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| Subject: | English Language Arts: Fairy Tale | Grade: | 1 and 2 | Duration: | Approx. 4 weeks |

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| Big Ideas: | Summative Assessment: |
| * Stories and other texts can be shared through pictures and words. * Stories and other texts help us learn about ourselves and our families. * Language and story can be a source of creativity and joy. | **Writing: Personal Story**  All students will create a story map to illustrate their story including the expected story elements for their grade level.  Most students will then take their map and use it to draft and write their own short story.  Some students may be recorded telling their story orally, or Phonto to superimpose text onto their text/words onto their story board.  **Reading: Venn Diagram**  Using a graphic organizer to compare two different versions of a traditional fairy tale with a non-traditional. |

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| Unit Understandings: | | |  | Content: |
| * Writers understand story elements and know how to use them to write good stories. * The setting of a story includes time and place. * Stories have a problem and a solution. * Writers use descriptive language to make stories interesting. * Stories help us explore our interests, identity, and our world. | | |  | * Elements of story (character, plot, setting, structure (beginning, middle and end for Grade 2) * Vocabulary to talk about texts (book, page, chapter, author, title, illustrator, headings, table of contents, pictures, and diagrams) * Reading strategies * Oral language strategies |
| Transfer: | | |  | Essential Questions: |
| * Communicate ideas effectively in writing to suit a particular audience and purpose. * Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.   Learning about our identity and world is embedded in story. | | |  | * How is learning embedded in story? * How do writers create interesting characters, settings and problem/solutions to tell good stories?   Do all stories have a message? |
|  | Concepts: |  |  | Curricular Competencies: |
|  | Perspective, Relationships |  |  | * Recognize the structure and elements of story * Create stories and other texts to deepen awareness of self, family, and community * Explore oral storytelling processes * Use developmentally appropriate reading, listening, and viewing strategies to make meaning |
| First People’s Principles of Learning: | | |  |
| Learning is embedded in memory, history, and story  - Learning involves the exploration of one’s identity  - Learning involves recognizing that some information is sacred and only shared with permission/in certain situations | | |  |
| Core Competencies: | | | |
| **Communication:**   * I can analyze evidence from different perspectives * I can show if I like something or not   **Thinking:**   * I get ideas when I play * I make my ideas work or I change what I am doing (editing connection and growth mindset connection)   **Personal and Social Emotional:**   * I can celebrate my efforts and accomplishments * I can preserve with challenging tasks * I can implement, monitor, and adjust a plan and assess the results | | | |
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| Lesson Planning | | | |  |
| Suggested Lessons: | | | | Resources: |
| Unit Provocation: Introduce story unit through provocation | | | | Images/objects which connect to a certain story/fairy tale (or multiple) |
| Dissecting a Book: Exploring picture books, emerging chapter books, etc. to ‘dissect’, begin to recognize and label important parts of the book | | | | - Multiple Picture Books  - Post it notes  - Book Features graphic |
| Exploring Story Elements: Choose a traditional and familiar Fairy Tale to be read aloud to the class.  - While reading, explore what elements of story you are encountering as they come up (setting, characters, problem/solution) | | | | - Story Map organizer: could be large anchor chart to be posted in class, or individual graphics completed as a whole group |
| Exploring Story Elements: Independent Practice  Choose a different traditional/familiar Fairy Tale to complete as a class read aloud  - students will return to work space and complete in small groups with some teacher support | | | | Read Aloud  Story Map Graphic or Plot Line |
| Introduction to Twisted Fairy Tales: Choose a non-traditional or twisted tale to read aloud to the class (for example, Little Red Riding Ninja or The Three Little Fish and the Big Bad Shark).  Students will use their knowledge of story elements to complete a new story map graphic | | | |  |
| Comparing Traditional and Twisted Fairy Tales  \*\* This lesson should take place multiple times to reinforce the skill and using 2 and 3 circle Venn Diagrams  - After reading traditional Fairy Tales, choose a Twisted or different cultural rendition of that same tale  - When completing the first time, brainstorm similarities and differences between the two renditions and place into a class Venn Diagram. Students could then complete an individual copy, if desired.  - After completing once or twice, read a different rendition of a traditional fairy tale and have students then independently complete their own Venn Diagram (assessment piece). | | | | Cinderella: 4 Beloved Tales  - Hula Hoops to create large Venn  - paper strips |
| First Peoples Legends  How is language and story used to help create pictures in our mind?  With support and/or permission from an Indigenous Support Worker, students will enjoy and examine the First Peoples tradition of Oral Story Telling  - While students engage in the story, pause and have them draw small images that could go along with key moments in the story. | | | |  |
| Introduction to Story Writing  Connecting back to the beginning on the unit on identifying story elements, students will begin to brainstorm and complete their own story map based | | | | - Picture Prompts (i.e., art work, clip art)  Suggested Anchor Book: Ralph Writes a Story |
| Summative Assessment (multi day lesson)  Create story board for their independent story map. Extension: for students who are able, use story board and map to write their own story, using story elements. | | | | Graphic Organizer  Suggested Anchor Book: S is for Story OR Once Upon a Time: Writing our own Fairy Tales |
| Resources / Related Books | | | | |
| Traditional Fairy Tales (i.e., The Three Little Pigs, Sleeping Beauty, Cinderella, Little Red Riding Hood, Snow White, Hansel and Gretel, Jack and the Beanstalk etc.)  - Twisted or Fractured Fairy Tales  - The Three Little Fish and the Big Bad Shark, The True Story of the Three Little Pigs, The Three Little Wolves and The Big Bad Pig, The Three Javelinas  - Cinder-elly, Cinderfella, Cinder Edna,  - Ninja Red Riding Hood, Yummy  - Who Pushed Humpty Dumpty, After the Fall  - Rapunzel  - Snoring Beauty , Waking Beauty  - Goldilocks and the Three Dinosaurs  - Four Beloved Tales books: provide both the traditional rendition as well as different cultural versions of fairy tales. For example, Four Beloved Tales Cinderella included the traditional version, Egyptian, and Chinese renditions  Story Writing Books:  - Book  - Ralph Writes a Story  - Little Red Writing  - The Book with No Pictures (voice)  - Wordless Picture Books  - Once Upon a Time: Writing your own Fairy Tale by Nancy Loewen | | | | |