

Unit 9: Fairytales and Folktales:**Spotlight on Activating and Connecting to Background Knowledge and Visualizing (4 weeks)****Rationale**

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will be listening, reading and discussing a range of fairytales and folktales. The NYS Common Core Standards spotlight the importance of students developing cultural literacy which includes a common core knowledge about the genre of folktales and fairytales, knowledge about how these texts tend to go and about the archetypes (e.g., character archetypes - the heroine, the villain, the evil step family) that underlie these and other stories. As students study these classics to understand plot structure, character types, morals and lessons they will learn that these archetypes are part of *all* stories.

“Fairytales involve a bit of magic, like a spell or curse, which is sometimes both part of the problem and its solution; folktales tend to include animals who talk and think and feel just like human characters. In both fairytales and folktales a character may change his ways having learned a lesson at the end of the story.”
Teachers College Reading and Writing Reading Curricular Calendar, Second Grade, 2010-2011.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Identify the structure and characteristics of fairytales and folktales
- Listen and read a variety of folktales and fairytales
- Compare and contrast different fairytales and folktales
- Read, compare and contrast variations of the same fairytale/folktales
- Monitor for meaning and visualize to deepen comprehension
- Develop opinions about characters and supply reasons for opinion

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Identifying characteristics of fairytales and folktales
 - Characters – hero/villain
 - Setting
 - Plot
 - Problem
 - Solution
 - Fantastical and magical elements
 - Lesson/moral
 - Repetitive phrases/verse
- Using knowledge of predictable story elements to help read any story including fairytales and folktales
- Identifying magic/fantasy elements in texts by jotting them down on Post-its or think sheets
- Comparing and contrasting different fairytales/folktales
 - Characters
 - Plot
 - Themes
 - Lessons/moral

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- Comparing and contrasting different versions of a single tale
 - Characters
 - Plot
 - Themes
 - Lessons/moral
- Reading other books (any stories) and studying how they are similar and different from folk and fairy tales
- Making rich, purposeful connections to modern stories
- Pausing, asking and envisioning
 - What place does this remind me of?
 - Have I read other books set in a similar time or place that can help me picture this one?
 - What do I think this word or phrase might mean?
- Studying, comparing and contrasting different tales that have similar messages
- Creating a timeline to keep track of events and passing of time
- Sketching while listening to fairy and folktales read aloud as a way to visualize characters, plot, etc.
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Partner/group students together to engage in a debate about whether a character was good/evil/justified in their actions. Groups spend time preparing for debate and gathering text evidence to support their opinion.
 - Have students read and discuss a set of texts about a familiar fairytale written from different character viewpoints. Have students consider and discuss the different perspectives (e.g., compare traditional version of Little Red Riding Hood with *Honestly, Red Riding Hood Was Rotten!* by Trisha Shaskan, compare traditional version of Goldilocks and The Three Bears with *Believe Me, Goldilocks Rocks!* By Nancy Loewen, compare traditional version of the Three Little Pigs with *The True Story of the Three Little Pigs* by John Scieszka, compare traditional version of Cinderella with *Seriously, Cinderella is So Annoying!* by Trisha Shaskan.
 - Group students who read different fairytale series. Have each student introduce the different titles of the fairytale, highlighting the uniqueness of each version. (*Dusty Locks and The Three Bears* by Susan Lowell, *Somebody and the Three Blairs* by Marilyn Tolhurst, *Goldilocks Returns* by Lisa Campbell Ernst, etc.)
 - Have students share (verbally, written) how fairytale/folktales/legends are similar, different from other types of fiction. Compare and contrast these types of texts to realistic fiction.
 - Have students complete a unit reflection. What strategies helped you read fairytales and folk tales? How did each strategy help you as a reader? Be specific. How can you apply what you have learned about reading fairytales and folktales to all of your reading? Be as specific as possible.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 45 min.
- Teachers may have students work with a partner for 5-10 to talk about books read.
- It is critical that students read have access to fairytales and folktales at their independent reading level. If resources are limited teachers can (1) borrow texts from other grade level teachers, (2) keep in mind that students can read books that are easy for them (3) add a spin to the unit – immerse students in folktales and fairytales through daily read aloud, shared reading and have students use their knowledge (e.g., plot structure, character types, morals and lessons) of fairytales and folktales to read other types of stories.
- Book baggies will contain just right fairy/folktales as well as other just right texts.
- Teacher should read aloud different versions of one or more fairy/folktales (e.g., *The Gingerbread Man, The Gingerbread Boy, The Gingerbread Baby*).
- Create a class chart of the story elements from different read alouds.
- A collection of texts (fairytales, folktales, legends, etc.) was purchased for each second grade team to support the work of the unit. Please click here to view the attached list.
- Other recommended texts include: *Deep in the Forest* by Brinton Turkle (a wordless picture book of Goldilocks.)
- Create a class chart with other characteristics of fairy and folktales such as fantastical/magical elements, repetitive phrases/verses, lesson/moral. Charts should always include visuals.

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Character	Setting	Problem	Solution

Title	Magical Elements	Repeating Words	Lesson/Moral

- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 2nd Grade Reading Curriculum Calendar 2010-2011*
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 3, pp. 54-56)
- *Reading & Writing Literacy Genres* by Kathleen Buss and Lee Karnowski (Chapters 3-5)
- *Strategies that Work* by Stephanie Harvey and Anne Goudvis (Chapter 7)
- *Reading with Meaning* by Debbie Miller (Chapters 5, 6)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson