

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>Fairy Tales</u>	Number of Lessons: <u>10</u>	Time (in weeks): <u>5 weeks</u>
Name: <u>Emma Kivari</u>	Subject(s): <u>ELA</u>	Grade(s): <u>Kindergarten</u>

Rationale

This unit is important because students learn about the structure of a story, characters, setting, and plot through a wide range of fairy tales. Each lesson explores a new fairy tale in which students identify the aspects of each story which makes it fit into the fairy tale category. Students engage in independent, partner, and small group activities throughout the unit and even create their own characters and parts of a fairy tale.

Overview:

Lesson 1: Little Red Riding Hood

- Students learn about the things needed in a fairy tale and identify the parts of Little Red Riding Hood which make it a fairy tale.

Lesson 2: Three Billy Goats Gruff

- Students sequence the story to create a short book retelling *The Three Billy Goats Gruff*

Lesson 3: Hansel and Gretel

- Students use images from the story to try to sequence the story and try to figure out what is going on in the story.

Lesson 4: Rapunzel

- (ADST) Students work in pairs or small groups to create an item that will save Rapunzel from the tower.

Lesson 5: Beauty and the Beast

- Students learn the main message in *Beauty and The Beast* and create a painting which showcases the message.

Lesson 6: Goldilocks and the Three Bears

- The students examine *Goldilocks and the Three Bears*, the patterns within the story, and create their own scene that could fit into the story.

Lesson 7: The Three Little Pigs

- Reader's theater

Lesson 8: Puss in Boots

- Students examine the characters within the story and create their own animal character (similar to Puss in Boots) and a quick backstory for their character (verbal).

Lesson 9: Cinderella

- Students learn about the magic in *Cinderella* and make comparisons of before and after magic.

Lesson 10: Pinocchio

- Students examine the characters in Pinocchio and create their own Pinocchio.

Lesson 11: The Gingerbread Man

- The students sequence the story by creating a gingerbread man that showcases a sequence of events from the story.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
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<p>Communicating:</p> <ul style="list-style-type: none"> Students communicate in class discussions, in pairs or small groups, with the teacher, using their bodies, through pictures, and drawings. <p>Collaborating:</p> <ul style="list-style-type: none"> Students collaborate in pairs and small groups to reach a common goal. <ul style="list-style-type: none"> ADST activity Reader's theater 	<p>Critical and Reflective Thinking:</p> <ul style="list-style-type: none"> Students reflect on previous lessons and connect content. Students think about the lessons of the fairy tales and connect them to real life scenarios. Students brainstorm throughout the unit. <p>Creative Thinking:</p> <ul style="list-style-type: none"> Students use creative thinking to complete drawings to represent their learning. Students create their own fairy tale characters and short scenes of fairy tales. Students use creative thinking to create an item that can save Rapunzel. 	<p>Personal Awareness and Responsibility:</p> <ul style="list-style-type: none"> Students ask for help when needed Students gain confidence in the classroom through active participation <p>Positive Personal and Cultural Identity:</p> <ul style="list-style-type: none"> Students learn how local Indigenous culture views the beaver Students understand that there are multiple ways of knowing Students recognize the role of Indigenous knowledge <p>Social Awareness and Responsibility:</p> <ul style="list-style-type: none"> Students build and maintain diverse, positive peer and intergenerational relationships. Students recognize and value other perspectives and experiences. Students take responsibility for their words and actions. Students show respect towards others
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BIG IDEAS

(multiple subject areas for integrated unit)

English Language Arts	Arts Education	ADST
<ul style="list-style-type: none"> Language and story can be a source of creativity and joy. Stories and other texts can be shared through pictures and words. 	<ul style="list-style-type: none"> People connect to others and share ideas through the arts. 	<ul style="list-style-type: none"> Skills can be developed through play. Designs grow out of natural curiosity.

LEARNING STANDARDS

Curricular Competencies	Content
<p>English Language Arts:</p> <ul style="list-style-type: none"> (CC1): Use sources of information and prior knowledge to make meaning 	<p>English Language Arts:</p> <ul style="list-style-type: none"> (C1): Structure of a story (C2): Literary elements and devices (C3): Reading strategies (C4): Oral language strategies

<ul style="list-style-type: none"> ● (CC2): Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● (CC3): Explore foundational concepts of print, oral, and visual texts ● (CC4): Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● (CC6): Use personal experience and knowledge to connect to stories and other texts to make meaning ● (CC7): Recognize the structure of a story ● (CC8): Exchange ideas and perspectives to build shared understanding ● (CC9): Use language to identify, create, and share ideas, feelings, opinions, and preferences 	<ul style="list-style-type: none"> ● (C5): Metacognitive strategies ● (C6): Writing processes ● (C7): Concepts of print ● (C11): The relationship between reading, writing, and oral language
<p>Arts Education:</p> <ul style="list-style-type: none"> ● (CC1): Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts ● (CC8): Express feelings, ideas, stories, observations, and experiences through the arts ● (CC10): Experience, document, and share creative works in a variety of ways 	<p>Arts Education:</p> <ul style="list-style-type: none"> ● (C1): Elements in the arts, including but not limited to: <ul style="list-style-type: none"> ○ Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● (C2): Processes, materials, movements, technologies, tools and techniques to support arts activities ● (C5): Symbolism as expressions of meaning ● (C8): Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
<p>ADST:</p> <ul style="list-style-type: none"> ● (CC2): Generate ideas from their experiences and interests ● (CC3): Add to others' ideas ● (CC4): Choose an idea to pursue ● (CC5): Choose tools and materials ● (CC6): Make a product using known procedures or through modelling of others ● (CC7): Use trial and error to make changes, solve problems, or incorporate new ideas from self and others ● (CC12): Use materials, tools, and technologies in a safe manner in 	<p>ADST:</p>

both physical and digital environments <ul style="list-style-type: none"> • (CC13): Develop their skills and add new ones through play and collaborative work 	
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Practice active listening skills • Draw pictures to support their learning • Work collaboratively in small groups • Understand the concept of sequencing (first, second, etc.) • Explain their thinking • Generate ideas

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Prepare a PowerPoint • Print off the worksheets • Get a copy of the book <i>Little Red Riding Hood</i>
Lesson 2	<ul style="list-style-type: none"> • Set up the YouTube video • Print off the worksheets
Lesson 3	<ul style="list-style-type: none"> • Print off pictures from a popular fairy tale • Print off pictures from <i>Hansel and Gretel</i> • Get a copy of the book <i>Hansel and Gretel</i>
Lesson 4	<ul style="list-style-type: none"> • Get a copy of the book <i>Rapunzel</i> • Set up the timer on the smart board • Get the bins of ADST supplies
Lesson 5	<ul style="list-style-type: none"> • Find a book or video for <i>Beauty and The Beast</i> • Prepare an example of the art piece
Lesson 6	<ul style="list-style-type: none"> • Get a copy of the book <i>Goldilocks and the Three Bears</i> • Print off the worksheets
Lesson 7	<ul style="list-style-type: none"> • Get a copy of the book <i>The Three Little Pigs</i> • Prepare an easy to read script • Find/create puppets
Lesson 8	<ul style="list-style-type: none"> • Get a copy of the book <i>Puss in Boots</i> • Print off the worksheets
Lesson 9	<ul style="list-style-type: none"> • Get a copy of the book <i>Cinderella</i> • Print off the worksheets
Lesson 10	<ul style="list-style-type: none"> • Set up the YouTube video • Print off the worksheets

Cross-Curricular Connections:

<p>This unit is cross-curricular with Arts Education as well as ADST. It includes opportunities for students to show their learning through creating and participating in a group oriented ADST activity. This unit could also be connected to themes found within the Social Studies and PHE curriculums as students identify the main lesson of various fairy tales and identify good and evil characters.</p>
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Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
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- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.

Universal Design for Learning (UDL)

Multiple means of representation:

- Picture books read by the teacher
- Powerpoint that contains pictures and videos to solidify content
- Showing examples while explaining instructions
- Physical photos
- Pre-teach vocab and continuously use the vocab
- Reflect on prior knowledge and prior lessons (making connections)
- Emphasize key elements
- Chunking information
- Explicit prompts
- Checking for understanding

Multiple means of expression:

- Providing students with options for writing and drawing utensils
- Combination of drawing, writing, pasting, creating, and experiencing
- Students describe and explain their work to the teacher
- Prompts and scaffolding

Multiple means of engagement:

- Reading stories
- Video stories
- Showing pictures and videos
- Group work
- ADST Activity
- Creating characters, stories, and art

Differentiated Instructions (DI)

- Noise cancelling headphones will be provided to students who need them
- Alternative seating will be provided to students who need them
- Alternative workspace will be provided to students who need them
- Students will be placed in groups/partners/individual depending on their needs
- More teacher help will be provided to students who need more help during the activities
- Extra time will be given to students who need it (either as a class or individually)

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Little Red Riding Hood (30 mins)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Tell the difference between a good and evil character in <i>Little Red Riding Hood</i>
Assessment:	<ul style="list-style-type: none"> ● The teacher will visually assess the students throughout the lesson. ● The teacher will collect the worksheets at the end of the lesson.
Teaching Strategies:	<ul style="list-style-type: none"> ● Book hook

	<ul style="list-style-type: none"> ● Brainstorming ● Checking for understanding ● Chunking ● Having something for early finishers ● Closing discussion ● PowerPoint
Materials:	<ul style="list-style-type: none"> ● Book: <i>Little Red Riding Hood</i> ● Worksheet ● PowerPoint (interactive) ● Pencils, crayons, pencil crayons
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher introduces the unit of fairy tales and asks the students if they know what a fairy tale is. ● The teacher explains the aspects needed for a story to be a fairytale. The teacher writes these aspects on the white board. The teacher tells the students to look out for these things in the fairy tales they will encounter throughout the unit. ● The teacher reads <i>Little Red Riding Hood</i> to the students.
Body:	<ul style="list-style-type: none"> ● The teacher gets the students to sit at their desks. ● The teacher goes through a PowerPoint with the class that introduces fairy tales in connection to <i>Little Red Riding Hood</i>. The PowerPoint is interactive as the teacher asks questions and asks for student volunteers. ● The teacher shows and explains the worksheet that the students will be doing and checks for understanding: <ul style="list-style-type: none"> ○ Fairy tales need a good character and an evil character. Students draw a character from <i>Little Red Riding Hood</i> and write whether they are good or evil. ● The teacher circulates throughout the classroom while the students work. ● If students are done early, they can read a book quietly on the carpet.
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher asks the students "what aspects help make a fairy tale?" ● The teacher and the students brainstorm other fairy tales.

Lesson 2

Name & Time (Minutes Allotted):	Three Billy Goats Gruff (30 mins)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Cut and paste the characters into the correct spots ● Organize the pages in the correct order
Assessment:	<ul style="list-style-type: none"> ● The teacher will visually assess the students during the lesson and make note of anything important ● The teacher will collect the worksheets
Teaching Strategies:	<ul style="list-style-type: none"> ● Hook video ● Checking for understanding

	<ul style="list-style-type: none"> ● Chunking ● Repetition
Materials:	<ul style="list-style-type: none"> ● YouTube video "The Three Billy Goats Gruff": https://www.youtube.com/watch?v=3QzT1sq6kCY&t=27s&ab_channel=Gigglebox ● Worksheet ● Pencils, pensil crayons, crayons ● Scissors ● Glue sticks
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher gets the students to sit at their tables and watch the video of "The Three Billy Goats Gruff" on YouTube: https://www.youtube.com/watch?v=3QzT1sq6kCY&t=27s&ab_channel=Gigglebox
Body:	<ul style="list-style-type: none"> ● The teacher asks the students what happened in the story. ● The teacher asks the students about the characters and the order of the story. ● The teacher tells the students that they will be sequencing together small books that tell the story of the Three Billy Goats Gruff. ● The teacher explains how the students will be completing this book (cutting and gluing) and goes over with the class where to place each character in the story. ● Once the students have glued in their characters to their stories, they will arrange their pages in the correct order and take it to the teacher for stapling. The teacher will only staple the story if it is in the correct order and will encourage students to figure it out for themselves (use known strategies to help solve).
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher asks the students "what makes a fairy tale a fairy tale?" ● The teacher and students connect the story to the aspects of a fairy tale.

Lesson 3

Name & Time (Minutes Allotted):	Hansel and Gretel (30 mins)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Work collaboratively in their table groups ● Sequence the images from beginning to end in a logical order (may not be the same order as the story) ● Create an oral story based on the images ● Share the oral story with their classmates (no every group member needs to share)
Assessment:	<ul style="list-style-type: none"> ● The teacher will visually assess the students during the lesson and make note of anything important.
Teaching Strategies:	<ul style="list-style-type: none"> ● Hook example related to activity ● Read the book after the activity ● Chunking

	<ul style="list-style-type: none"> ● Checking for understanding ● Group/partner work
Materials:	<ul style="list-style-type: none"> ● Images of a popular fairy tale for the introduction ● Images from <i>Hansel and Gretel</i> ● Book: <i>Hansel and Gretel</i>
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher shows images from another fairy tale (without context). ● The teacher tells the class that they are unfamiliar with the story and is going to try to decipher it just from the pictures. The teacher connects this to how some students read books quietly on the carpet. ● The teacher tells the class the reasoning behind their decisions in sequencing and tells a story that is not the true story of the fairy tale. (This is an example of what the students will be doing in this lesson).
Body:	<ul style="list-style-type: none"> ● The teacher explains that the students will be working with their table groups to try and tell a story using the pictures provided to them (from the <i>Hansel and Gretel</i> book). The teacher tells the students that they will need to be able to share their version of the story (or what they have of it) with the class after the activity. ● The teacher checks for understanding before distributing the supplies. ● The teacher tells the students they can return to their tables and start figuring out what the story might be. Students are only given some of the pictures in the story to simplify the activity. ● The teacher circulates throughout the classroom to assess and to help students that may be struggling with the activity. ● The teacher tells the students that they have 1 or 2 minutes left to finalize their stories. ● The teacher gets the students to sit on the carpet with their table groups. ● The teacher asks each group to share the story that they have created from the pictures. ● The teacher explains that there can be many versions to a single fairy tale due to its oral tradition and long and complex histories.
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher reads the story <i>Hansel and Gretel</i> to the students.

Lesson 4

Name & Time (Minutes Allotted):	Rapunzel ADST (40-50 minutes)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10 ADST: CC2, CC3, CC4, CC5, CC6, CC7, CC12, CC13
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Work collaboratively in pairs or small groups to create an item that can save Rapunzel
Assessment:	<ul style="list-style-type: none"> ● Students will be visually assessed during the lesson and the teacher will make note of anything important
Teaching Strategies:	<ul style="list-style-type: none"> ● Starting with a book as the hook

	<ul style="list-style-type: none"> ● Reflection/discussion of the book ● Introducing a problem to the students that they must solve ● Brainstorming possible ways to save Rapunzel ● Having the students work in their table groups ● Projecting a timer on the smart board (time management) ● Sharing session of the final products
Materials:	<ul style="list-style-type: none"> ● Book: <i>Rapunzel</i> ● Dry erase markers ● Timer on the smart board ● Items for the students to use in their creations
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher reads the story <i>Rapunzel</i> to the students. ● The teacher asks the students about the characters, the setting, and the order of events (beginning, middle, and end).
Body:	<ul style="list-style-type: none"> ● The teacher tells the students that they will be working with their table groups to build something (using the materials provided) that can save Rapunzel from her tower. ● The teacher and the students brainstorm (as a class on the white board) different ways that Rapunzel could be saved (ex/ ladder, slide, elevator, etc.). ● The teacher gives the instructions for the activity, introduces the items that can be used, and checks for understanding. ● The teacher lets the students begin building with their table groups. Some groups may create more than one way to save Rapunzel. ● The teacher will find a timer for 20 minutes and project the timer on the smart board. The teacher will tell the students that more time will be given if needed.
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher explains that they will be sharing what they have built as a group (one group at a time). ● The teacher tells the class to move so that they can see the product of table 1 and gets that table group to explain their creation. The teacher asks the class if this would help save Rapunzel.

Lesson 5

Name & Time (Minutes Allotted):	Beauty and the Beast (40 mins)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Identify the main message in the story ● Follow instructions to complete a painting
Assessment:	<ul style="list-style-type: none"> ● The students will be assessed through observation and communication ● The teacher will collect the paintings
Teaching Strategies:	<ul style="list-style-type: none"> ● Hook story ● Checking for understanding ● Chunking

	<ul style="list-style-type: none"> ● Step-by-step instruction ● Showing an example of the product ● Gallery walk
Materials:	<ul style="list-style-type: none"> ● <i>Beauty and The Beast</i> book or video ● White pieces of construction paper ● Black crayons or pastels ● Red and dark green paint ● Dry erase markers
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher reads the story/shows a short video for <i>Beauty and The Beast</i> ● The teacher and the students discuss the characters, setting, and plot (beginning, middle, end). They also discuss the importance and the message of the story.
Body:	<ul style="list-style-type: none"> ● The teacher tells the students that they will be doing an art activity that represents the story <i>Beauty and the Beast</i> and the story's main lesson. ● The teacher shows an example of a completed painting and tells the students that they will all be working on it at the same time (step by step). The teacher explains how this art piece connects to the story. ● The teacher introduces the materials that they will be using and goes over the proper handling procedures for the materials. ● The teacher gives the first initial instructions and checks for understanding. ● The teacher creates an example at the same time that the students are making theirs (demonstration). ● The teacher introduces each material as it is needed and takes materials away when students are done using them.
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to line up at the back door. ● The teacher leads the students in a gallery walk so they can see each others' work. ● The teacher leads the gallery walk to the classroom sink so the students can clean up and get ready for the next portion of the day.

Lesson 6

Name & Time (Minutes Allotted):	Goldilocks and the Three Bears (40 mins)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Identify the pattern in <i>Goldilocks and the Three Bears</i> ● Create a scene that would fit into the story with the same/similar pattern (scaffolding worksheet and prompts given)
Assessment:	<ul style="list-style-type: none"> ● The teacher will visually assess the students during the lesson. ● The teacher will collect the worksheets to assess.
Teaching Strategies:	<ul style="list-style-type: none"> ● Hook book ● Repetition ● Chunking ● Giving examples

	<ul style="list-style-type: none"> ● Brainstorming ● Sharing session ● Prompting
Materials:	<ul style="list-style-type: none"> ● Book: <i>Goldilocks and the Three Bears</i> ● Worksheet ● Pencils, erasers, crayons, pencil crayons ● Dry erase markers
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher reads the story <i>Goldilocks and the Three Bears</i>. ● The teacher and students discuss the characters, setting, and plot (beginning, middle, end).
Body:	<ul style="list-style-type: none"> ● The teacher focuses on the fact that there is a pattern in the story. ● As a class, the pattern is examined and written on the board. ● The teacher says that if we wanted to include another scene that follows the same pattern, what could we include? ● The teacher and students brainstorm possible additional scenes that would fit into the story. ● The teacher tells the students that they will be trying to come up with one on their own. The teacher will give 2-3 prompts such as a room or an object that Goldilocks will interact with and the students need to finish the scene. For example, if Goldilocks interacted with bathtubs full of water, one might be too hot, one might be too cold, and one might be just right. ● The teacher shows the students the paper that they will be recording their scene on (drawing) and checks for understanding. ● The teacher lets the students begin the worksheet and circulates throughout the classroom to help the students.
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher gets students to share the scenes they have created with the class.

Lesson 7

Name & Time (Minutes Allotted):	The Three Little Pigs (Reader's Theatre)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Work collaboratively in a small group ● Perform a reader's theater
Assessment:	<ul style="list-style-type: none"> ● The teacher will visually assess the students and make note of anything important regarding assessment (could be in the form of note taking, checklist, etc.).
Teaching Strategies:	<ul style="list-style-type: none"> ● Group work ● Demonstration ● Checking for understanding ● Chunking ● Repetition ● Rehearsal time

	<ul style="list-style-type: none"> ● Sharing
Materials:	<ul style="list-style-type: none"> ● Book: <i>The Three Little Pigs</i> ● Puppets for <i>The Three Little Pigs</i> ● Theater set (or designated stage area) ● Easy to read scripts
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher tells the students that they will be doing a reader's theater for this lesson and explains what that means. The teacher tells the students that they must pay close attention because they will be retelling the story with stick puppets. ● The teacher reads the story <i>The Three Little Pigs</i> to the class.
Body:	<ul style="list-style-type: none"> ● The teacher asks the students if they are familiar with the story (formative assessment). ● The teacher goes through the sequence of events with the students and connects them to each of the puppets that will be used. ● The teacher shows the students the papers that they will have (like a script but with more pictures). The teacher does a demonstration of what the students will be doing (reader's theater) and checks for understanding. ● The teacher groups/pairs the students and gets them to begin practicing. ● The teacher circulates throughout the classroom.
Closure:	<ul style="list-style-type: none"> ● The teacher gets the students to sit on the carpet. ● The teacher leads the reader's theater and each group performs their play with the puppets.

Lesson 8

Name & Time (Minutes Allotted):	Puss in Boots (30 mins)
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Identify the different characters in a story ● Create their own fairy tale character and brief backstory.
Assessment:	<ul style="list-style-type: none"> ● Students will be visually assessed during the lesson ● Worksheets will be collected at the end of the lesson (teacher will scribe for the verbal story behind the character)
Teaching Strategies:	<ul style="list-style-type: none"> ● Hook book ● Creative freedom ● Examples ● Prompting ● Sharing session ● Checking for understanding ● Chunking
Materials:	<ul style="list-style-type: none"> ● Story: <i>Puss in Boots</i> ● Dry erase markers ● Blank paper ● Pencils, erasers, pencil crayons

Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> • The teacher gets the students to sit on the carpet. • The teacher reads the story <i>Puss in Boots</i> to the class. • The teacher and students discuss the characters, the setting, the plot, and the message of the book.
Body:	<ul style="list-style-type: none"> • The teacher tells the class that they will be creating their own animal fairy tale protagonist. • The teacher does an example with the class on the white board (using student input to create the character and brief story). • The teacher shows and explains the worksheet to the class (which repeats the process done on the white board) and checks for understanding. • The teacher hands out the worksheets and directs the students to get their supplies. • The teacher circulates throughout the classroom. • When the students hand in their final picture, the teacher asks the students the story behind the character and writes a short sentence on their paper. (Student shares orally and the teacher scribes).
Closure:	<ul style="list-style-type: none"> • The teacher gets the students to sit on the carpet. • The students sit in a circle and take turns sharing their characters and the quick story behind them.

Lesson 9

Name & Time (Minutes Allotted):	Cinderella
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> • Identify magical elements of a story • Show understanding of the concepts of before and after magic • Complete a worksheet about the magic in <i>Cinderella</i>
Assessment:	<ul style="list-style-type: none"> • The teacher will visually assess the students during the lesson and make note of anything important • The teacher will collect the worksheets at the end of the lesson.
Teaching Strategies:	<ul style="list-style-type: none"> • Book hook • Checking for understanding • Chunking • Recalling previous information/lessons • Showing examples
Materials:	<ul style="list-style-type: none"> • Book: <i>Cinderella</i> • Cinderella worksheet • Dry erase markers
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> • The teacher gets the students to sit on the carpet. • The teacher reads the story, <i>Cinderella</i> to the class. • The teacher asks the students questions about the characters, setting, and plot.
Body:	<ul style="list-style-type: none"> • The teacher further discusses the magic in the story with the students and how it is essential for fairy tales.

	<ul style="list-style-type: none"> • The teacher draws a vertical line on the white board (one side represents before magic and the other represents after magic). The teacher asks the students what magical elements were in the story - and then asks would that fit under before or after magic? • The teacher and students go through all of the magical elements of the story. • The teacher introduces the worksheet that they will be completing about the magic of Cinderella. The teacher explains how to complete the worksheet and checks for understanding. • The teacher tells the students to get their supplies and start working. • The teacher circulates throughout the classroom.
Closure:	<ul style="list-style-type: none"> • The teacher gets the students to sit on the carpet. • The teacher and students have a closing discussion about the magic of fairy tales. • The teacher asks students to share one magical element that they would like in their life (can be from Cinderella or other).

Lesson 10

Name & Time (Minutes Allotted):	The Gingerbread Man
Learning Standards: Curricular Competencies	ELA: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9 Arts Education: CC1, CC8, CC10
Learning Standards: Content	ELA: C1, C2, C3, C4, C5, C6, C7, C11 Arts Education: C1, C2, C5, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> • Recognize the different parts of a story • Complete a sequencing worksheet for the story <i>The Gingerbread Man</i>
Assessment:	<ul style="list-style-type: none"> • The students will be visually assessed throughout the lesson • The students will hand in their gingerbread man for assessment (sequencing)
Teaching Strategies:	<ul style="list-style-type: none"> • Hook video • Repetition • Chunking • Checking for understanding • Connecting to previous learning • Closing discussion
Materials:	<ul style="list-style-type: none"> • Worksheet: https://www.teacherspayteachers.com/Product/Gingerbread-Gingerbread-Man-Sequencing-Card-Craft-2239936 • YouTube video: https://www.youtube.com/watch?v=YoQyyB5xvLk&ab_channel=Gigglebox
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> • The teacher gets the students to sit at their tables. • The teacher plays the video "The Gingerbread Man": https://www.youtube.com/watch?v=YoQyyB5xvLk&ab_channel=Gigglebox
Body:	<ul style="list-style-type: none"> • The teacher gets the students to sit on the carpet. • The teacher asks the students about the characters, setting, and plot.

	<ul style="list-style-type: none"> • The teacher tells the students that they will be working on sequencing the story they just watched. • The teacher calls on different students to tell parts of the story and as a class they put those parts into order (verbally and writing on the board). • The teacher introduces the worksheet activity that they will be doing and checks for understanding. • The teacher circulates throughout the class while the students work.
Closure:	<ul style="list-style-type: none"> • The teacher gets the students to sit on the floor. • The teacher asks the students to recall the parts of a fairy tale. • The teacher and students connect and reflect on how <i>The Gingerbread Man</i> is a fairy tale.

Resources:

<ul style="list-style-type: none"> • YouTube video “The Three Billy Goats Gruff”: https://www.youtube.com/watch?v=3QzT1sq6kCY&t=27s&ab_channel=Gigglebox • Pinocchio activity: https://evaggeliasariggoli.blogspot.com/2016/01/pinocchio.html?spref=pi • The Gingerbread Man activity: https://www.teacherspayteachers.com/Product/Gingerbread-Gingerbread-Man-Sequencing-Card-Craft-2239936 • YouTube video “The Gingerbread Man”: https://www.youtube.com/watch?v=YoQyyB5xvLk&ab_channel=Gigglebox
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Extensions to Unit:

<p>This unit could be extended by including more fairy tales and activities related to those fairy tales. It could also be extended by having more opportunities for students to learn through creation by creating fairy tales, characters, and art.</p>

Reflections and Revisions

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