

Fantasy Writing Unit Español Dos

Teacher note:

This unit was designed for Spanish, but could be adapted for any language. It could also be used for an ELL classroom or an English Language Arts. To use this for English speaking students: just change anything that is in Spanish and move it to just English.

Standards for ELA from Common Core:

Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (If students use computers to publish or to illustrate their stories)

Standards for English as a Second Language from Oregon ELP standards:

#2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience or reader comments and questions.

#3 Speak and write about grade-appropriate complex literary and informational texts and topics.

#7 Adapt language choices to purpose, task, and audience when speaking and writing.

#9 Create clear and coherent grade-appropriate speech and text.

#10 Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Standards for Foreign language from:

[http://www.actfl.org/sites/default/files/pdfs/Aligning CCSS Language Standards v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning%20CCSS%20Language%20Standards%20v6.pdf)

- Students evaluate similarities and differences in language use and idiomatic expressions between target language and student's native language.
 - Students make cross-curricular connections.
- Students produce a variety of creative written presentations (original story).

Learning Targets from: <http://www.actfl.org/sites/default/files/pdfs/Can-Do-Statements-2015.pdf>

- I can compose communications for public distribution.
- I can understand the main idea of what I listen to for personal enjoyment.

Days 1-2:

Spiderwyck Chronicles in Spanish (I usually use Spanish audio and Spanish subtitles)

Day 3:

Writing Fantasy

• Read Paper Bag Princess—in Spanish first and then in English (You can find the books here:

http://www.amazon.com/Paper-Bag-Princess-Classic-Munsch/dp/0920236162/ref=sr_1_1?s=books&ie=UTF8&qid=1427911863&sr=1-

[1&keywords=the+paperbag+princess+by+robert+munsch](http://www.amazon.com/Paper-Bag-Princess-Classic-Munsch/dp/0920236162/ref=sr_1_1?s=books&ie=UTF8&qid=1427911863&sr=1-1&keywords=the+paperbag+princess+by+robert+munsch) and Spanish here:

<http://www.amazon.com/Princesa-Vestida-Bolsa-Princess->

[Spanish/dp/0780745124/ref=sr_1_7?s=books&ie=UTF8&qid=1427911898&sr=1-](http://www.amazon.com/Princesa-Vestida-Bolsa-Princess-Spanish/dp/0780745124/ref=sr_1_7?s=books&ie=UTF8&qid=1427911898&sr=1-)

[7&keywords=the+paperbag+princess+by+robert+munsch+spanish](http://www.amazon.com/Princesa-Vestida-Bolsa-Princess-Spanish/dp/0780745124/ref=sr_1_7?s=books&ie=UTF8&qid=1427911898&sr=1-7&keywords=the+paperbag+princess+by+robert+munsch+spanish) or a pdf of the English version

here: http://mrkwon.weebly.com/uploads/1/3/2/1/13216665/the_paper_bag_princess1.pdf

- Hand out the guidelines for Fantasy (see the handout)
- Go over the fantasy motifs and then classify Paper Bag Princess by these motifs.
- Identify the motifs that they want to use in their story.

Day 4:

- Identify the hero's round that they may use.
- Identify the hero's round in Paper Bag Princess.
- Rewrite the Cinderella story (or any fairy tale) to your choosing.

Day 5:

Spanish Fantasy Writing

• Show the class each page of The Silver Pony without saying anything. Point to the stars to indicate chapters or days, but don't say anything. Allow students to interpret it as they see fit.

Point out the various aspects of the pages just by using your finger to point.

• Give The Silver Pony pages to separate students. Have students write in Spanish what is happening on the page. They come up with the text for the page. (The PowerPoint has photos from Amazon's view into the book. I found it at my local library. It is The Silver Pony by Lynd

Ward. You can purchase it here: [http://www.amazon.com/Silver-Pony-Story-](http://www.amazon.com/Silver-Pony-Story-Pictures/dp/0395643775/ref=sr_1_1?s=books&ie=UTF8&qid=1427912222&sr=1-)

[Pictures/dp/0395643775/ref=sr_1_1?s=books&ie=UTF8&qid=1427912222&sr=1-1&keywords=the+silver+pony+lynd+ward](http://www.amazon.com/Silver-Pony-Story-Pictures/dp/0395643775/ref=sr_1_1?s=books&ie=UTF8&qid=1427912222&sr=1-1&keywords=the+silver+pony+lynd+ward))

- Read the student created story and show the illustrations.

Day 6:

Characters

- Tay-day-say (Trabajo de Campana): Have students make a list of their favorite books or movies and the characters in them. Then discuss together what makes those characters memorable.
- Read from Brian Jacques and Cornelia Funke (or use an audio track of one of their books, or another book of your choosing that has great characters. You can find Redwall here: http://www.amazon.com/Redwall-Book-1-Brian-Jacques/dp/0142302376/ref=sr_1_1?s=books&ie=UTF8&qid=1427912537&sr=1-1&keywords=redwall+series or in your middle school or elementary school library. Dragon Rider by Cornelia Funke can be found here: http://www.amazon.com/Dragon-Rider-Cornelia-Funke/dp/0545316480/ref=sr_1_1?s=books&ie=UTF8&qid=1427912588&sr=1-1&keywords=dragon+rider+by+cornelia+funke . You may be able to find it at your school library or at your public library.) I try to bring in either the books and read to students or find an audio sample and bring it in and play it for them.
- Discuss what makes the characters notable
- Read a children's book—Stellaluna or other book
- Discuss the difference between the two. Explain how they will have to simplify their writing for what they know how to write and what they can write. Point out the differences in intricacies from the two styles of books. Show how both have character development.

Day 7:

Illustrations

- Bring in books with illustrations and show the different styles of illustrating. These can be found at your local library or the elementary school library. Choose books that have various styles of illustrations. Round Trip mentioned below is really unique. It has black and white illustrations that is read forwards, flipped over and read backwards. The illustrations change in how you perceive them when read through the second time. Eric Carle, Diary of a fly, Round Trip by Ann Jonas, Jan Brett, On the Mayflower by Kate Waters, Joseph Had a Little Overcoat, and Zathura
- Use the Alliteration Activity to have students create sentences that describe themselves. Then they create a page for an ABC class book. They must illustrate it.
- Create a collaborative book to exhibit.

Day 8:

Start writing your story

- Read Dragonés de Woolpren.
- Use organizer to create story line. Use the Hero's Round to create their own plot line.

- Gather characters. Use Character cards to have students create a character and a fantastical object.

Day 9:

- Use motifs to decide some of story line
- Allow illustrating if can't think to create
- If need to, go through step by step how I simplified my tale. Share the Dragons of Woolpren story in long form and then share the shortened Spanish form. Show how the one was condensed but the plot line is still there. You can also share the PowerPoint of La Princesa y el Campesino
- Share the rubric that you will use to grade them. You can see the rubric that I use.

Days 10-14:

Write your story. I find that this takes more time than I think it will. I usually check in with them to see how they are coming along as a class and extend time as needed. When most students are ready to edit, move on to the next day.

Day 15:

- Go over self-editing. (If you have a school wide proofing guide, use that. I will include a guide that I have made up.)
- Have students use the self-editing to correct rough draft.
- Turn in the marked up rough draft. (Teacher must see a marked rough draft. This helps students know that the rough draft is just that—a rough draft. Compare it to editing for publishing a book)

Day 16-18:

Start Final Draft

- Illustrate and receive rough draft back.
- Create a final draft.

Day 19:

Finish Final Draft; turn in for grade

Day 20:

Read stories to class. Either students read or teacher reads to them.

Day 26:

Fiesta! Celebrate their accomplishment. Depending on your bell schedule and class size, you may use this time to finish reading stories you didn't get to yesterday.