

Unit: Fairytales and Folklores

Duration: January - February

Big Ideas (I Understand) <u>English Language Arts</u> - Language and story can be a source of creativity and joy. - Everyone has a unique story to share.			
<u>Arts Education</u> People connect to others and share ideas through the arts.	<u>Social Studies</u> Our rights, roles, and responsibilities are important for building strong communities.		

Curricular Competencies (Do)	Content (Know)
<p>Students will be able to use the following creative processes to create and respond to:</p> <p><u>Language Arts: Comprehend and connect</u></p> <ul style="list-style-type: none">- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.- Recognize the importance of story in personal, family, and community identity.- Recognize the structure and elements of story.- Show awareness of how story in First Peoples cultures connects people to family and community. <p><u>Create and communicate</u></p> <ul style="list-style-type: none">- Identify, organize, and present ideas in a variety of forms.- Create stories and other texts to deepen awareness of self, family, and community.- Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation	<p>Students will know the following concepts and content:</p> <p><u>Language Arts: Story/text</u></p> <ul style="list-style-type: none">- elements of story <p><u>Strategies and processes</u></p> <ul style="list-style-type: none">- writing processes <p><u>Language features, structures, and conventions</u></p> <ul style="list-style-type: none">- sentence structure- conventions

<p><u>Arts Education: Communicating and documenting</u></p> <ul style="list-style-type: none"> - Interpret symbols and how they can be used to express meaning through the arts. - Express feelings, ideas, stories, observations, and experiences through the arts. <p><u>Social Studies</u></p> <ul style="list-style-type: none"> - Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. 	<p><u>Arts Education</u></p> <ul style="list-style-type: none"> - Processes, materials, movements, technologies, tools and techniques to support arts activities - Traditional and contemporary Aboriginal arts and arts-making processes <p><u>Social Studies</u></p> <ul style="list-style-type: none"> - Key events and developments in the local community, and in local First Peoples communities
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Catholic World View	Aboriginal Perspective	Differentiated Learning	Core Competencies
<p>Tradition – Catholic education guides us in the selection of excellent content, pedagogy and resources for the transmission of the faith in the Catholic Intellectual Tradition</p> <p>Parable Stories: Recognize the importance of story in personal, family, and community identity.</p>	<p>Learning is embedded in memory, history and story.</p> <p>Folk Legends of the First Nations People: Show awareness of how story in First Peoples cultures connects people to family and community.</p>	<p>Students will have opportunities with each activity to work independently, with a partner and/or with the teacher if assistance is needed.</p> <p>Expectations for length and detail in writing will vary according to student abilities. Each student will be guided to write complete sentences – simple to more complex.</p> <p>SEA assistance will be made available for individual students or small groups.</p>	<p>COMMUNICATION</p> <p>Connect and engage with others (to share and develop ideas):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I ask and respond to simple, direct questions <input type="checkbox"/> I am an active listener; I support and encourage the person speaking <input type="checkbox"/> I recognize that there are different points-of-view and I can disagree respectfully <p>Acquire, interpret, and present information (include inquiries)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can understand and share information about a topic that is important to me <input type="checkbox"/> I present information clearly and in an organized way <input type="checkbox"/> I can present information and ideas to an audience I may not know <p>Collaborate to plan, carry out, and</p>

			<p>review constructions and activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can work with others to achieve a common goal; I do my share <input type="checkbox"/> I can take on roles and responsibilities in a group <input type="checkbox"/> I can summarize key ideas and identify the ways we agree (commonalities) <p>Explain/recount and reflect on experiences and accomplishments</p> <ul style="list-style-type: none"> <input type="checkbox"/> I give, receive, and act on feedback <input type="checkbox"/> I can recount simple experiences and activities and tell something I learned <input type="checkbox"/> I can represent my learning, and tell how it connects to my experiences and efforts
<p>Assessment (Formative, Summative)</p>			

Formative:

- Completion of weekly reading and writing activities: noting level of independence and detail included
- Reading: observations of ability to engage actively as listeners, viewers, and readers to ask, write and answer questions for stories listened to and read
- Writing: note and record structure of sentences (upper case letters to begin, punctuation) and detail in sentences (number words, simple sentences, super sentences, compound sentences) and descriptive vocabulary used.

Summative:

- Fairytale Story: students will use fairytale elements to create their own fairytale with characters, setting, problem/solution and happily ever after ending.

Materials & Technologies	Resources & References
<p data-bbox="180 678 1045 714">Students will use the following materials, tools, equipment</p> <p data-bbox="180 750 1045 1367">The Emperor Penguin's New Clothes, Cinderella Penguin by Janet Perlman Trollerella by Karen M. Stegman – Bourgeois The Gingerbread Girl Goes Animal Crackers by Lisa Campbell Ernst The Frog Princess – A Tlingit Legend from Alaska by Eric A. Kimmel A Man Called Raven by Richard Van Camp Jack and the Beanstalk by Samantha Berger Little Red Riding Hood by Heather Amery Brother Eagle, Sister Sky by Susan Jeffers Goldilocks and the Three Bears by James Marshall Somebody and the Three Blairs by Marilyn Tolhurst Goatlocks and the Three Bears by Erica S. Perl Sleeping Beauty by Heather Amery Cinderella by Heather Amery The Story of Rumpelstiltskin by Heather Amery</p>	<p data-bbox="1054 717 1921 786">Reading Power by Adrienne Gear Writing Power by Adrienne Gear</p>

<p>Alice and Greta by Steven Simmons Meredith's Mixed-Up Magic by Dorothy Lachner Whale Child by Caroll Simpson The Three Little Pigs by Weekly Reader Where's the Big Bad Wolf by Eileen Christelow The True Story if the 3 Little Pigs by Jon Scieszka The Three Little Wolves and the Big Bad Pig by Eugene Trivizas The First Beaver by Caroll Simpson The Salmon Twins by Caroll Simpson</p>	

Evidence of Experience (Show – student driven, teacher guided)

January:

Reading - Strategies and processes: reading strategies, metacognitive strategies, oral language (*supporting opinions*)

Story/text: elements of story (character type, setting)

Reading Power: Questioning

Writing - Strategies and processes: writing processes (rough draft of fairytales / folklore stories)

Language Features, structures and conventions: sentence structure and grammar, conventions

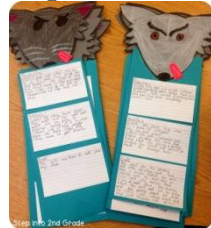
Week One – Character Types / Questioning

Monday – Reading Power: Comprehension (Class / Group lesson)



The Emperor Penguin's New Clothes by Janet Perlman students draw Emperor Penguin answering 2 questions based on Outside (what we see) and Inside traits (what we think about character)

Tuesday – Writing Power (Class / Group lesson) – Opening Fairytale Sentences



Cinderella Penguin by Janet Perlman – Draw Cinderella Penguin on three papers glued below character choose 3

different fairytale beginning sentences (from class brainstormed list) to write for Cinderella Penguin.

Wednesday/Thursday –Writing Focus (Group, Partner, Individual activities) – Opening Folklore Sentences

Writing: The Frog Princess – A Tlingit Legend from Alaska by Eric A. Kimmel - Draw Frog Princess or Princess on three papers glued below character choose 3 different folklore beginning sentences (from class brainstormed list) to write for Princess.

Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

- See description of activities

Week Two- Character Types / Questioning

Monday – Reading Power: Comprehension (Class / Group lesson)

Trollerella by Karen M. Stegman – Bourgeois <http://www.totallyterrificintexas.com/2012/03/character-map.html>

Students answer questions on character map about Trollerella.

Tuesday – Writing Power (Class / Group lesson) – Character Descriptions / Adjectives

The Gingerbread Girl Goes Animal Crackers by Lisa Campbell Ernst <https://www.teacherspayteachers.com/FreeDownload/Slinky->



Character-Trait-Person

Students draw Gingerbread Girl and print a list of words to describe the character

Wednesday/Thursday – Reading (Group, Partner, Individual activities)



Reading: A Man Called Raven by Richard Van Camp
beginning, middle and end of story

Students describe changes character went through in

Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

See description of activities

Week Three - Setting

Monday – Reading Power: Comprehension (Class / Group lesson) - Maps



Little Red Riding Hood by Heather Amery
characters at each place.

Model with children how to draw places from story and important

Tuesday – Writing Power (Class / Group lesson) Opinions

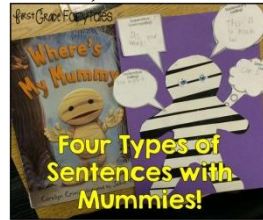


Jack and the Beanstalk by Samantha Berger

Students choose one of the following questions to answer and support with

their own opinion. "Would you climb the beanstalk?" "What would you trade for magic beans?"

Wednesday/Thursday –Writing Focus (Group, Partner, Individual activities) – Ending Folklore Sentences



Writing: Brother Eagle, Sister Sky by Susan Jeffers

Choose Brother Eagle or Sister Sky to put on paper. Cut and

glue 4 sentence speech bubbles around character. Print sentence stating character at end of story.

Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

See description of activities

Week Four - Setting

Monday – Reading Power: Comprehension (Class / Group lesson) - Maps

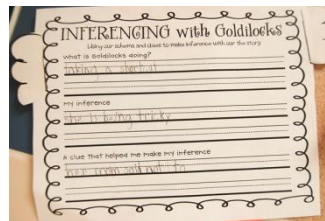
Goldilocks and the Three Bears by James Marshall – complete house map gluing characters and objects in each room, label objects

Tuesday – Writing Power (Class / Group lesson) - Opinions



Somebody and the Three Blairs by Marilyn Tolhurst

Cut out and glue bear outline together, on writing page



complete sentences with their own opinions

Wednesday/Thursday – Reading (Group, Partner, Individual activities) – Story Outlines

Goatlocks and the Three Bears by Erica S. Perl – <http://www.readwritethink.org/files/resources/interactives/fairytales/students> start outlines for their own fairytale creative stories, choosing a character, setting, problem/solution and ending.

Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

See description of activities

February:

Reading - Strategies and processes: reading strategies (*using charts to connect ideas*), metacognitive strategies

Story/text: elements of story (*problem/solution*)

Reading Power: Questioning

Writing - Strategies and processes: writing processes (*good copy of fairy tales / folklore stories*)

Language Features, structures and conventions: sentence structure and grammar, conventions

Week One – Problem / Solution - Questioning

Monday – Reading Power: Comprehension (Class / Group lesson)

Sleeping Beauty by Heather Amery - after listening to story complete Problem/Solution page by drawing and writing problem solution from story

Tuesday – Writing Power (Class / Group lesson) – Fairytale Outlines

Cinderella by Heather Amery - continue writing own fairytale stories, use book read to focus on description and detail of characters

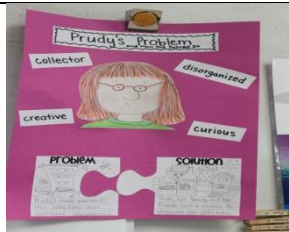
Wednesday/Thursday – Writing Focus (Group, Partner, Individual activities) – Fairytale Outlines

Writing: The Story of Rumpelstiltskin by Heather Amery – continue writing own fairytale stories, use book read to focus on description and detail of setting

Week Two- Problem / Solution

Monday – Reading Power: Comprehension (Class / Group lesson) - Questioning

Alice and Greta by Steven Simmons - <https://www.teacherspayteachers.com/Product/Problem-and-Solution-Activity-Pack-214821>
Students choose Alice or Greta to complete problem solution page for. Describing the character, writing problem, solution in puzzle



area.

Tuesday – Writing Power (Class / Group lesson) – Fairytale Writing

Meredith's Mixed-Up Magic by Dorothy Lachner - continue writing own fairytale stories, use book read to focus on description and detail of problem

Wednesday/Thursday – Reading (Group, Partner, Individual activities) – Folklore Story Questions

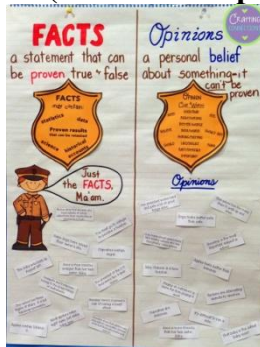
Reading: Whale Child by Carroll Simpson – introduce 5 W questions (who, what, where, when, why), before reading story students write a question they might have about the story. After listening to story write an answer to their question (discuss if answer came from story or from themselves – in book or in head)

Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

See description of activities

Week Three – Charts to Connect Ideas

Monday – Reading Power: Comprehension (Class / Group lesson) - Charts



The Three Little Pigs by Weekly Reader -
Hand out to students sentences about story. Students have to place their sentence under fact or opinion column to organize information.

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Tuesday – Writing Power (Class / Group lesson)

Where's the Big Bad Wolf by Eileen Christelow - continue writing own fairytale stories, use book read to focus on description and

detail of problem

Wednesday/Thursday –Writing Focus (Group, Partner, Individual activities)

Writing: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas– focus on happily ever after sentences for fairytale stories

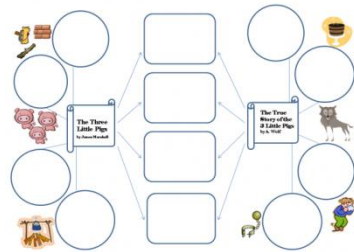
Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

See description of activities

Week Four – Charts to Connect Ideas

Monday – Reading Power: Comprehension (Class / Group lesson) - Webs

The True Story of the 3 Little Pigs by Jon Scieszka - work with students to complete concept map comparing Three Little Pigs and The

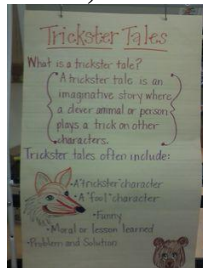


True Story of the Three Little Pigs

Tuesday – Writing Power (Class / Group lesson) – Fairytale Writing

The Salmon Twins by Carroll Simpson – complete good copy use book read to show presentation of stories

Wednesday/Thursday – Reading (Group, Partner, Individual activities) – Folklore Writing



Reading: The First Beaver by Carroll Simpson

Students use the character of the beaver to create a trickster tale. Print

tale on beaver paper https://www.activityvillage.co.uk/sites/default/files/downloads/beaver_acrostic_lined_with_graphic.pdf

Wednesday, Thursday, Friday Integrated Blocks of Learning (Individual activity)

See description of activities

Integrated Blocks of Learning

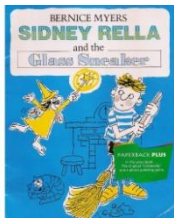
Art – Aboriginal Arts: traditional and contemporary and arts-making processes

Activity: <http://www.craftnhome.com/gecko-dot-paintings.html> Place a small amount of each paint onto a tray and using a different



cotton bud for each colour, paint dots onto and around the Gecko.

Listening - Story/text: elements of story (character type)



Activity:

After listening to story students design a new shoe for Cinderella and write a description about what the shoe looks like and can do

After listening to story students design a new shoe for Cinderella and write a

Math – Addition can be modeled concretely, pictorially, mentally

Activity:

CASTLES IN THE SKY



Students take turns rolling the dice and then place that many magic beans (lima beans) carefully on the plate trying not to tip it over. Keep playing until the castle topples down. On counting page students keep a running tally of beans added each turn.

Reading - Strategies and processes: reading strategies, metacognitive strategies, oral language (*supporting opinions*)

Activity: <https://www.teacherspayteachers.com/FreeDownload/My-3-Little-Pigs-Pack-Freebie>

Students compare The Three Little Pigs and the True Story of the Three Little Pigs completing pages for booklet

Religion – Tradition - Parable Stories: Recognize the importance of story in personal, family, and community identity.

Activity: Parables of Jesus <http://www.biblefunforkids.com/2014/09/parables-of-jesus-lapbook.html> Students choose Parable story to read and then complete page to go with it.

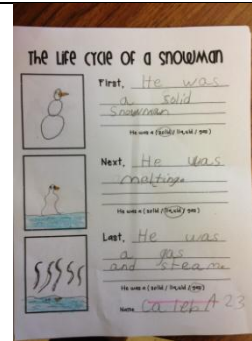
Social Studies – Significant event in local community – Opening of the sky train

Activity: <http://forum.skyscraperpage.com/showthread.php?t=197731> Students colour in routes to match skytrains on map. Colour and cut out skytrain to place on map and add favorite fairytale character to ride on skytrain.

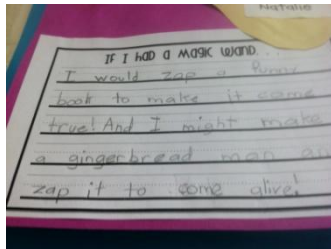
Science – Matter is useful because of its properties

Activity: <https://www.teacherspayteachers.com/Product/Life-Cycle-of-a-Snowman-States-of-Matter-FREEBIE-478005>

Life Cycle of a Snowman compare three stages of a snowman to solid, liquid, gas



Writing Power



Activity:

If I Had a Magic Wand opinion writing