



## Unit Plan Template

**Teacher Candidate:** Kristen Fallon

**Unit Name:** Fables and Folktales in Music

**Subject and Grade Level:** English Grade 2/Music

**Standard:** Reading Standard for Literature Grade 2

**VAPA Standard:** Performance

**ELD Standard:** Reading and Speaking

**Key Ideas and Details Standard 2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**Overarching Goals:** What would you expect for mastery?

1. Recount fables and determine the central message, lesson, or moral.
2. Recount folktales from diverse cultures and determine the central message, lesson, or moral.
3. Perform fable songs and folktale songs with the class

**Objectives:** Identify the objectives for the unit and a table that shows 21st Century skills addressed. Use the objectives that you created in Unit 1.

Objective	21st Century Skills Addressed
students will be able to... discuss the central message, lesson or morals in both folktales and fables.	Critical Thinking, communication
students will be able to... work collaboratively to select a fable, discuss the central message with group members, and present their findings to the class.	collaborative learning, social skills, leadership
students will be able to... individually complete a writing assignment demonstrating their understanding of the central message, lesson, or moral in a folktale.	information literacy, Global/Cultural Awareness
students will be able to... individually research and select a folktale from a diverse culture using resources provided	technological skills, media literacy
students will be able to... individually prepare and present an oral presentation that includes a summary of the folktale individually chosen as well as the central message of the story.	creativity, initiative, Global/Cultural Awareness

Curriculum Map Link:

<https://www.teach-me-today.com/blog/curriculum-map-for-elementary-english>

**Prerequisite Skills:** What skills do students need to have before beginning this unit?

1. Reading stories and understanding key concepts
2. Using questions to demonstrate understanding

**Summative Assessment:** What evidence or project will students submit to demonstrate that they have met the standard and objectives? How will you assess these products?

Oral Presentation (Lesson 5): Students recount a summary of the folktale they read individually to the class. They also discuss the central message, or moral of the story in the oral presentation.

Rubric Assessment:

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Oral Presentation-Knowledge:</b> Knowledge of story	Showed a thorough knowledge of the story. Had many details.	Showed a working knowledge of the story. Had three or more details.	Showed basic knowledge of the story. Had one or two details.	Showed little or no knowledge of the story. Had no details.
<b>Oral Presentation-Overview:</b> Eye contact, voice, and appearance	Presenter made eye contact with many audience members. Presenter spoke clearly and appeared very confident.	Presenter made some eye contact, but only in one direction. Presenter spoke clearly and looked confident.	Made some eye contact. Voice was sometimes too soft. Presenter rocked back and forth and seemed uncomfortable.	Did not make eye contact. Spoke too softly. Read from notes. Did not stand up straight.
<b>Morals:</b> Understanding of Moral of the Story	Showed a thorough knowledge of the Moral of the story. All opinions were supported by facts.	Showed a working knowledge of the Moral of the story. Almost all opinions were supported by facts.	Showed a basic knowledge of the Moral of the story. Many opinions were not supported by facts.	Showed little or know knowledge of the Moral of the story. Most information was opinion without support.

**Formative Assessment:** How will you monitor and track student progress?

1. Whole Class Discussion (Lesson 1)
2. Group presentation (Lesson 2)
3. Writing activity (Lesson 3)
4. Observation (Lesson 4)

**Lessons:** What are the lessons that you will teach for this unit? How will you sequence the lessons that you will teach for this unit? Will your lessons be goal oriented, theme-based, or project-based? What follows this unit?

Lesson 1: whole class- read a fable.

Teacher I do: recount a summarized version of the tale

We Do: Discuss the central message, lesson, or moral.

Differentiation:

ELL+IEP: Before reading the story, define key words. During the recounted version, make sure to simplify and explain words as much as possible. Use pictures while storytelling to help understanding. During discussion, ensure participation by asking questions.

Lesson 2: in groups- each group chooses a fable from the classroom library.

You Do Together: The group presents a recounted version of the fable to the class with focus on the central message, lesson, or moral of the fable.

Differentiation:

ELL+IEP: Create heterogeneous groupings so students can help clarify misunderstandings. Remind students of group roles and have each student select a role to ensure all students are participating in the preparation of the presentation.

Lesson 3: whole class- read a folktale from a diverse culture.

You Do Alone: Each student writes a recounting of the folktale with description of the central message, lesson, or moral and hands it in to the teacher.

Differentiation:

ELL+IEP: Before reading the story, define key words. During the recounted version, make sure to simplify and explain words as much as possible. Use pictures while storytelling to help understanding. Give aid for writing assignment as needed such as assistive technology or partner work.

Lesson 4: Each student selects a folktale from a diverse culture (Folktales provided by the teacher through library resources or the internet)

During class time students read their folktales and prepare an oral presentation in which they will recount the story and discuss the central message, lesson, or moral of the story.

Homework: Complete oral presentation

Differentiation:

ELL: Have students select a tale from their own culture to discuss in presentation. Allow for home props to be brought in.

IEP: Provide assistive technologies and paraprofessional help (if available). Give more time for completing oral presentation. Assist in selecting story. Create a clear plan for all students to follow.

Lesson 5: Oral Presentations of folktales

ELL: All students will complete their presentation in English. This will help practice translation and English understanding. Encourage students to discuss how the folktale affects their home culture (Superstitions, traditions).

Following Unit: As seen in the curriculum map link above, the following unit would include writing short stories with a moral or lesson and reviewing morals and lessons for a reteaching strategy.

**Differentiating Instruction:** (In lesson plans above)

**Next Steps:** What will you do after the unit? Review, re-teach, extend, or move to the next unit?

1. Review morals and lessons
2. Reteach struggling students the concept of morals and lessons in a different way
3. Next unit: Writing short stories with a moral or a lesson.

**References:**

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