

Tales

Important Information About the Layout of this Unit Plan:

- Grade: Three
- Subject: English Language Arts
- Theme: Stories from around the world
- Ten lesson plans; each approximately 1 hour long

Outcomes & Indicators that may be used in this Unit Plan:

- **CR3.4** Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft.
- **CC3.1** Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print.
- **CC3.4** Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories.
- **AR3.1** Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).

Multi- Genre Thematic that will be used in this Unit plan:

- Poems
- Short Stories
- Film
- Creative Writing
- Reading/ Novel Study

Layout:

- Each lesson plan will be designed in the same format to keep a guided routine. We will start each lesson with an introduction to the topic or activity we will be discussing that day.
- We will then do the readings we must do for that day.
- We will then carry into the activity once we have all the materials gathered or readings read.
- We will then go over each activity as a class, so everyone knows what was expected of them that class. This will also ensure that each individual student has a complete understanding of what was supposed to be obtained in the class.
- Finally we will put away all our work/readings and hand in anything that needs to be marked to the teacher.
- Colour coding to make it easier to follow along.

<u>Outcomes and Indicators</u>	<u>Lesson 1- Unit Introduction</u>	<u>Assessment</u>
CR3.4 Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft.	Concepts of Lesson one- To introduce the key ideas of what this unit is going to be about and what the overall goals and outcomes will be. Set- Time Frame: 10 minutes - When the students first get into the room they will walk in with the words; “ Princess and the Pea”, “ The ugly Duckling”, “ Goldilocks and the three bears” written on the board. They will then be given a sheet with characteristics of a Fairy tale. https://www.topsimages.com/images/fairy-tale-poems-ab.html - Students will be asked if they know these three stories and what they can tell me and the class about them. What they are about? What are these types of stories called? What is the moral that comes out of each of the stories? What first comes to mind when you read these names? - This will be the introductory to the unit they will be learning about “Tales- Princesses, peas and enchanted trees”. - We will first start the class with talking about expectations throughout the unit. The students will be given a blank piece of paper where they will write down their goals for this unit. Whether that be getting good grade, trying to listen more intently, or being able to understand the material to the best of their ability. - We will then move into the teachers expectations and how the unit is going to be laid out. Some students need to be told multiple times before they fully understand what the unit will entail, so explaining it more than once in detail can be very beneficial. The students will be made aware that we are going to be focusing on short stories films, and poems making this unit multi- genre thematic. Making All these details clear at the beginning of the unit will help make sure it runs smoothly.	For the introductory class we do not have anything to asses. Teacher will go around room informally and make sure students are understanding the material.

	<i>Development-</i> Time Frame 45 minutes - The first piece of paper the students will receive will say “ What do you think a Fairy Tale is?” They will then be given approximately 3 minutes to write what first comes to mind. - As a class we will then discuss what a few of the students think a fairy tale is. Once we have went through a few of the answers I will explain what a fairy tale is by definition - “ a children's story about magical and imaginary beings and lands”. Then we will see if any of the students have any different opinions or ideas of what a fairy tale is after hearing the proper definition. - Students will now have the Fairy tale “ Princess and the pea” read to them. The princess in the pea is a short story about a girl claims she is a princess and the queen tells her to sleep on a bed with 100 mattresses and one pea underneath. If she has a bad sleep which she does she is a true princess. - Once the short story is read we will talk about what the moral of the fairy tale is (because every fairy tale has a Moral). What do the students think the moral of the story is? Why do they think this is to be? We will then talk about the correct moral of the story which is “ danger of jumping to conclusions”. We will also talk about why this story is a fairy tale. This will prepare them to start think about the morals in other fairy tales we will read later on in the unit. We will then discuss all the parts of this short stories that make it a fairy tale. Ex) No one would be able to feel the pea, there are princess and queens. <i>Closure-</i> Time Frame: 5 minutes - The students will be given time to write on a piece of paper what Fairy tales they would like to read and why. This will be looked over and considered when deciding what future stories we should read. <i>Lesson Preparation-</i> - The Fairy tales sheet for every student printed off and hole punched - The story Princess and the pea <i>Adaptive Measures-</i> - Some students may have a hard time following along to Princess and the pea, so we have to make sure they fully understand before we move on. If this means reading it more than once. <i>EAL Students-</i> - Make more group work - Pre teach the questions if possible - Make the lesson more visual - Allow students to use basic knowledge from their own language <i>Management Strategies-</i>	
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	- Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt.	
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<u>Outcomes and indicators</u>	<u>Lesson 2- Connecting your story to others</u>	<u>Assessment</u>
CC3.1 Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print. This plan will be cross curricular connection to social studies.	Concept of lesson 2- connecting to the theme about “tales” the students will get to explain their story trying to connect it prior knowledge they have about other places around the world. Set- Time frame:10-15 minutes - Students will be asked About fairy tales they have heard about from a young age. What fairy tales have there parents and grandparents shared with them? What non-fictional stories have they enjoyed growing up? - Turning to a partner the students will then discuss a time they were told a fairy tale. What made them really enjoy this story? Was it a love story? A scary tale? - Have a class discussion about these fairy tales- essentially leading into ideas the students can incorporate into their letters they will be writing. - Students will be told to ask many questions throughout the letter gaining information about the person and country they have chosen to write to. - We will then go through sentence structure, and how to build a paragraph. Development- Time Frame- 30 minutes - To begin the first activity the students will be shown an example letter. This will show basic information on where your name, their name, date should be placed. It will also give them an idea of how to start their letter with an introduction, having a body paragraph and conclusion. - Students will then get a piece of paper and have an opportunity to start writing their letter to a mock person from around the world. - Some example questions that they can guide off of will be put on the board to help them through the letter. EX) What kind of fairy tales do you have in your country. - Students will be told to incorporate questions, and stories for this person to read. Letting them know a bit about themselves and about the place they live.they will then tell someone from another country about a fairy tale they have heard many many times, and why they enjoy it. - Students will be asked to finish their letter and put it in an envelope placing it in the hand in bucket. - If students are not finished their letters yet they will be given a sufficient amount of time the next class to do it Closure- Time Frame: 10-15 Minutes	Formative Assessment- Appendix A Appendix C Students must be able to explain their backgrounds and what makes them who they are to apprehend that everyone is different and everyone has a different life story. Being able to compare fairy tales we have heard our whole life to places in another country. How well can the students put together an introduction, body paragraph and conclusion.

	- As a class we will briefly discuss what everyone thought about writing the letter and what they enjoyed about it. - Going around the Classroom each child will share with the class what country they decided to write their letter too. Explaining why and one question they asked the person they were writing too. <i>Lesson Preparation:</i> - Example letter - Envelopes - Questions to ask the class about their letters <i>Adaptive Dimension:</i> - Some students may not have ever visited another country so as a class we need to discuss questions that could be asked to guide those students. - Some students may finish their letters sooner than others, so if this occurs they can either draw a picture for the person they are writing to or silently read. <i>EAL Students-</i> - Allow for the letter to be more visual - Pre teach the basics of the writing - If it is too much writing they may focus on a paragraph only. <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt. - Some students will not need as much time in their writing, so having something else available is essential.	
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<u>Outcomes and indicators</u>	<u>Lesson 3- Canadian/Indigenous Fairy Tales/Folk tales</u>	<u>Assessment</u>
CR3.4 Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft. CR3.4 Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft. TR31: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.	Concept of lesson 3- We are going to be looking at Canadian and Indigenous fairy Tales. We will see how these fairy tales differ from other original/famous fairy tales. Set- Time Frame: 10-15 minutes - Students Begin the class with a question written on the board and a big bubble around it. The question will say “ What do you think a folktale is?”. There is no right answer to this, but I would like the students to try and analyze the question before we start the activity. - Students will then be able to put up their hands and tell the teacher what they think a folk tale is. This definition that is given will then be written around the bubble. This is called brainstorming. Students will be able to see other students answers making them comprehend, analysis, and bounce ideas off one another. - Once the children have came up with a definition of folk tales the real definition will be written up on the board “ a story originating in popular culture, typically passed on by word of mouth.” Development- Time Frame: 30- 45 Minutes - Going into lesson number three we are going to be incorporating treaty Education and looking at he Native American Folk Tale “The Toad and the Boy” - Youtube will be used to listen to “ The Toad and the Boy” as we listen to the Folktale each student will also have a copy of the folk tale; letting the students follow along and make sure they can comprehend what is being portrayed in the folk tale. This will help navigate the the students through the folk tale. - Once we have finished listening to the folk tale the students will have “ The Toad and the Boy” read to them again. This will make sure that every student has a full understanding of what the the Folk tale was about in detail. - After reading the the Folk tale The students will be ask if they have any questions about the the folk tale and if they fully understand what the folk tale is about. If anyone has any questions they may be asked at this time or when they are doing their assignment. - Journals are going to be presented in this class. - Each students will be asked to get a booklet where they can answer questions, express their feelings, and do any creative writing that may be asked of them. - There will be a set of 3 questions out up on the board that are related to the folk tale we just read and listened to. These questions will be 1) What is the moral of this Folk tale? 2) Why is this a folk tale and not a fairy? What differences do you see comparing it to other fairy tales you already know of? 3) Where	<u>Summative Assessment</u> Appendix B Appendix E Each student will be assessed on how well they can comprehend the folk tale by listening to it on youtube and following along on their own. This will be tested by having the students answer multiple questions about the folk tale. Rubric style.

	did the young boy go? Students will be asked to write the questions in their journals before they answer them. We will also go through each question before to make sure everyone understands what is being asked of them. <i>Closure-</i> Time Frame: 10-15 Minutes - Students will hand in their journals and then we will briefly go over the correct answers. - Journals will be graded so they will have to be handed in before we go over the questions as a class. <i>Lesson Preparation-</i> - Introducing journals- will need a booklet - Questions to put on board - Youtube video - Copies of Folk Tale for each student <i>Adaptive Dimension-</i> - Some students may have troubles understanding the folk tale by just listening so giving them a copy to look at will help them follow along. - Going through the questions to make sure each student fully understands <i>EAL Students-</i> - Smaller writing pieces so they can really focus on what they are writing. - More Visual <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt.	
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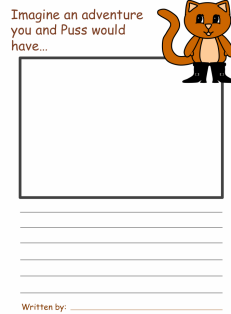
<u>Outcomes and indicators</u>	<u>Lesson 4- Maleficent VS Sleeping beauty</u>	<u>Assessment</u>
CR3.4 Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft.	Concept of lesson 4 & 5- To compare and contrast the Original Sleeping beauty to today's day in age sleeping beauty story. Set- Time Frame: 10-15 Minutes - For today's class we will be looking at two fairy tale movies that are based on the same story line, but have some very distinct differences. - The students will be asked if they have ever watched sleeping beauty before, and what main details they remember about the movie is they have. - Once the students have had an opportunity to share what they remember we as a class will go over some main points in the original sleeping beauty that may be changed in the new version. For ex) It is told from a different view point, and she is not woken up by prince charming kissing her. - We will go over the individual questions that each student has to answer making sure they understand them in great detail. Development- Time Frame: 35 minutes - For lesson number four students will have the opportunity to watch the movie Maleficent. - This will give the students a chance to get a good grasp/understanding of what makes a fairy tale a real fairy tale. As show in the first class we talked about some details that make something a fairy tale, so watching the movie will help the students understand more in depth. - Well watching the movie the students will be given a worksheet with questions on it. This will guarantee that the students are paying attention to the movie and being tentative. There will be 15 questions that focus on not only the movie Maleficent, but the original sleeping beauty as well. Students will have to respond to questions in full detail. Having these question will also help the educator get an understanding if the students are understanding of the material we are learning about and will continue to learn about. - We will watch the movie for appremimently 35 minutes giving the class time for a closing activity. Closure- Time Frame: 10 Minutes - Once the movie is shut off the students will be asked to fill out a piece of paper saying one thing they noticed about the movie so far that could be a reason it is classified as a fairy tale. - Once this is complete it will be handed in. This will help the teacher be made aware that everyone is listening and paying attention to the movie while	<u>Summative assessment-</u> Appendix B Appendix D Students Will be assessed by the answers of their questions when handed in. they will have to explain in deal what the moral of the story is, what makes this story different from the original, and why it is a fairy tale. They are also being tested on their ability to comprehend what is going on in a film being able to pick certain things out to answer the questions.

	they have an understanding of the core concept. <i>Lesson Preparation-</i> - The Movie Maleficent - Copies of the questions they will be doing during the movie <i>Adaptive Dimensions-</i> - Some students may have troubles following along in the movie, if this occurs we can help them understand by the class discussions. - We have to talk about sleeping beauty before the movie as some children may not know what it is about and we aren't going to be watching it in class. <i>EAL Students-</i> - Let the students re watch the movie to get a better understanding. - Group work after the movie <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt.	
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	<i>EAL Students-</i> - Let the students re watch the movie to get a better understanding. - Group work after the movie <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt.	
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<u>Outcomes and indicators</u> CC3.4 Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories. CC3.1 Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print.	<u>Lesson 6- Short story from France (Puss and Boots)</u> Concept of lesson 6- Read a short Fairy Tale and incorporate a creative writing piece. Set- Time Frame: 10-15 Minutes - For the beginning of class we will have a recap on what we have learned so far about Fairy tales and what makes a proper fairy tale. I will have the word Fairy tale written on the board and the students will individually give me ideas on what they consider a fairy tale from what we have learnt so far. This will assess what the students know so far being able to move on more in depth if we can, but if students are still struggling with the concepts we can examine where we need to focus our time to ensure we hit our targets. Development- Time Frame: 30 Minutes - We will be reading the short story "puss and boots". This short story puss and boots originates from France. Reading short stories from other countries ties back into when the students wrote letters to someone around the world. This short story will be read to the class by the teacher once and then the students will be asked if they have any questions regarding the story so far. Once we have went over any questions that may have been asked the short story will be read again to ensure that the students fully understand in depth what the fairy tale is saying, and they comprehend why it is a Fairy tale. - After we read over the short story "Puss and boots" The students will examine their knowledge by briefly Discussing the short story with one partner. The students will be given prompts of what to talk about up on the board these will consist of questions like "What was the moral of puss and boots" and "How did the cat help the young boy throughout the story?" Once the students have finished talking about these questions with one partner we will go over the questions together as a class. - Once we have established a good understanding of the short story we will move onto an activity to get the students to use some creative writing skills. Each student will be given a handout that looks like this:	<u>Assessment</u> Formative Assessment Appendix A Appendix F go around with check marks to see that every student is on task when they are doing their creative writing.
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<https://www.dltk-teach.com/t.asp?t=https://www.dltk-teach.com/fairy-tales/puss-n-boots/images/c-draw-write-puss.gif>

- Students will now have an opportunity to write a short reflective piece on the short story. They will use the prompt “Imagine an Adventure you and puss would have. This will make the students think back to the type of cat puss was in the story and also give the students and opportunity to use their imaginations.
- As students are doing this assignment I will be going around observing and making check marks if students are on task.

Closure-

Time Frame: 10 Minutes

- Once students have finished up their assignment they will have opportunity to share their story they wrote with a partner near them.
- Students will then keep their stories in their binders.

Lesson Preparation-

- Copies of assignment
- Questions about the short story
- The book “Stories from around the world”

Adaptive Measures-

- Some students may need the story read to them a few more times

EAL Students-

- Give the students more time
- Pre read the story
- Get the story read over again
- More Visual

Management Strategies-

- Have a way to get students attention. Clapping till everyone has joined in and then move on.
- Raising hands instead of shouting out loud
- Have a seating plan.
- Getting students up and moving if they are getting board.
- When reading make sure everyone is following along and isn't distracting other.

	<i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt. - Talking with a partner will get students moving	
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<u>Outcomes and indicators</u> CC3.4 Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories. CC3.1 Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print.	<u>Lesson 7- Fairy Tale Poem “Little Red”</u> Concept of lesson 7- In this lesson we will get to know Fairy Tales in Poetry. Set- Time Frame: 10-15 Minutes - For lesson number 7 we are going to be focusing our attention on a Little red riding hood poem. Little red riding hood will be wrote up on the board. Students will be asked if they have ever heard of the Fairy tale Little red Riding hood and what they remember from the story. - During the conversation everything the students know or remember about the Fairy tale will be written on the board for them to refer back to while listening to the poem. Once we have a list of things the students know about the short story. I will go over the story making it clear what it is about and go over information that students may need to know in a deeper understanding. Development- Time Frame: 30 Minutes - We will begin our lesson by reading the short Fairy tale “Little Red Riding hood”. This will introduce the story line before we move into the poem. The story will be put up on the white board for the students to follow along to. https://www.dltk-teach.com/rhymes/littlered/story.htm - We will now be reading the poem “little Red”. This poem is a short reflection of the original Fairy tale “Little Red Rindinghood”. Little Red by Jessica McDonald Once There was a girl, And her name was Little Red. She set off to her grandma's house, For Gram was sick in bed. She wondered through the forest, With her basket full of bread, She ran into the Big Bad Wolf, “Where Are you going?” he said. “I'm headed to my grandma's house, Can't stop to talk” said Red. The sneaky wolf, he made a plan, And then away he sped. When Red got to her grandma's house, She saw her there in bed, “oh what big eyes, and ears, and teeth, You have upon your head!” “The better to eat you with my dear”, The hungry wolf just said. “Please don't eat me” said Little Red, “Just eat my bread instead”. created by piggyback  - The poem “Little Red” will be handed out to each student individually so they can follow along while it is read to them by the teacher. The poem will be read to the class and then we will briefly talk about what similarities the poem has to the original Fairy tale.	<u>Assessment</u> Formative Assessment Appendix A Appendix G Appendix H Students will be assessed on how their discussions with a peer. There will be no rubric or marking done in this class it will all be assessed on how well they can comprehend the story and poem and then be able to regurgitate that information to another person. Students will get a check mark if they complete the fill in the blank assignment.
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	Once we have gone over some of the similarities the Poem will be read to the students once again to clarify what the poem is saying. - Once the poem has been read for the second time as a class we are going to talk about what makes this a poem Vs a short story. We will be looking at characteristics like rhyming words, the length, the way it is set up. <i>Closure-</i> Time Frame: 10 Minutes - To finish off this lesson we are going to be a fill in the blank activity. Students will show their understanding by completing the worksheet. They will keep these sheets in their binders. <i>Lesson Preparation-</i> - Little red Riding Hood story - Little Red Poem copies - Copies of fill in the blank activity - Smart board to put the story up for students to follow along <i>Adaptive Measures-</i> - Some students may need extra time on the fill in the blank activity - The poem and short story may need to be read more for some students to fully comprehend <i>EAL Students-</i> - Read the Story and Poem over again - Pre teach - More Visual - Make the Fill in the Blank visual <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt. - Writing skills may be at different levels so having another assignment is essential	
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<u>Outcomes and indicators</u>	<u>Lesson 8- Paper Bag Princess</u>	<u>Assessment</u>
CC3.4 Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories. CC3.1 Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print	Concept of lesson 8- We are going to stray away from the original Fairy tales and look at a Robert Munch Fairy tale. Set- Time Frame: 10-15 Minutes - For this lesson we are going to be listening to an audio of "Paper Bag Princess". This story has the aspects of Fairy tales, but isn't one of the originals. - When the students get into the classroom there will be a question on the board. "What do you think makes a Princess a true Princess?" The students will then have a chance to think about the questions for a few minutes and then we will talk about the question. The students can then share their ideas on what they think makes a princess and real princess and their answers will be written on the board. Development- Time Frame: 35 Minutes - To begin off the development of this lesson we are going to listen to the Audio version of "Paper Bag Princess". As a class we will listen to the audio once and then briefly talk about the story line. Some prompt questions we will use will be "What happened to the prince in the beginning of the story?" and "Why did the princess and prince end up not getting married?" These two questions will be written up on the board and will then be talked about in partners first and then we will talk about what we have learnt from the story as a class. The answers to these questions will be written up on the board as well for students to refer back too. - The students will then listen to the audio for a second time. This will ensure that the students understand the story to the best of their ability. The audio is only around 4 minutes long. - Once we have listened to the audio two times. We will talk about how the prince only cared about how the princess and not about what was inside of her. She travelled and fought for him, but as so as he saw her looking like a mess her left. We will talk about this for about 3 minutes and then move on. - Once we are done talking about the story we are going to do an activity that involves a paper bag. Each student will get a paper bag and on that bag will markers are another utensil of their choice they are going to write what made the princess pretty besides her looks. They can also add in so good qualities of a person in general. After they have got some good words down or phrases they are welcome to decorate the bag however they would like. Closure- Time Frame: 5 Minutes - If students are not not their bags they can continue to work on them and if they are are done they can	<u>Formative Assessment</u> Appendix A Students will be assessed by their paper bags. They will get a check mark once they have fully finished their paper bag and have it handed in.

	silently read a book until the bell rings. - Once all students are finished they will hand in the bags and they will be hung up somewhere in the classroom. <i>Lesson Preparation-</i> - Audio Version of Paper Bag Princess - Paper Bags - Questions to ask - Markers <i>Adaptive Measures-</i> - Some students may not be able to comprehend a story by just listening to it so if they need to follow along i will have to print off the story for them. - Make sure the volume isn't too loud as some kids may have sensitive ears, or are sensitive to noise. <i>EAL Students-</i> - Listen to the audio again - Give them something to follow along to - Let them use some of their own vocabulary on the paper bag <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt.	
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<u>Outcomes and indicators</u>	<u>Lesson 9- Writing your own Fairy</u>	<u>Assessment</u>
CC3.4 Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories. CC3.1 Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print	Concept of lesson 9- Putting all the aspects of a Fairy tale we have learnt so far this unit together and building their own. Set- Time Frame: 5-7 Minutes - Today we will jump right into the writing and talking about the elements of a Fairy Tale. Development- Time Frame: 35-45 Minutes - We will start the class with going over the elements of what makes not only a fairy tale, but also a story in general. - On the board there will be elements of a Fairy tale and a story on the board with the definition of each EX) Character, setting, plot, magic. Students will have to look at each definition and word and match them together correctly. Once we have correctly match all of the word with the definition we will go over each of the element and briefly talk about what each element means and why it is important in a short story/Fairy tale. - Once we have talked about all the elements of a story we also are going to go over the structure of writing. The students will be made aware of Introductions, body paragraphs and conclusions. We will talk about each one individually and what needs to go into each to make. This will not have to be in too much depth as it is a grade 3 level writing, but making the students familiar with these things will help for future writing pieces. - Once we have finished going through all the elements of the Fairy tale we will go over what the activity. - Students will be writing their own Fairy tale by using the elements and ideas from other Fairy tales we have talked about or Fairy tales that they know of that we did not talk about in class. It should be roughly 2 pages double spaced. This will give the students an opportunity to have some fun and use their imaginations while still practicing what we learnt this unit. Closure- Time Frame: 10 Minutes - Students will continue to work on their Fairy Tales If they are not If students are finished they can draw a picture with their stories or read a book. If they are finished they will hand in their Fairy tales for marks. Lesson Preparation- - All the words and definitions written up on the board. Adaptive Measures- - May have to go over the formatting of a story and what goes into a Fairy tale more with some students. - Some students may need more time with their writing if they are weaker at grammar or putting sentences	<u>Summative Assessment</u> Appendix B Students will be marked by rubric. They will hand in their fairy tales for marks and will be graded on how well they use the elements that go into a short story, the proper formatting and creative ability.

	together. <i>EAL Students-</i> - Allow for some visual representation - Explain the elements more than once - Allow for some of their own Vocabulary <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt. - Having another assignment available for the faster writers.	
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<u>Outcomes and indicators</u>	<u>Lesson 10- Reviewing Fairy Tales and Acting</u>	<u>Assessment</u>
CC3.4 Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories. CC3.1 Create spoken, written, and other representations that include: a main idea(s) with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending, appropriate use of language and conventions including conventional print	Content for lesson 10- Students are going act out a Fairy Tale; this will help with a visual aid. <i>Set</i> Time Frame: 10-15 Minutes - Students will have 2 options put up on the board when they walk into class. These options will be “Goldilocks and the three bears or The Three little Pigs. - The children will get to vote which story they want to read and be acted out. Once we have voted we will begin the lesson with learning the Fairy Tale. - We will focus on Goldilocks for this lesson. <i>Development-</i> Time Frame: 30-45 Minutes - Students will be given a copy of Goldilocks and the three bears as a class we will read through the story making sure everyone knows the Fairy Tale. - Once we have read through the Fairy tale we will go over the setting, place, time, characters, plot, and moral of the story. These Details will help make sure the students have a good understanding of the fairy tale before we move on to acting it out. - Students will then be out into groups of 4. This will be decided by the teacher; making sure no one is left out of a group. Each group will be given a particular scene that they will have to read, learn, and recite back to the class. Each student will be given a part by the teacher; by doing this we are making sure there is no arguments between students, because they want to be a different character. Students will discuss as a group what the Fairy tale is about, the tone, and how they are going to portray their characters. - Once students have finished going over the story together once they will act their part out to the class. While each group is presenting all the other groups will be sitting silently and watching. The students will be able to take up their parts to make sure they dont mess up the lines and can have fun with it not worrying about remembering lines. <i>Closure-</i> Time Frame: 10-15 Minutes - Once students have Finished we will finish the lesson/unit with an exit slip asking two questions. “What did you learn from this unit about Fairy Tales?” and “What Fairy Tale was your favourite, and why?”. These are informal questions that will sum up the unit for the students and the teacher. <i>Lesson Preparation-</i> - Have copies of each story present. - Have questions prepared - Exit cards	<u>Informal Assessment</u> Students will not be marked on their acting skills, rather than making this a fun enjoyable class for the final lesson. The exit slips are for students to reflect back on the unit and think about what we did and what they enjoyed. <u>Summative Assessment</u> Appendix J Students will be marked by rubric based on their, comprehension, public speaking, and group work.

	<i>Adaptive Measures-</i> - Some students may have stage fright, so being aware of what group you put these students in can be essential, or having another assignment on hand incase they can't do it. <i>EAL Students-</i> - Making sure you give more time when reading the story and lines. - Being in an inclusive group - Pre teaching the lines. <i>Management Strategies-</i> - Have a way to get students attention. Clapping till everyone has joined in and then move on. - Raising hands instead of shouting out loud - Have a seating plan. - Getting students up and moving if they are getting board. - When reading make sure everyone is following along and isn't distracting other. <i>Multiple Intelligences-</i> - Students may be visual learners, so understanding how to incorporate this into lessons will be essential. - Auditory learners will be given time to discuss what they have learnt. - Some students will be better at public speaking then others.	

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Resources-

Hamilton Calvin, Rosanna. *Toad and the Boy*, Old Indian Legends (2003). Science Views.

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TPC- *Stories from around the world*, (2000). Heather Amery, Usborne Publishing.

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Teacher Checklist (**Appendix A**)

Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			
Student 9			
Student 10			
Student 11			
Student 12			
Student 13			
Student 14			
Student 15			
Student 16			
Student 17			
Student 18			
Student 19			
Student 20			

Summative Rubric (**Appendix B**)

Content	3. Exceeding Expectations	2. Meeting Expectations	1. Progressing towards	
<u>Writing</u> Students use proper grammar, sentence structure, and Fluency.	4. Exceeding Expectations	3. Meeting Expectations	2. Progressing Towards Expectations	1. Not meeting expectations
<u>Comprehending</u> Students show a understanding of what they are being taught, and are able to recite the content.	4. Exceeding Expectations	3. Meeting Expectations	2. Progressing Towards Expectations	1. Not Meeting Expectation
<u>Creative Ability</u> Students show a great deal of imagination, new ideas, through the content learnt	4. Exceeding Expectations	3. Meeting Expectations	2. Progressing Towards Expectations	1. Not Meeting Expectations

Example Letter (**Appendix C**)

Dear John,

I hope your having a great time in australia John! Everything here in Canada is just fine as we are getting ready for spring....

I was wondering if you had any fairy tales that you were told as a child? I have been told a lot throughout my childhood but my all time favourite would have to be princess and the pea...

Thank you for sharing your favourite fairy tale with me I'm sure i will love it....

From Kate

Maleficent (**Appendix D**)

Maleficent

Name-

Date-

Instructions- Please fill out your name and date, and then take your time filling out the following questions.

1. What was Maleficent at the beginning of the movie?
2. Can Maleficent Fly at the beginning of the movie?
3. What was the curse Maleficent put on Aurora
4. What age was Aurora going to fall asleep forever?
5. What is the only thing that can break Aurora's' curse?
6. How does Aurora wake back up?
7. Why did Maleficent's kiss work and not the young boys?
8. How did Maleficent get her wings back?
9. Why do you think this movie is a fairy tale? Please give 2 reasons?
10. What differences do you notice from the original sleeping Beauty movie.
11. What are some things that are the same between the two movies?
12. What was the moral of this fairy tale?

(Appendix E)

<http://scienceviews.com/indian/iktomi11.html>

Toad and the Boy

The water-fowls were flying over the marshy lakes. It was now the hunting season. Indian men, with bows and arrows, were wading waist deep amid the wild rice. Near by, within their wigwams, the wives were roasting wild duck and making down pillows.

In the largest teepee sat a young mother wrapping red porcupine quills about the long fringes of a buckskin cushion. Beside her lay a black-eyed baby boy cooing and laughing. Reaching and kicking upward with his tiny hands and feet, he played with the dangling strings of his heavy-beaded bonnet hanging empty on a tent pole above him.

At length the mother laid aside her red quills and white sinew-threads. The babe fell fast asleep. Leaning on one hand and softly whispering a little lullaby, she threw a light cover over her baby. It was almost time for the return of her husband.

Remembering there were no willow sticks for the fire, she quickly girdled her blanket tight about her waist, and with a short-handled ax slipped through her belt, she hurried away toward the wooded ravine. She was strong and swung an ax as skillfully as any man. Her loose buckskin dress was made for such freedom. Soon carrying easily a bundle of long willows on her back, with a loop of rope over both her shoulders, she came striding homeward.

Near the entrance way she stooped low, at once shifting the bundle to the right and with both hands lifting the noose from over her head. Having thus dropped the wood to the ground, she disappeared into her teepee. In a moment she came running out again, crying, "My son! My little son is gone!" Her keen eyes swept east and west and all around her. There was nowhere any sign of the child.

Running with clinched fists to the nearest teepees, she called: "Has any one seen my baby? He is gone! My little son is gone!"

"Hinnu! Hinnu!" exclaimed the women, rising to their feet and rushing out of their wigwams.

"We have not seen your child! What has happened?" queried the women.

With great tears in her eyes the mother told her story.

"We will search with you," they said to her as she started off.

They met the returning husbands, who turned about and joined in the hunt for the missing child. Along the shore of the lakes, among the high-grown reeds, they looked in vain. He was nowhere to be found. After many days and nights the search was given up. It was sad, indeed, to hear the mother wailing aloud for her little son.

It was growing late in the autumn. The birds were flying high toward the south. The teepees around the lakes were gone, save one lonely dwelling.

Till the winter snow covered the ground and ice covered the lakes, the wailing woman's voice was heard from that solitary wigwam. From some far distance was also the sound of the father's voice singing a sad song.

Thus ten summers and as many winters have come and gone since the strange disappearance of the little child. Every autumn with the hunters came the unhappy parents of the lost baby to search again for him.

Toward the latter part of the tenth season when, one by one, the teepees were folded and the families went away from the lake region, the mother walked again along the lake shore weeping. One evening, across the lake from where the crying woman stood, a pair of bright black eyes peered at her through the tall reeds and wild rice. A little wild boy stopped his play among the tall grasses. His long, loose hair hanging down his brown back and shoulders was carelessly tossed from his round face. He wore a loin cloth of woven sweet grass. Crouching low to the marshy ground, he listened to the wailing voice. As the voice grew hoarse and only sobs shook the slender figure of the woman, the eyes of the wild boy grew dim and wet.

At length, when the moaning ceased, he sprang to his feet and ran like a nymph with swift outstretched toes. He rushed into a small hut of reeds and grasses.

"Mother! Mother! Tell me what voice it was I heard which pleased my ears, but made my eyes grow wet!" said he, breathless.

"Han, my son," grunted a big, ugly toad. "It was the voice of a weeping woman you heard. My son, do not say you like it. Do not tell me it brought tears to your eyes. You have never heard me weep. I can please your ear and break your heart. Listen!" replied the great old toad.

Stepping outside, she stood by the entrance way. She was old and badly puffed out. She had reared a large family of little toads, but none of them had aroused her love, nor ever grieved her. She had heard the wailing human voice and marveled at the throat which produced the strange

sound. Now, in her great desire to keep the stolen boy awhile longer, she ventured to cry as the Dakota woman does. In a gruff, coarse voice she broke forth:

"Hin-hin, doe-skin! Hin-hin, Ermine, Ermine! Hin-hin, red blanket, with white border!"

Not knowing that the syllables of a Dakota's cry are the names of loved ones gone, the ugly toad mother sought to please the boy's ear with the names of valuable articles. Having shrieked in a torturing voice and mouthed extravagant names, the old toad rolled her tearless eyes with great satisfaction. Hopping back into her dwelling, she asked:

"My son, did my voice bring tears to your eyes? Did my words bring gladness to your ears? Do you not like my wailing better?"

"No, no!" pouted the boy with some impatience. "I want to hear the woman's voice! Tell me, mother, why the human voice stirs all my feelings!"

The toad mother said within her breast, "The human child has heard and seen his real mother. I cannot keep him longer, I fear. Oh, no, I cannot give away the pretty creature I have taught to call me 'mother' all these many winters."

"Mother," went on the child voice, "tell me one thing. Tell me why my little brothers and sisters are all unlike me."

The big, ugly toad, looking at her pudgy children, said: "The eldest is always best."

This reply quieted the boy for a while. Very closely watched the old toad mother her stolen human son. When by chance he started off alone, she shoved out one of her own children after him, saying: "Do not come back without your big brother."

Thus the wild boy with the long, loose hair sits every day on a marshy island hid among the tall reeds. But he is not alone. Always at his feet hops a little toad brother. One day an Indian hunter, wading in the deep waters, spied the boy. He had heard of the baby stolen long ago.

"This is he!" murmured the hunter to himself as he ran to his wigwam. "I saw among the tall reeds a black-haired boy at play!" shouted he to the people.

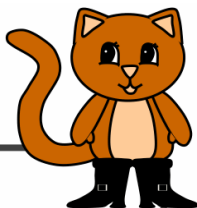
At once the unhappy father and mother cried out, "'Tis he, our boy!" Quickly he led them to the lake. Peeping through the wild rice, he pointed with unsteady finger toward the boy playing all unawares.

"'Tis he! 'tis he!" cried the mother, for she knew him.

In silence the hunter stood aside, while the happy father and mother caressed their baby boy grown tall.

(Appendix F)

Imagine an adventure
you and Puss would
have...



Written by: _____

(Appendix G)

Little Red

by Jessica McDonald

Once There was a girl,
And her name was Little Red.
She set off to her grandma's house,
For Gram was sick in bed.

She wondered through the forest,
With her basket full of bread,
She ran into the Big Bad Wolf,
"Where Are you going?" he said.

"I'm headed to my grandma's house,
Can't stop to talk" said Red.
The sneaky wolf, he made a plan,
And then away he sped.

When Red got to her grandma's house,
She saw her there in bed,
"oh what big eyes, and ears, and teeth,
You have upon your head!"

"The better to eat you with my dear",
The hungry wolf just said.
"Please don't eat me" said Little Red,
"Just eat my bread instead".



created by playteamlove

NAME-

DATE-

Little Red Riding Hood Fill in the Blank

Wolf

Grandma

The park

Little Red Riding hood

Red

Wanted to play with her

Blue

Fox

Grandpa

Cinderella

Wanted to eat her

The Forest

What Colour was little Red Riding Hood's Cape?-

Who was little Red Riding Hood going to Visit?-

Who was at Grandma's house when Little Red Riding Hood got there?-

Who was going to visit grandma?-

Why did the Wolf follow little Red Riding hood?-

Where was Little Red Riding Hood walking when she met the Wolf?-

What was Little Red Riding Hood Taking to her Grandma?-

(Appendix I)



(Appendix J)

<u>Comprehension</u> Students show a understanding of the story and can recite it.	4. Exceeding Expectations	3. Meeting Expectations	2. Progressing Towards Expectations	1. Not meeting required expectations
<u>Group work</u> Students show they can work together with other classmates, and cooperate.	4. Exceeding Expectations	3. Meeting Expectations	2. Progressing Towards Expectations	1. Not meeting required expectations
<u>Public speaking</u> Students show they can speak in a public setting, with eye contact, and without mumbling.	4. Exceeding Expectations	3. Meeting Expectations	2. Progressing Towards Expectations	1. Not meeting required expectations