agenda slide. Once everyone is in their group and focused, the class will review Learning Targets and/or Essential Questions. In this way, students have a predictable routine to settle into a lesson, and they are aware of their learning goals for the day. When a lesson includes a groupwork task, students are accustomed to being sorted into groups that may include any of their peers, and group tasks are commonly directed by group roles and/or written instructions clearly displayed on classroom boards or handouts.

PART 3. LESSON OBJECTIVES, STANDARDS, AND ASSESSMENT

Lesson Objectives chart

In the space below, list 2-3 Lesson Objectives and the associated assessment information. Label each according to the pursuit (identity, intellect, skills, criticality, joy) and, if applicable, align with a National or State Standard. Add rows as needed. Link or embed assessment tools and criteria.

National/State Standards If applicable, cut & paste the relevant state/national standard (e.g., CCSS, NGSS, CASEL)	Lesson Objectives Label your LO using Muhammad’s framework: <ul style="list-style-type: none"> <u>Intellect</u>: Students will know/understand... <u>Skills</u>: Students will be able to (SWBAT)... <u>Criticality</u>: Students will understand/SWBAT... <u>Joy</u>: Students will understand/ SWBAT... <u>Identity</u>: Students will understand.../ Students will value... / SWBAT... 	Evidence of Learning Describe what you will look for in what students write, create, or say that indicates they are meeting the objectives. For Skills objectives, this is not necessary unless you want to elaborate on what you wrote in the objective. <ul style="list-style-type: none"> <i>I will know the students have met the objectives when they...</i> 	Assessment 1. Assessment vehicle/tool (e.g. graphic organizer, exit ticket, quiz, etc.) 2. Type of assessment (selected-response, constructed-response, performance assessment, assessment of dispositions) 3. Assessment criteria, if applicable (e.g., rubric, checklist, scale, answer key).
<p><u>CCSS.ELA-Literacy.RL.6.5</u></p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>CCSS.ELA-Literacy.SL.6.1</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	Intellect: Students will understand the literary elements common in traditional legends.	I will know students have met this objective when they can write their own versions of literary elements commonly found in traditional legends.	<p>Assessment tool: puzzle pieces of story will effectively act as a type of graphic organizer with students filling in blank spaces.</p> <p>Assessment type: short answer constructed response.</p> <p>Assessment success criteria: Missing elements of the story puzzle are written by students in a way that clearly demonstrates understanding of common literary elements found in traditional legends.</p>
	Skills: Students will be able to sequence pieces of a story into a logical flow with a clear beginning, middle, and end.	I will know students have met this objective when they are able to reconstruct a story puzzle in a logical sequence of events.	Assessment tool: entry task (reconstruct word scramble of learning target).

			<p>Assessment Type: performance assessment.</p> <p>Assessment success criteria: Students are able to correctly unscramble the words of a learning target into a sentence that makes sense.</p>
	<p>Criticality: Students will understand how stories represent traditional cultural beliefs and values.</p>	<p>I will know students have met this objective when they can explain how the moral of a particular legend connects to a cultural belief or value.</p>	<p><i>Students will develop a foundational understanding of this objective, which they will build upon more deeply in subsequent unit lessons.</i></p> <p>Assessment tool: the completed story puzzle board and exit ticket.</p> <p>Assessment type: performance task and short answer constructed response.</p> <p>Assessment success criteria: students will be able to show and explain how legends teach a value or belief important to a culture (Chinese culture, their own cultural experiences, or another cultural connection).</p>
	<p>Joy: Students will value peer collaboration, collectively generating a new version of a legend.</p>	<p>I will know students have met this objective when they are able to express their ideas, listen to their peers, and collaboratively create a new version of a legend.</p>	<p>Assessment tool: the completed story puzzle board and exit ticket</p> <p>Assessment type: performance task and student self-report.</p> <p>Assessment success criteria: students will be able to explain how well their group shared ideas and worked together to create a new version of a legend.</p>

Student friendly Learning Targets:

Translate your Instructional Objectives into **1-2 student-friendly learning targets**, expressing the main goal(s) of the lesson. Use this sentence frame for guidance: ***I can + [action verb] + [topic] + [assessment tool].***

Example: *I can show the steps to solve a math equation in my quiz.*

I can put together a story a puzzle in a logical sequence that helps the story make sense.

I can identify and write elements of a story to make a legend.

I can work well with a team by sharing my ideas and listening to other's ideas.

PART 4a. STUDENT-CENTERED PLANNING. What do I know about my students that will inform my instruction?

Who are my students and what prior academic knowledge/skills, cultural and linguistic assets and funds of knowledge do they bring?

- What do you know about your students' academic skills and knowledge that relates to this specific lesson?
- What do you already know or *need to know* about their interests, out of school experiences, and cultural & linguistic assets that has informed your design of this specific lesson?
- Do you anticipate any preconceptions that will need to be addressed? Identify considerations for students with diverse learning needs (IEPs/504s, MLLs), including possible barriers to learning.

Prior lessons will have familiarized students with the basic literary elements that comprise a legend. Thus, students can articulate that a legend mixes real people, animals, or places with something magical or supernatural, and that the story ends in a lesson or moral. They are well-prepared for the intellectual and skills objectives of this lesson.

Throughout the school year, students explore personal identity and cultural assets that will help them deeply engage with the criticality objective of this lesson. Additionally, students display high degrees of creativity and artistic literacy which will benefit them across the objectives of this lesson.

Seven students have formal Student Support Plans to support their diverse learning needs. These learning needs include: dyslexia, dysgraphia, ADHD, and ODD. Considerations for students will include reading and writing supports, as well as supports to ensure successful group collaboration and positive peer interdependence.

PART 4b. LANGUAGE & LITERACY DEMANDS & SUPPORTS

As you design this lesson, take some time to consider the language and literacy that is central to the learning. With specific students in mind, describe the language and literacy that may require instructional supports in order for students to be successful.

Language & Literacy Demands	Language & Literacy Supports
<i>What are you asking students to do when they listen, speak, read, or write that may be demanding or challenging? Think about vocabulary, sentence-level language, broader discourse structures, texts and writing requirements.</i>	<i>What supports (instruction, practice, material scaffolds) do your specific students need to effectively engage with the content & share their ideas? For example, you might need to provide "light touch" vocabulary support, table tents with oral or written language sentence stems, supports to work with text, graphic organizer for a writing task, etc.</i>
Students will need to read and write short portions of text. They will need to sequence story pieces logically, and identify literary elements that commonly comprise legends. Students will be required to work collaboratively by sharing ideas, listening to	Intentional grouping will ensure students are grouped with peers who excel in different skills and can support each other in learning.

<p>others, and reconstructing/creating a story together. Positive peer interdependence is necessary to the success of this group task. The groupwork requires students to utilize a range of skills including: decoding, sequencing, identifying literary elements, writing creatively, engaging in respectful dialogue, actively listening, and arriving at consensus.</p>	<p>Group roles (selected by student choice) will direct collaboration and positive interdependence. A table tent will be provided to each group that outlines group roles and responsibilities, and offers sentence frames for guiding group work. One role will be responsible for managing group communication and collaboration, another for reviewing texts to ensure logical sequencing, another for generating wildly creative ideas, and another for writing tasks and reporting out to the class at the end of the activity.</p> <p>The story puzzles will be differentiated to meet each group's unique learning needs. Groups that require more scaffolding will receive a story puzzle with a more obvious sequence of events, bolded words, fill-in-the-blank sentence frames, and if necessary, a word bank. Other groups with accelerated reading and writing skills will receive a story puzzle without these scaffolds, to provide a more advanced challenge.</p> <p>Students will receive a 10-minute brain break mid-lesson, in which they are encouraged to grab a snack, use the bathroom, move around, and chat with friends. This will help students who have a hard time remaining still and attentive for extended periods.</p>
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PART 5. MATERIALS AND RESOURCES. What do I need to teach this lesson?

- Identify all materials and resources needed for this lesson.
- Attach or [hyperlink](#) all student materials, slide decks, readings, videos, and assessment instruments to this lesson.

Lesson materials include: lesson slides; 4 **large** envelopes for all 8 groups; 4 copies of the anticipatory set survey in each group's envelope #1; one copy of the table tent with group roles and sentence frames for each group's envelope #2; 4 **small** envelopes containing each piece of the story puzzle, with the title and fill-in-the-blank moral attached for all 8 group's envelope #3; 4 copies of the exit ticket in each group's envelope #4.

- [Lesson Slides](#)
- [Envelope #1](#)
- [Envelope #2](#)
- [Envelope #3](#)
- [Envelope #4](#)

PART 6. IMPLEMENTATION OF THE LESSON. What will teacher and students do and say? How will the teacher support students to meet the learning targets?

Describe below exactly how each part of your lesson will go. Use relevant concepts and strategies from coursework. Remember that a lesson should have the following **General Elements of Lesson Design**: *Anticipatory Set, Sharing the Learning Targets & Purpose, Instruction, Checks for Understanding, and Closure*. You may add boxes to account for additional activities if needed.

Time Grouping	Activity/Task (e.g., Anticipatory set, Sharing LT T& purpose, guided practice, group work, check for understanding, closure).	What the teacher does Describe what you will do to support students' learning. Include information related to classroom community routines, procedures, and transitions. SCRIPT ONLY: The purpose of the lesson, key questions & instructions	What the students do Describe what you want students to be doing at each phase of the lesson. Include anticipated student responses to prompts.
5 minutes	Sort students into groups as they arrive in class and gather materials for lesson.	<ul style="list-style-type: none"> • Prior to class, place numbered envelopes containing key handouts and puzzle pieces at each group station. • Display the agenda slide that outlines lesson materials needed for the day. • As students enter class, instruct students on where to sit and inform them of their groups. 	<ul style="list-style-type: none"> • Students will enter class, find their group, check the agenda slide for materials, and start a "Do Now" group-share.
13 minutes	Share LTs + Anticipatory Set	<ul style="list-style-type: none"> • Swipe to next slide, and ask for student volunteers to read the first two learning targets. • Point out that the third learning target appears to be scrambled, and inform the students that their help is needed to work with their group to unscramble it. • Tell students they will have 10 minutes to unscramble the target. • At the end, ask for 1-2 volunteer groups to read what they unscrambled, and swipe to the next slide to show the "answer" of the unscrambled learning target. 	<ul style="list-style-type: none"> • Students will volunteer to read the first two learning targets. • Students will work together to unscramble the third learning target. • Students will volunteer to read their unscrambled target.
12 minutes	Student self-reflect, group-share, then whole group discussion	<ul style="list-style-type: none"> • Have students reflect on their group's effectiveness and collaboration by opening envelope #1. • Ask students to volunteer to share one thing they learned about what their group needs to work well 	<ul style="list-style-type: none"> • Students will complete self-reflect handout in envelope #1, then group-share. • Students will volunteer to share

		together.	one thing they learned from the experience about working with their team.
2 minutes	Review of Legends	<ul style="list-style-type: none"> • Swipe to next slide, and ask for a student volunteer to read the review slide on the elements that comprise legends. 	<ul style="list-style-type: none"> • Students will volunteer to read the slide.
5 minutes	Describe Group Task	<ul style="list-style-type: none"> • Swipe to next slide, and explain that after the break each group will come together to solve a story puzzle. Tell students they will each receive a piece of the puzzle that tells part of a legend. They will work with their group to put the story in an order that makes sense. Some parts of the story are missing pieces, and the students will need to fill in the blanks with their own creative ideas, based on what they know about important literary elements of legends. • Instruct students to open envelope #2 and place the enclosed table tent on their station. Instruct students to read and select their group roles. Walk around classroom answering questions about roles as needed. 	<ul style="list-style-type: none"> • Students listen to explanation of group activity. • Students open envelope #2, place table tent on their station, then read through group roles and choose their preferred roles.
<i>10 minutes</i>	<i>Snack & Brain Break</i>	<ul style="list-style-type: none"> • <i>Remind students to leave all materials and envelopes at their station.</i> • <i>Tell students to take a break for water, snacks, and bathroom. They may move about the room and talk with friends at this time.</i> 	<ul style="list-style-type: none"> • <i>Students grab a snack, move around, chat with friends, and use the bathroom.</i>
22 minutes	Story Puzzle	<ul style="list-style-type: none"> • Instruct students to open envelope #3 and hand out one small envelope to each member of the group. Tell students they will open their envelopes and take turns reading each piece of the story puzzle, then they will have 20 minutes to put the puzzle together and write the missing parts. 	<ul style="list-style-type: none"> • Students will open envelope #3, pass out smaller envelopes to each member of the group. • Students will take turns reading each piece of the puzzle, then use the rest of the time to decide on what order to place the pieces in and write the missing

			parts.
22 minutes	Share Stories	<ul style="list-style-type: none"> • Have reporters from each group take turns reading their completed story for the class • Swipe through the next two slides and read the original legends. 	<ul style="list-style-type: none"> • Student reporters read aloud their group's completed story. • Students listen to the original legends.
7 minutes	Exit Ticket	<ul style="list-style-type: none"> • Instruct students to open envelope #4 then work independently on their exit tickets. • At the end of class they should turn in their exit tickets to the classroom turn-in bin, clean all station materials and return them to the front of the room. 	<ul style="list-style-type: none"> • Students open envelope #4, hand out the individual exit ticket sheets, and work independently. • Students turn in exit tickets to the turn-in bin before cleaning up station materials and returning them to the front of the room.

PART 7. COMMENTARY ON INSTRUCTIONAL DESIGN

Directions: Either in 1-2 paragraphs (APA format) or a brief video, describe your lesson design, drawing on relevant authors or theory (from current or prior courses) that informed your instructional decisions. Describe how you have developed the lesson using knowledge of your students and how you think your lesson design supports student learning. Finally, reflect on your process designing the lesson – what worked well and what will you do differently next time?

For this lesson, I used the principles of backwards design to first think about the overarching goal of the unit and what I want my students to ultimately learn. As Wiggins and McTighe (2005) point out, it is important to first think about what we want our learners to ultimately accomplish, then design lessons that guide them toward achieving the end goal (pp. 14-15). This unit is designed around the idea that stories develop our sense of self and belonging in the world by providing a frame to view and analyze personal and cultural values and beliefs. Throughout the unit, students explore the genre of legends to understand how stories are rooted in cultural values and beliefs, and how they teach life lessons. I knew I wanted to center this unit lesson around legends, and I also wanted students to work collaboratively through a performance task. It is important that performance tasks require students to problem solve and find creative solutions to challenges (Wiggins & McTighe, 2005, p. 153). Therefore, I decided to give students deconstructed legends in the form of a story puzzle they need to assemble and partially write. I knew I needed a strong hook for students to buy-in to the task (Berger, Woodfin, & Vilen 2016, p. 46), so I decided to use a scrambled learning target as the anticipatory set for this lesson. This gets students actively engaging in the lesson early on, helps them connect what they will learn to an end goal (connects learning targets and unit essential questions), and hooks them into a puzzle-based activity.

I knew the nature of this group task would require all members of the group to participate equally and rely on each other to succeed. Cohen & Lotan (2014) emphasize the importance of such positive interdependence in groupworthy tasks, which should require students to work together on a product that requires precision within a limited amount of time (p. 92). Students will have a sense of urgency in this tasks because there is a time limit, and they will need to work together and leverage each other's skills to succeed in the task. Because I wanted them to leverage each other's skills, I knew an important part of the design of this lesson was intentional and flexible grouping. The idea is that students will be grouped together in heterogenous groups so that a students can use their unique skills to support the whole group (Berger, Woodfin, & Vilen, 2016, p. 299). In this way, peers act as support for each other. I also knew it would be important to provide group supports through defined group roles (Berger, Woodfin, & Vilen, 2016, p. 299) and clear scaffolds that guide students through the group task (Darling-Hammond et al., 2020, p. 117). Finally, I knew I wanted to differentiate for advanced learners, so I planned to remove scaffolds to increase the challenge of the tasks for certain groups with learners who demonstrate accelerated understanding in this subject (Berger, Woodfin, & Vilen, 2016, p. 298). The lesson task considers the need for students to rely on each other to succeed, and supports their groupwork through clear roles to ensure equal participation, and varying degrees of scaffolds to meet each group's unique learning needs.

PART 8. REFERENCES

Directions: In alphabetical order, list the references you used to design this lesson plan using APA style.

- **BOOKS:** Last name, N. (Year). *Title of the Book* (Edition). Publisher.
- **JOURNAL:** Last name, N. & Last name, N. (Year). Title of the article. *Title of the Journal*, Number(Issue), pages.

- **WEBSITE:** *Title of the page* (Year, Month Date). Site name. Retrieved Month day, Year, from URL.
- **AI:** OpenAI. (Year of the version you used). Model of AI used (Month Day version) [kind of model]. For example:
OpenAI (2023). ChatGPT (August 30 version) [Large language model]. Citations: (OpenAI, 2023).

[Go to [APA Owl](#), for additional guidance or in case your source is not listed in the prior examples)

- Berger, R., Woodfin, L., & Vilen, A. (2016). *Learning That Lasts*. Jossey-Bass.
- Cohen, E.G., & Lotan, R.A. (2014). *Designing Groupwork: Strategies for the Heterogenous Classroom*. Teachers College Press.
- Darling-Hammond, L., et al. (2020). Implications for Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 29(1), 125-133.
- McMillan, J.H. (2018). *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation*. Pearson.
- Wiggins, G.W., & McTighe, J. (2005). *Understanding By Design*. Assn. for Supervision & Curriculum Development.