

## Flipped Impact Project

### LESSON PLAN

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| <b>I.</b>                              |                   |
| <b>Date:</b>                           |                   |
| <b>Teacher's Name and Surname:</b>     |                   |
| <b>Students' Level of Proficiency:</b> | Intermediate (B1) |
| <b>Students' Age:</b>                  |                   |
| <b>Class Size:</b>                     |                   |
| <b>Duration of Lesson:</b>             | 60'               |
| <b>Institution:</b>                    |                   |

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| <b>II.</b>                            |   |
| <b>Lesson Topic/Theme:</b>            | <b>Fairy Tales</b><br>Defining Relative Clause  |
| <b>Lesson Focus (Teaching Point):</b> | Grammar   |
| <b>Materials and Texts Used:</b>      | White Board, Board Marker, Computer, Headphones, Projector, Tack-It, Handouts, Instructions, Stickers, Scissors, Crayons, Glue  |
| <b>References:</b>                    | <a href="https://edpuzzle.com/media/5e667709d039aa41212ca796">https://edpuzzle.com/media/5e667709d039aa41212ca796</a><br><br><a href="https://create.kahoot.it/share/cinderella-defining-relative-clause/720c1660-68b6-491a-b83b-177903202072">https://create.kahoot.it/share/cinderella-defining-relative-clause/720c1660-68b6-491a-b83b-177903202072</a><br><br><a href="https://flippedimpactproject1.h5p.com/content/1290950399689271427">https://flippedimpactproject1.h5p.com/content/1290950399689271427</a><br><br><a href="https://www.youtube.com/watch?v=NpWHZJZQDSE">https://www.youtube.com/watch?v=NpWHZJZQDSE</a><br><br><a href="https://docs.google.com/forms/d/1HsiqrikBd4gpSXv5YiNjuLpUTwrkgdC--GXsA9Hu1XM/edit">https://docs.google.com/forms/d/1HsiqrikBd4gpSXv5YiNjuLpUTwrkgdC--GXsA9Hu1XM/edit</a> |
| <b>Audio-visual Aids:</b>             | <ol style="list-style-type: none"> <li>1. The Station Checklist (Lead-In)</li> <li>2. Kahoot Activity (Understanding)</li> <li>3. Infographic Handout for Defining Relative Clauses (Applying)</li> <li>4. Fill-in-the-Blanks Activity (Applying)</li> <li>5. Making One Sentence (Analyzing)</li> <li>6. Puzzle Game (Evaluating)</li> </ol>   |

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|                                 | <p>7. Plot Mountain! (Creating)</p> <p>8. Infographic Handout for Plot Structure (Creating)</p> <p>9. Checklist and Choose Three! (Creating)</p> <p>10. Storybooks (Creating)</p>   |
| <b>Anticipated Problems:</b>    | <ul style="list-style-type: none"> <li>- Technical issues with computer and sound system may occur.</li> <li>- Lesson may progress faster than anticipated.</li> <li>- Students may be reluctant to participate in activities and discussions because of the lack of motivation.</li> <li>- Students may have difficulty in understanding the unknown vocabulary items and phrases in the video of <i>Little Red Riding Hood</i>.</li> <li>- Students might be in need of further explanations for instructions.</li> </ul> |
| <b>Solutions:</b>               | <ul style="list-style-type: none"> <li>- Teacher brings his/her laptop to the classroom.</li> <li>- Teacher goes on with the evaluation sheet of the course session.</li> <li>- Teacher encourages students with reinforcements such as positive, helping language and small rewards.</li> <li>- Teacher helps them make associations between new and prior knowledge to clarify the unknown words.</li> <li>- Teacher uses modelling as an instructional strategy.</li> </ul>  |
| <b>Intelligences Addressed:</b> | <ul style="list-style-type: none"> <li>- Linguistic Intelligence</li> <li>- Visual-spatial Intelligence</li> <li>- Interpersonal Intelligence</li> <li>- Intrapersonal Intelligence</li> <li>- Socio-cultural Intelligence</li> </ul>   |
| <b>Pre-requisite Knowledge:</b> | <p>Students are expected to know beforehand;</p> <ul style="list-style-type: none"> <li>- Main Clause</li> <li>- WH-Questions</li> <li>- Relative Pronouns and Adverbs</li> <li>- Basic Structures and Tenses</li> <li>- How to Set Up Basic Sentences</li> <li>- Question Formation</li> <li>- Most Common English Verbs</li> </ul>  |

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| <p><b>Goal(s):</b></p>    | <p>Students will be able to;</p> <ul style="list-style-type: none"> <li>- Recognize the meaning of targeted grammatical structure in written and spoken form.</li> <li>- Practice <b>Defining Relative Clauses</b> in a meaningful context with the help of the linguistic input given in the activity handouts.</li> <li>- Self-correct when using targeted grammatical structures.</li> </ul>   |
| <p><b>Objectives:</b></p> | <p>By the end of the lesson, the intermediate (B1) level students will be able to;</p> <ol style="list-style-type: none"> <li>1. Watch the animated and interactive video which has been prepared by using <i>Powtoon</i> on "<i>Little Red Riding Hood</i>" and answer the questions which are embedded in the video.</li> <li>2. Find out all the most appropriate response in the <i>Kahoot</i> game by giving attention to the appropriate relative pronouns and adverbs.</li> <li>3. Complete the fairy tale of <i>Hansel and Gretel</i> by filling in all the blanks with the appropriate relative pronoun or adverb using <i>H5P</i>.</li> <li>4. Rewrite all the given sentences by combining them with the correct relative pronoun or adverb in pairs to have a deeper knowledge in <b>Defining Relative Clauses</b>.</li> <li>5. Describe the words in their own handout by using the appropriate relative pronouns and adverbs and guess the missing words in their puzzle handout by listening to the definitions given by their partner.</li> <li>6. Create a fairy tales in at least 150-200 words by using the relative pronouns and adverbs and choosing at least three characters, objects, time concepts, and settings which are given by the teacher after reading the plot structure handout in groups of 3 people or in pairs.</li> </ol> |
| <p><b>Rationale:</b></p>  | <ul style="list-style-type: none"> <li>- Teacher intends to attract the attention of students and arouse their curiosity by a creating a meaningful context, which contributes to the concentration and intrinsic motivation of the learners. Also, teacher aims</li> </ul>   |

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|  | <p>to create a relaxing atmosphere for effective learning.</p> <ul style="list-style-type: none"> <li>- Teacher aims to help students comprehend the essential elements of the target grammatical structures by giving clear and real -life examples, which plays an important role in the application of a new structure into the context.</li> <li>- Teacher aims to check whether students have understood the structure clearly or not by using concept questions, which helps students to understand both the meaning and use of the grammatical point.</li> <li>- Teacher creates an inclusive classroom environment where each student has an equal opportunity to express their opinions and feelings through evaluation form, which is a great chance.</li> </ul> |
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### III. PROCEDURE

| Bloom's Taxonomy                                     | Time | Tasks (Teacher)  | Tasks (Students)  | Interaction | Purpose  |
|--|------|--|---|-------------|--|
| <b>Remembering</b><br><i>(Outside the Classroom)</i> | 10'  | <p>The teacher uploads the animated and interactive video which has been prepared by using <i>Powtoon</i> to the class in <i>Edmodo</i>. Through this video which is related to <i>Little Red Riding Hood</i>, the students have a great opportunity to learn and review the forms and functions of <b>Defining Relative Clauses</b>. Also, the embedded questions into the video help the learners to control their learning process through immediate feedback in <i>Edpuzzle</i>. In this way, the teachers could be aware of the weaknesses and strengths of the students on the relevant topic, which carries an essential role in the preparation of classroom materials and activities.</p> | <p>The students are mainly responsible for watching the uploaded video before coming to class. Also, they are required to answer the relevant questions in the video by understanding the general use of <b>Defining Relative Clauses</b> in the daily life and fairy tales. They could keep detailed notes of the topic in order to ask the teacher some misunderstood points.</p> | (I)         | <p>To make the students remember the functions of <b>Defining Relative Clauses</b> with some examples and questions.</p> <p>To engage the students in the learning process by motivating them to practice the relevant topic in an interactive and colorful way.</p> |

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| <p><b>Lead - In</b></p> <p><i>(Inside the Classroom)</i></p> | <p>3'</p> | <p>The teacher enters the classroom by greeting students and asking how they feel. Then, she/he starts the lesson by asking how the students have been doing recently. Also, she asks the students whether they have enjoyed the pre-prepared videos and what they think about these videos, which is an important step for reflective teaching. If there is a student who has not watched the relevant videos yet, the teacher asks other students to inform their friend of the today's topic (<i>Fairy Tales</i>). Then, the teacher needs to introduce the instructions of each station by wandering around the classroom with the students and explaining what they are expected to do. She states that the students have freedom to decide whichever activity they want to start doing. Then, by showing the station checklist (<b>App. A</b>), the teacher wants to keep the students accountable with what they have achieved in each station, which is an important step of the student self-assessment. Before allowing the students to start doing the relevant activities in the different stations, the teacher informs them of a <i>Kahoot</i> game.</p> | <p>The students listen to carefully and share their experiences and answer the teacher's questions. They help their friends comprehend the relevant topic by sharing what they have learned from the interactive videos. Also, they try to understand their responsibilities in each station by listening to the examples and explanations of the teacher.</p> | <p>(T ↔ Ss)</p> | <p>To warm the students up for the lesson by establishing the context and make them concentrate on the lesson by setting up a positive mood of speaking and attracting their attention.</p> <p>To create an authentic context, to motivate them to express their ideas in the target language.</p> <p>To help the students enjoy a high degree of autonomy in their learning process through self-assessment procedure.</p> |
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| <p><u>Understanding</u></p> <p>(Inside the Classroom)</p> | <p>7'</p> | <p>After making a smooth transition to the grammar point conversationally and ensuring that all the students have understood the essential parts of the contextual topic, in this part of the lesson, the teacher wants the students to go to Edmodo and find the link for the <i>Kahoot</i> activity related to <b>Defining Relative Clauses (App. B)</b> in the context of <i>Cinderella</i>. In such an activity, after choosing the appropriate game mood, the teacher wants the students to enter the Pin # in Kahoot [such as 8322979] on their devices (computer or mobile). By looking at the question and answer choices which have been displayed on the teacher's screen, the students are responsible for finding out the most appropriate response by giving attention to the relative pronouns and adverbs. Since it is important for the teacher to provide the students with an instant feedback by looking at their answers on the screen, she/he needs to be careful about the reactions of the learners. After ensuring that all the students have understood the reason behind the correct answer, the teacher should allow them to solve further questions on the quiz, which is essential for them to keep recalling what they have learned before the lesson.</p> | <p>The students enter a nickname and click OK button, which will populate on their screen in the game lobby. They are responsible for selecting the answer choice corresponding to the button with the same color and shape as the answer choice by trying to remember the use of the relative pronouns and adverbs.</p> | <p>(I)</p> <p>(T ↔ Ss)</p> <p>(W)</p> | <p>To make them practice the basic forms and functions of the relevant topics within the authentic content.</p> <p>To provide the students with more representative examples of the target structure by reinforcing the key linguistic feature.</p> |
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| <p><b>Applying</b></p> <p>(Inside the Classroom)</p> | <p>8'</p> | <p>After they have finished the first part of the lesson through the <i>Kahoot</i> activity, the teacher distributes a colorful infographic about <b>Defining Relative Clauses</b> from which the students could benefit (<b>App. C</b>) while completing the activities in the different stations. Then, she uploads a fill-in-the-blanks activity in which the students are required to complete the fairy tale of <i>Hansel and Gretel</i> by filling in the blanks with the appropriate relative pronoun or adverb using <i>H5P</i> (<b>App. D</b>). The teacher states that it is essential for the students to complete the activity with at least % 75 correct answers to pass this station. In this way, the teachers strategically embed an enjoyable activity through a context which is an important step for discovery learning with the self-reflection process. Then, the students check off when they complete this station.</p> | <p>The students are required to understand the general use of <b>Defining Relative Clauses</b> within a meaningful and comprehensive context by filling in the blanks in a fairy tale to form a full sentence with the target structure. In this way, they find a great opportunity to create a meaningful story with the help of a variety of cues. They could identify the basic forms and functions of the relevant topics in a very limited and controlled way. Also, the students are in control of their own learning and get to cross off this station when they complete it.</p> | <p>(I)</p> <p>(T ↔ Ss)</p> | <p>To make them practice the relevant grammatical structure within the meaningful context.</p> <p>To create an interactive and lively classroom environment with a known story, which enhances their intrinsic motivation.</p> |
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| <p><u>Analyzing</u></p> <p>(Inside the Classroom)</p> | <p>8'</p> | <p>The teacher introduces an enjoyable pair work activity which consists of different relative pronouns and adverbs and requires the learners to join the sentence halves together using <b>Defining Relative Clauses (App. E)</b>. She explains that the students are allowed to make any necessary changes to create meaningful sentences. The teacher gives importance to choose these sentences from the fairy tale of <i>Little Red Riding Hood</i> which has been used in the “remembering” part of the lesson by integrating it into an interactive video. Since the students find a golden opportunity to repeat what they have learned in the previous stages by making one sentence from two, they begin to understand the function of the relevant structure which serves as a conjunction connecting the two clauses. In this way, the teachers strategically embed an enjoyable activity through a context which is an important step for discovery learning with the self-reflection process. Then, the students check off when they complete this station.</p> | <p>The students are required to work in pairs and make one sentence from two by making a relative clause with the appropriate relative pronouns or adverbs. By combine the sentences using an appropriate structure, they are more likely to understand that we can use relative clauses to join two sentences. Also, the students are in control of their own learning and get to cross off this station when they complete it.</p> | <p>(T ↔ Ss)</p> <p>(S1 ↔ S2)</p> | <p>To make students familiar with the topic with an effective and relevant transition by providing a great opportunity to see the grammatical aspect in the real-life context.</p> <p>To check to what extent students understand what they have learned and follow the rules of the grammatical structures.</p> <p>To fix students' grammar mistakes to improve their communication and collaboration skills.</p> |
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| <p><b>Evaluating</b></p> <p><i>(Inside the Classroom)</i></p> | <p>10'</p> | <p>In this fun relative clauses activity, the students practice describing words, which consists of <i>the objects used in the fairy tales</i>, using <b>Defining Relative Clauses</b> with who, whom, whose, which, that, where, and when (<b>App. F</b>). The teacher divides the students into two groups as a pair (A and B) and gives each student a corresponding worksheet. Both students have the same crossword, but Group A has the words across and Group B has the words down. The students' task is to write definitions for the words using <b>Defining Relative Clauses</b>. Each student writes down definitions for the words on their crossword. When the students have finished, they then take it in turns to ask their partner for a clue to one of the missing words on their crossword, e.g. "What's 1 down?" Their partner then defines the word that appears on their half of the crossword using a defining relative clause. The student then tries to guess the word. If the student guesses the word successfully, they write it in the crossword. If not, their partner continues to give more clues until the student is able to guess the word. When the students have finished, they check their answers and spelling by comparing worksheets. In this way, the teachers strategically embed an enjoyable activity through a context which is an important step for discovery learning with the self-</p> | <p>The students find a pair and play a puzzle game together. They need to describe the words in their own handout by using the appropriate relative pronouns and adverbs. Then, they need to guess the missing words in their puzzle handout by listening to the definitions given by their partner. Also, the students are in control of their own learning and get to cross off this station when they complete it.</p> | <p>(T ↔ Ss)<br/>(S1 ↔ S2)</p> | <p>To make students revise the essential elements of a sentence with the relevant grammatical structures.</p> <p>To make the students use the target structure by solving a puzzle game.</p> |
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| <p>Creating</p> <p>(Inside the Classroom)</p> | <p>20'</p> | <p>reflection process. Then, the students check off when they complete this station.</p> <p>After ensuring that most of the students have completed all the other stations, the teacher makes the students watch a colorful video on the plot structure which consists of the essential parts of creating a story (<b>App. G</b>) with the purpose of preparing them to write a fairy tale. Then, the teacher distributes an infographic which includes a detailed summary of the plot structure (<b>App. H</b>). After stating that the learners could benefit from this handout while writing their story in groups of 3 people or in pairs, she distributes a handout including a checklist which tells the students what they are required to do in this activity: <i>find your groupmates, read the storyline handout, outline your plot, use the given characters, objects, time, and setting</i> (<b>App. I</b>). Also, in this handout, the students could find some characters, objects, time, and setting which they are responsible for using by choosing at least three stuff from each category while creating their fairy tales in 150-200 words by using <b>Defining Relative Clauses</b> to describe these stuff. Deciding which ones they want to use, they are required to take one of the storybooks given by the teacher (<b>App. J</b>), write their fairy tale, and draw it by using some crayons. After finishing the activity, the students need to come to the board and share their</p> | <p>The students need to watch an engaging video on the plot structure. After understanding how to write a creative story, they are required to find their groupmates, read the plot structure handout, and decide which three characters, objects, time concepts, and settings they want to use in their story. Then, in groups of 3 people or in pairs, they are expected to create a fairy tales in at least 150-200 words by using the relevant materials with the help of given handouts.</p> | <p>(W)</p> <p>(T ↔ Ss)</p> <p>Ss (3) ↔ Ss (3)</p> <p>(S1 ↔ S2)</p> | <p>To make them more concentrated on the task and aims of the grammatical concept in the real-life by creating a relaxing atmosphere.</p> <p>To help students to gain awareness about fairy tales by creating a classroom environment in which they are exposed to different perspectives.</p> <p>To encourage the students to write a fairy tale by understanding the significance of a plot structure, which improves their creative thinking skills.</p> |
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| <p><b>Evaluating the Course Session</b></p> <p><i>(Inside the Classroom)</i></p> | <p>4'</p> | <p>answers with the teacher. If there is any mistake, the teacher could give immediate feedback and help the students to correct their mistakes. Then, the students check off when they complete this station.</p> <p>The teacher wants the students to go to the class in <i>Edmodo</i> and fill out the questionnaires by evaluating their learning experiences in the class session, which could be beneficial for the reflective teaching.</p> | <p>Students are required to fill out the evaluation form on <i>GoogleForms</i> by going to the class in <i>Edmodo</i>.</p> | <p>(I)</p> | <p>To create a positive classroom atmosphere in which the students find a great opportunity to express their ideas and feelings about the lesson and teacher.</p> |
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## IV. APPENDICES



## APPENDIX A. The Station Checklist (Lead-In)

[illegible]

[illegible]

## APPENDIX B. Kahoot Activity (**Understanding**)

**Link for Kahoot Activity:** <https://create.kahoot.it/share/cinderella-defining-relative-clause/720c1660-68b6-491a-b83b-177903202072>



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## Cinderella-Defining Relative Clause

0 favorites 0 plays 0 players

A public kahoot


 Merveeeehh  
Created 14 hours ago

### Questions (7)

[Show answers](#)

1 - Quiz


Once upon a time, a girl \_\_\_\_\_name was Cinderella lived with her stepmother and two stepsisters.



20 sec

2 - Quiz

The Prince \_\_\_\_\_wanted to marry had a ball. All the people in the city \_\_\_\_\_the Prince lives was invited.



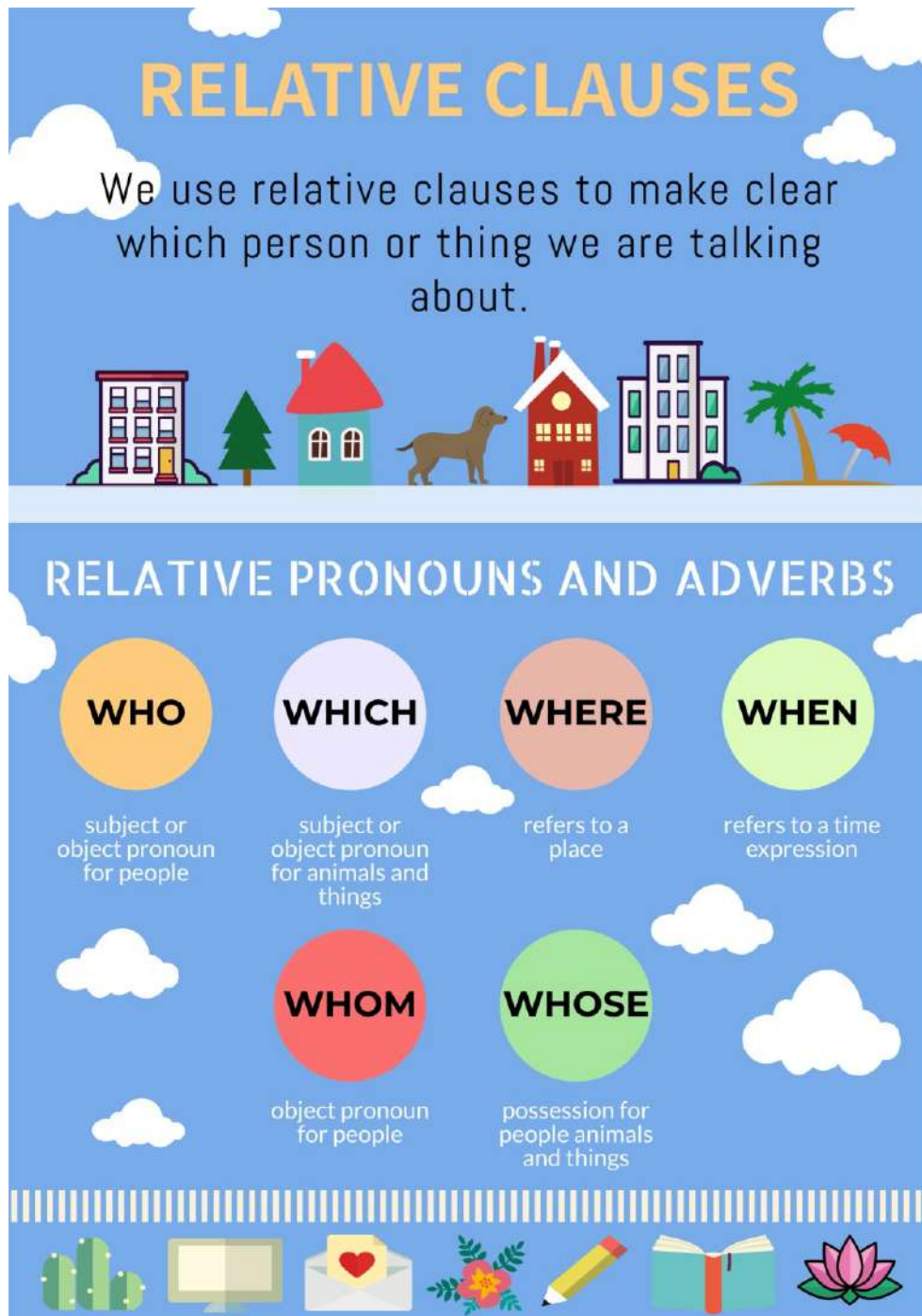
20 sec

## APPENDIX B. (Answer Key)

1. Once upon a time, a girl **whose** name was Cinderella lived with her stepmother and two stepsisters.
2. The Prince **who** wanted to marry had a ball. All the people in the city **where** the Prince lived was invited.
3. Poor Cinderella had to make two brand-new gowns **which** her stepsisters wanted.
4. Soon, the time **when** the stepmother and stepsisters left for the big party came.
5. All of a sudden, at the door **where** Cinderella stood appeared a fairy.
6. The fairy made her a dress and a car **which** was out of pumpkin.
7. Cinderella and the Prince **who** fell in love with each other lived happily ever after.



## APPENDIX C. Infographic Handout for Defining Relative Clauses (Applying)




## APPENDIX D. Fill-in-the-Blanks Activity (Applying)

### Link for Fill-in-the-Blanks Activity:

<https://flippedimpactproject1.h5p.com/content/1290950399689271427>

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Relative clauses give us information about the person or thing mentioned. **Defining relative clauses** give us *essential* information – information that tells us who or what we are talking about. We usually use a relative pronoun or adverb to start a defining relative clause: *who, whom, which, that, when, where* or *whose*.

This exercise tests your understanding of relative pronouns. Fill in the blanks with an appropriate relative pronoun or adverb.

You must answer *at least 75%* of the questions correctly. If not, try it again!

A poor woodcutter and his wife had two children  were called Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried a woman  was very cruel. Hansel and Gretel  stepmother behaved aggressively felt miserable about this situation. One day, she took the children deep into the forest  she left them. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way at night  they turned back home. Alas! The birds ate all the crumbs and they couldn't find the path  led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage  was made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted Gretel  was in delight. Both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel  she wanted to eat, she made a fiendish plan. She grabbed the children and locked them in a cage  looked very dark. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water  she would cook the soup. Just then, Gretel  was very powerful and brave crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure  lay around the cottage. They carried it home with them. Their stepmother  suffered a heart attack had died and their father welcomed them back with tears of joy. They never went hungry again!

☒ Check

☐ Reuse

H5P

## APPENDIX D. (Answer Key)

A poor woodcutter and his wife had two children  were called Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried a woman  was very cruel. Hansel and Gretel  stepmother behaved aggressively felt miserable about this situation. One day, she took the children deep into the forest  she left them. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way at night  they turned back home. Alas! The birds ate all the crumbs and they couldn't find the path  led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage  was made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted Gretel  was in delight. Both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel  she wanted to eat, she made a fiendish plan. She grabbed the children and locked them in a cage  looked very dark. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water  she would cook the soup. Just then, Gretel  was very powerful and brave crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure  lay around the cottage. They carried it home with them. Their stepmother  suffered a heart attack had died and their father welcomed them back with tears of joy. They never went hungry again!

Excellent!





## Little Red Riding Hood

Please combine the sentences below by using an appropriate relative pronoun or adverb: who, whom, which, that, where, when, and whose.

1. The woodsman grabbed the wolf and made him spit out the poor grandmother. The grandmother was a bit frazzled by the whole experience.

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2. Little Red Riding Hood met the wolf on her way to granny's house. The wolf was an evil animal.

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3. In the basket, the little girl had a cake. The little girl baked the cake for her grandmother.

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4. The wolf asked Little Red Riding Hood about her grandmother. The wolf wanted to find the grandmother's house.

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**App. E. Cont.**

**5.** The wolf found the house. The grandmother lived in the house.

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**6.** The wolf decided to leave the little girl. The wolf was very interested in the little girl.

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**7.** Little Red Riding Hood entered the little cottage. The little cottage seemed to be calm and silent.

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**8.** The little girl went deeper and deeper into the forest at night. At night, the sky was getting darker and darker.

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**9.** The wolf was a little out of breath from running. The wolf arrived at Grandma's house and knocked lightly at the door.

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APPENDIX E. (Answer Key)



# Little Red Riding Hood

Please combine the sentences below by using an appropriate relative pronoun or adverb: who, whom, which, that, where, when, and whose.

1. The woodsman grabbed the wolf and made him spit out the poor grandmother. The grandmother was a bit frazzled by the whole experience.

The woodsman grabbed the wolf and made him spit out the poor grandmother **who** was a bit frazzled by the whole experience.

2. Little Red Riding Hood met the wolf on her way to granny's house. The wolf was an evil animal.

On her way to granny's house, Little Red Riding Hood met the wolf **which** was an evil animal.

3. In the basket, the little girl had a cake. The little girl baked the cake for her grandmother.

In the basket, the little girl had a cake **that** she baked for her grandmother.

4. The wolf asked Little Red Riding Hood about her grandmother. The wolf wanted to find the grandmother's house.

The wolf asked Little Red Riding Hood about her grandmother **whose** house he wanted to find.

App. E. Cont. (Answer Key)

**5.** The wolf found the house. The grandmother lived in the house.

The wolf found the house **where** the grandmother lives.

**6.** The wolf decided to leave the little girl. The wolf was very interested in the little girl.

The wolf decided to leave the little girl **whom** he was very interested in.

**7.** Little Red Riding Hood entered the little cottage. The little cottage seemed to be calm and silent.

Little Red Riding Hood entered the little cottage **where** seemed to be calm and silent.

**8.** The little girl went deeper and deeper into the forest at night. At night, the sky was getting darker and darker.

The little girl went deeper and deeper into the forest at night **when** the sky was getting darker and darker.

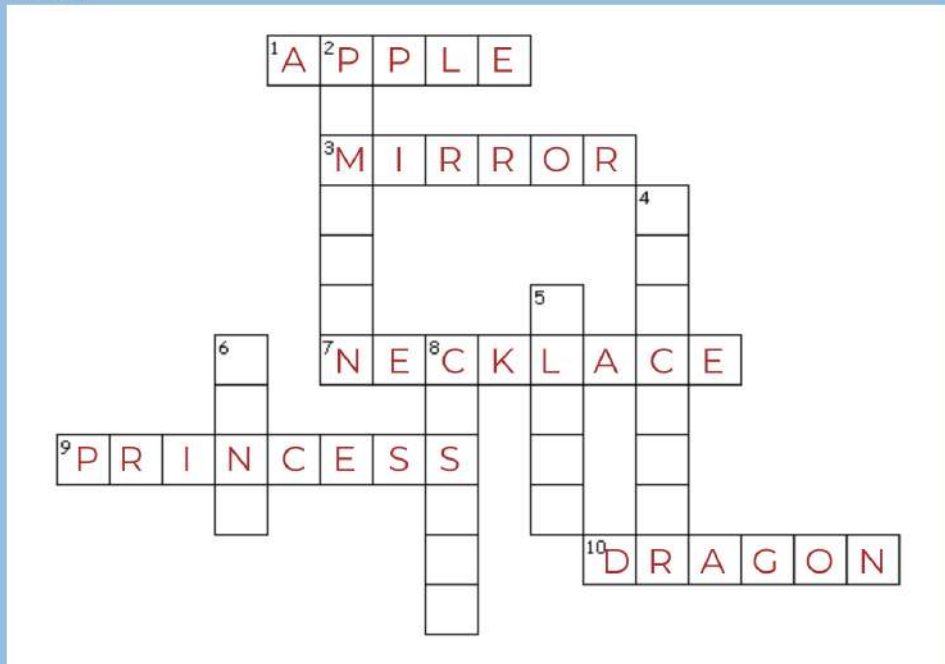
**9.** The wolf was a little out of breath from running. The wolf arrived at Grandma's house and knocked lightly at the door.

The wolf **which** arrived at Grandma's house and knocked lightly at the door was a little out of breath from running.

## APPENDIX F. Puzzle Game (Evaluating)

### GROUP A

Your task is to write definitions for the words in your puzzle using defining relative clauses. Then, you should ask your partner for a clue to one of the missing words on your crossword, e.g. 'What's 1 down?' Your partner then defines the word that appears on their half of the crossword using a defining relative clause. You should try to guess the word.



#### Across

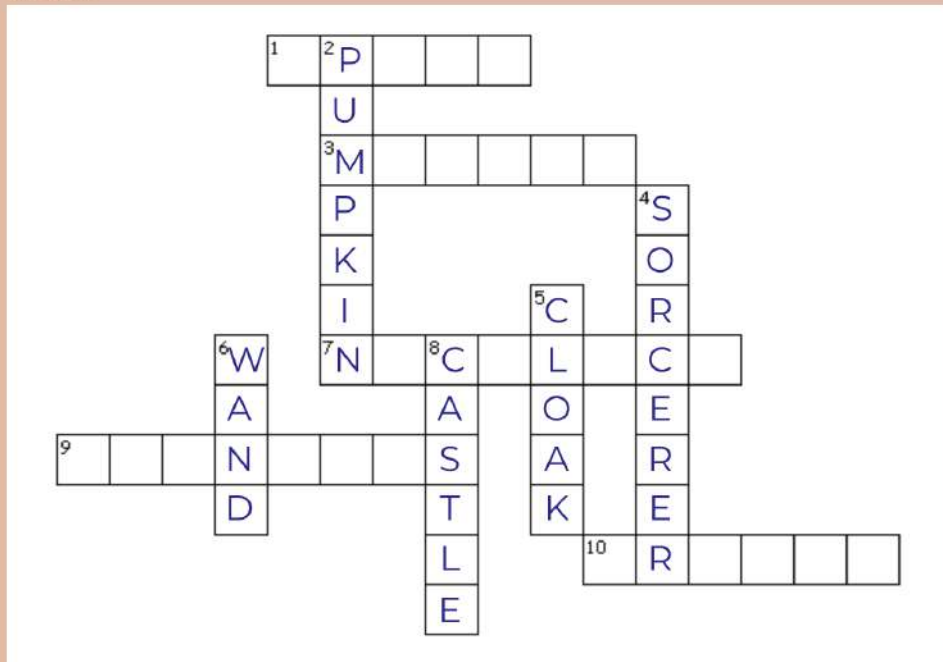
1. \_\_\_\_\_
3. \_\_\_\_\_
7. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



App. F. Cont.

## GROUP B

Your task is to write definitions for the words in your puzzle using defining relative clauses. Then, you should ask your partner for a clue to one of the missing words on your crossword, e.g. 'What's 1 down?' Your partner then defines the word that appears on their half of the crossword using a defining relative clause. You should try to guess the word.



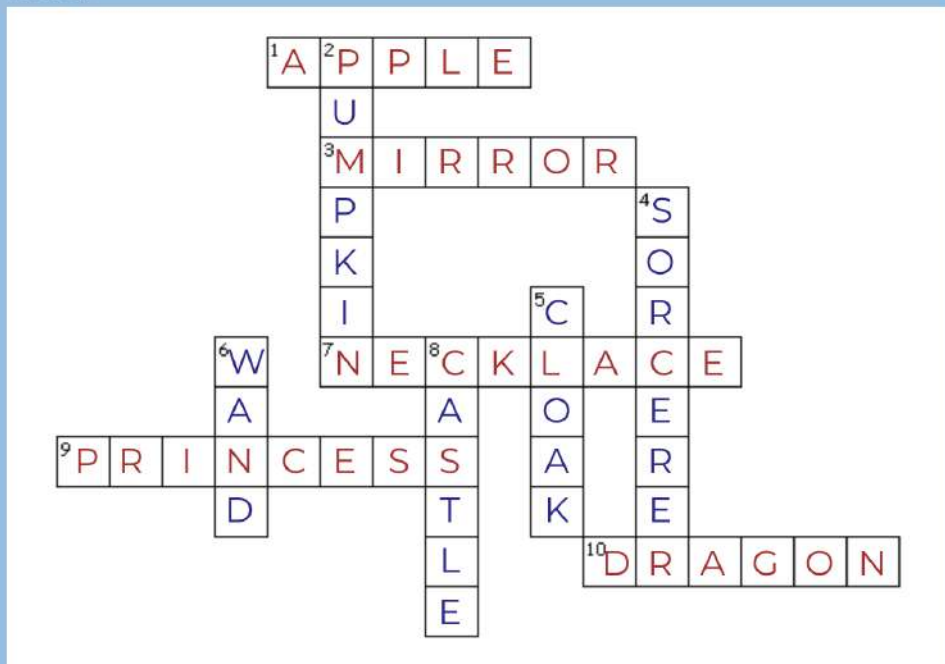
### Down

2. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
8. \_\_\_\_\_

## APPENDIX F. (Answer Key)

### GROUP A

Your task is to write definitions for the words in your puzzle using defining relative clauses. Then, you should ask your partner for a clue to one of the missing words on your crossword, e.g. 'What's 1 down?' Your partner then defines the word that appears on their half of the crossword using a defining relative clause. You should try to guess the word.

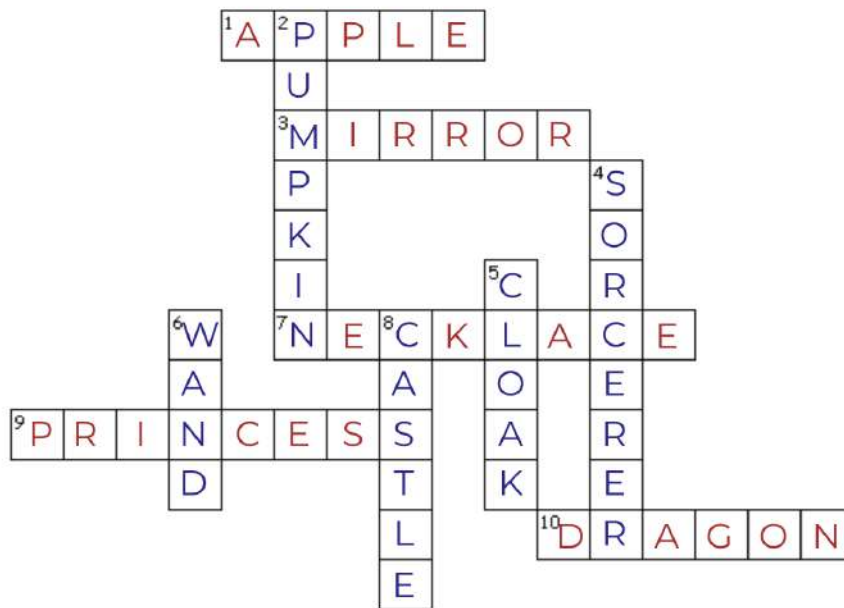


#### Across

1. \_\_\_\_\_
3. \_\_\_\_\_
7. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## GROUP B

Your task is to write definitions for the words in your puzzle using defining relative clauses. Then, you should ask your partner for a clue to one of the missing words on your crossword, e.g. 'What's 1 down?' Your partner then defines the word that appears on their half of the crossword using a defining relative clause. You should try to guess the word.



### Down

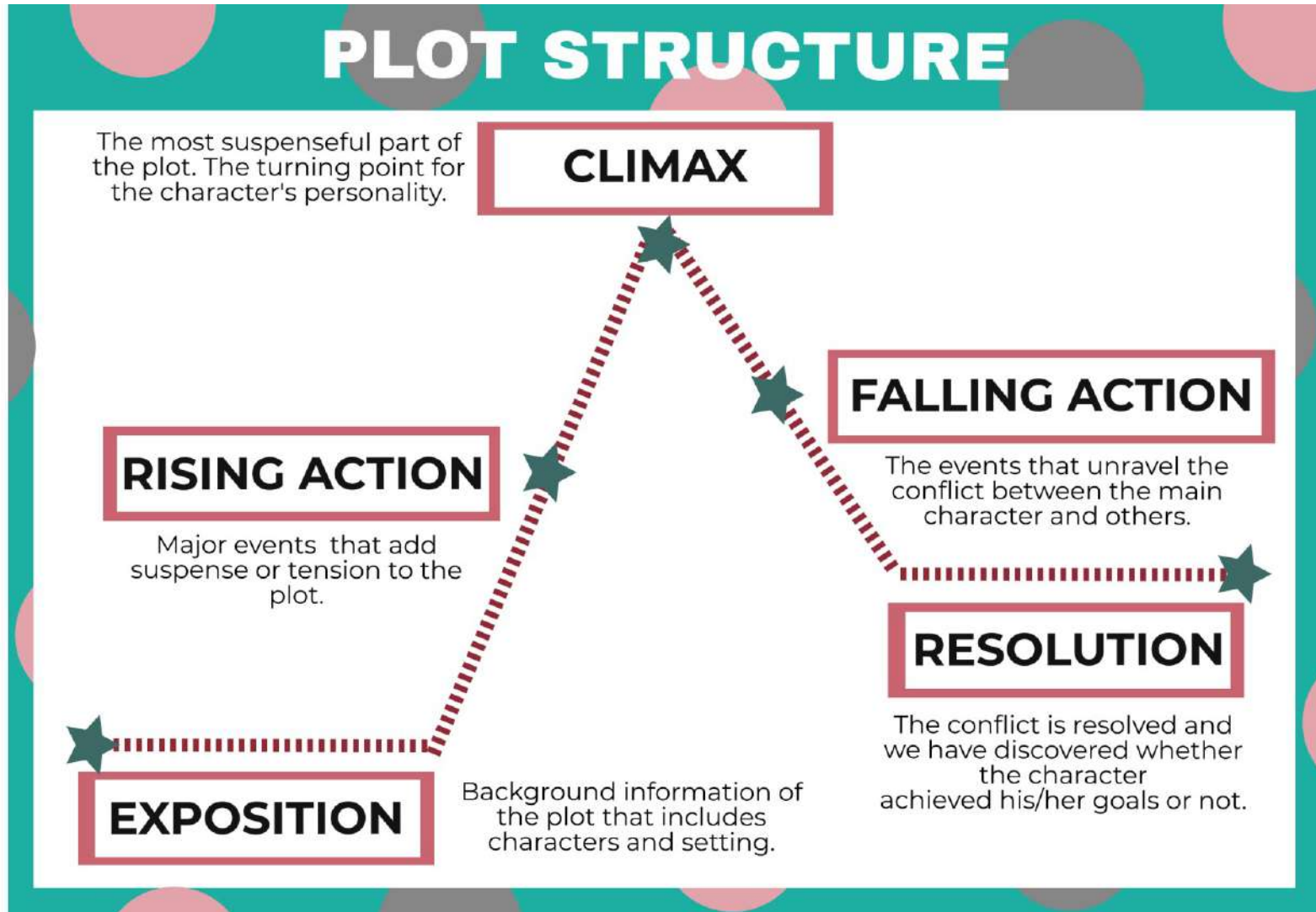
2. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
8. \_\_\_\_\_

## APPENDIX G. Plot Mountain! (Creating)

Link for *Plot Mountain*: <https://youtu.be/NpWHZJZQDSE>



APPENDIX H. Infographic Handout for Plot Structure (Creating)



# CREATE YOUR OWN FAIRY TALE!

## CHECKLIST

- 1.** Find your groupmates (3 people) and share your roles.
  - A. Language Expert
  - B. Content Expert
  - C. Organization Expert
- 2.** Read the storyline handout and outline your plot.
- 3.** Use the characters, objects, time, and setting below.
- 4.** You should use at least three items from each category while writing your fairy tale in at least 150-200 words.
- 5.** Finally, illustrate your fairy tale by using your crayons.



## App. I. Cont.

### WHO?

1. Cinderella
2. Batman
3. Wonderwoman
4. Santa Claus
5. Gargamel
6. Queen
7. Evil Witch
8. Dragon
9. Superman
10. Gingerbread Man
11. Shrek
12. Snow White
13. Sleeping Beauty
14. Lizard
15. Frog
16. Wolf
17. Fairy
18. Tinkerbell
19. Prince
20. Beast

### WHICH?

1. Yellow Scarf
2. Red Car
3. Lovely Flowers
4. Cell Phone
5. Bookcase
6. Spoon
7. Magic Wand
8. Earrings
9. Glass Shoes
10. Silver Ring
11. Bell
12. Time Machine
13. Wardrobe
14. Purple Basket
15. Slippers
16. Bulletinboard
17. Rainbow
18. Lamp
19. Candle
20. A Bottle of Wine

### WHEN?

1. In the Morning
2. At Night
3. In the Afternoon
4. Before the Sunrise
5. At Dawn
6. At Lunch
7. After School
8. While Playing the Piano
9. In the Evening
10. During a Birthday Party

### WHERE?

1. In the Snow
2. Wonderland
3. Space
4. Biscuit House
5. Castle
6. Attic
7. School
8. Forest
9. Library
10. Shopping Center
11. Cottage
12. University
13. Imaginary World
14. Factory
15. Car
16. Fair
17. Exhibition Hall
18. Sportshall
19. Hell
20. Heaven

## APPENDIX J. Storybooks (Creating)

