

## Bachelor of Education (Elementary) Unit Plan Template

**Unit Title:** Fairy Tales: Exploring and Learning with Narrative Texts      **Number of Lessons** 10      **Time** 5 Weeks  
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### Rationale

This unit introduces and expands on the elements of fairy tales, allowing students to develop reading and writing skills, learning through stem activities, and using their own creative thinking to take their learning and develop their own fractured fairy tales. Students will be able to take the knowledge and reading skills they learn throughout the unit and think about them when reading narrative texts in the future to help make stronger connections and understandings through the text.

### Overview:

This unit starts off by introducing the elements of fairy tales and then moving on to explore some of those features further, along with integrating aspects of STEM. After introducing the elements of fairy tales through slides, video, and discussion, students explore the idea of good and bad characters in fairy tales by looking at Little Red Riding Hood and The Big Bad Wolf using a character trait worksheet and creating their own “WANTED” poster for The Big Bad Wolf. Next, students learn some of the defining characteristics of common fairy tale characters, while also practicing their reading, writing, text understanding, and group-work skills through a “Read the Room” small-group activity. Following the “Read the Room” lesson, students are put to the task of helping one of the characters they identified (The Gingerbread Man) from the last lesson in the next lesson by listening to the story of *The Gingerbread Man* and creating a bridge for him to cross in small groups. After building bridges, talk in more detail about fairy tale settings by hearing the story of *Jack and the Beanstalk* and creating their own map of the setting in the story. Next, students discuss the beginning, middle, and end of a fairy tale story as they identify the three different parts of *Goldilocks and the Three Bears* using a writing and drawing booklet and will later go on to compare a different (fractured) version of this classic fairy tale using a Venn Diagram. Then, after hearing the classic story of *The Three Little Pigs*, students are challenged with another task of trying to create a house that will withstand The Big Bad Wolf in small groups. Next day, students hear a fractured version of *The Three Little Pigs* and compare and contrast the two stories using a worksheet. Students look at another fractured fairy tale, this time an Indigenous twist on the classic tale of Goldilocks and the Three Bears. Students will compare and contrast the two stories using a Venn Diagram. Finally, students will take their learned skills and use a dice game to provide them with prompts to create their very own fractured fairy tale!

## CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• Students communicate with their classmates by working in small groups to solve problems.</li> <li>• Students communicate orally in a group setting to share their thoughts and ideas about the text.</li> <li>• Students communicate their ideas in small groups to come up with a collaborative design.</li> <li>• Students communicate their learning through various assignments – including written, visual, and oral.</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• Students use critical thinking to determine the best possible design collaboratively with their group that withstand the force of wind.</li> <li>• Students use critical thinking to compare and contrast different texts by using reflective thinking to pull out the important information.</li> </ul> <p><b>Creative thinking</b></p> <ul style="list-style-type: none"> <li>• Students use creative thinking to plan and create different designs for mapping, for building a miniature house, and for posters.</li> </ul>	<p><b>Positive personal and cultural identity</b></p> <ul style="list-style-type: none"> <li>• By working in groups, students see the value that they bring to the team as an individual.</li> </ul> <p><b>Personal awareness and responsibility</b></p> <ul style="list-style-type: none"> <li>• Students take personal responsibility when working in the various small group tasks with their peers, learning how to share their ideas and contribute to the team.</li> </ul> <p><b>Social responsibility</b></p> <ul style="list-style-type: none"> <li>• Students show respect, kindness, and understanding when working in social settings. Students see that they are part of groups within the unit and are expected to act appropriately in order to continue working with their group in a way that will provide effective results for the entire group.</li> </ul>

## BIG IDEAS

ELA 2	ADST 2	Arts Education 2
BC ELA G2 - Language and story can be a source of creativity and joy.	BC ADST G2 - Skills can be developed through play.	Visual Arts G2 - Visual arts is a unique language for creating and communicating.

## LEARNING STANDARDS

Curricular Competencies	Content
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<p><b>ELA G2 CC</b> - Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><b>ELA G2 CC</b> - Recognize the structure and elements of story.</p> <p><b>ELA G2 CC</b> - Plan and create a variety of communication forms for different purposes and audiences.</p> <p><b>ELA G2 CC</b> - Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p> <p><b>ELA G2 CC</b> - Recognize how different text structures reflect different purposes.</p> <p><b>ELA G2 CC</b> - Read fluently at grade level.</p> <p><b>ELA G2 CC</b> - Use sources of information and prior knowledge to make meaning.</p> <p><b>ELA G2 CC</b> – Create stories and other texts [...].</p> <p><b>Arts Education G2 CC</b> - Express ideas, stories, and observations through creative works.</p> <p><b>Arts Education G2 CC</b> - Create artistic works as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</p> <p><b>ADST G2 CC</b> – Ideating: add to others’ ideas, choose an idea to pursue.</p> <p><b>ADST G2 CC</b> – Making: choose tools and materials, use trial and error to make changes.</p> <p><b>ADST G2 CC</b> – Demonstrate their project.</p> <p><b>ADST G2 CC</b> - Use materials, tools, and technologies in a safe manner in both physical and digital environments.</p> <p><b>ADST G2 CC</b> - Develop their skills and add new ones through play and collaborative work.</p> <p><b>ADST G2 CC</b> – Ideating: Identify needs and opportunities for designing, through exploration.</p> <p><b>ADST G2 CC</b> – Sharing: Tell the story of designing and making their product.</p>	<p><b>ELA G2 C</b> – Elements of story.</p> <p><b>ELA G2 C</b> – Reading strategies: using illustrations and prior knowledge to predict meaning; retelling in own words; locating the main idea and details.</p> <p><b>ELA G2 C</b> – Letter formation.</p> <p><b>ELA G2 C</b> – Sentence structure.</p> <p><b>ELA G2 C</b> – Text features.</p> <p><b>ELA G2 C</b> – Vocabulary associated with texts.</p> <p><b>ELA G2 C</b> – Writing processes.</p> <p><b>ELA G2 C</b> – Conventions.</p> <p><b>Arts Education G2 C</b> - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.</p>
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**Prerequisite Concepts and Skills:**

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| <ul style="list-style-type: none"> <li>● Students need to be able to read short sentences.</li> <li>● Students need to be able to write words and short sentences.</li> <li>● Students need fine motor skills for writing, drawing, and putting things together.</li> <li>● Students need to be able to communicate and work together respectfully with others.</li> </ul> |
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**Teacher Preparation Required:**

Lesson #	Teacher Preparation Required
Lesson 1	Prepare slides/video clips. Prepare fairy tale photos. Have a copy of the book <i>Cinderella</i> on hand.
Lesson 2	Ensure computer/display/sound is working prior to class.

	Have copies of both worksheets printed off prior to class.
Lesson 3	Have copies of the worksheet printed off prior to class. Put out character clues around the classroom prior to class.
Lesson 4	Have a copy of the book <i>The Gingerbread Man</i> on hand. Have building supplies divided and ready to groups prior to class. Have worksheet printed prior to class. Pre-divide groups of 3 to save time and ensure each group will work together well.
Lesson 5	Ensure computer/display/sound is working prior to class. Have a copy of the book <i>Jack and the Beanstalk</i> on hand. Have teacher-exemplar ready to use as a guide for students. Print of map worksheets prior to class.
Lesson 6	Have sequence activity cards printed and divided appropriately for # of students in class. Have a copy of <i>Goldilocks and the Three Bears</i> on hand. Have copies of the Beginning, Middle, End booklets printed and ready for students.
Lesson 7	Have a copy of the book <i>The Three Little Pigs</i> on hand. Have planning & process worksheet printed prior to class. Have the building supplies out and ready for use prior to class.
Lesson 8	Have a copy of <i>The Three Little Pigs</i> on hand. Have a copy of <i>The True Story of the Three Little Pigs</i> on hand. Have copies of the compare and contrast worksheet printed prior to class.
Lesson 9	Have a copy of both books on hand – <i>Goldilocks and the Three Bears</i> and <i>The Three Snow Bears</i> Have copies of the Venn Diagram printed prior to class.
Lesson 10	Ensure you have enough dice prior to class. Have copies of Dice Game Fairy Tale Story Mat printed prior to class. Have copies of My Fairy Tale Planning Sheet printed prior to class. Have copies of My Fairy Tale Writing Sheet printed prior to class.

### **Cross-Curricular Connections:**

This unit encompasses curricular content and competencies from English Language Arts, Arts Education, and Applied Design, Skills, and Technologies. Most of the lessons within the unit contain integration in one way or another, whether it be single-subject integration or multiple-subject integration and explore many different ways of thinking and learning about fairy tales. Students learn about fairy tales by not only reading, listening, and responding to them, but by also taking ideas from the stories further through hands-on learning in ADST, interactive games, and artwork.

### **Indigenous Connections / First Peoples Principles of Learning:**

One of the First People's Principles of Learning is that learning is embedded in memory, history, and story. This unit focuses on stories, but specifically fairy tales, and how they can provide so much more than just a children's story. The fairy tales explored in this unit share lessons, provide opportunities for taking elements from the story and expanding and exploring them further, and help students see how even though many years have gone by since some classic fairy tales were first created, they still are so valuable today, the same way that Indigenous stories provide people today with history, lessons, and knowledge.

### **Universal Design for Learning (UDL):**

**MULTIPLE MEANS OF REPRESENTATION** – I provide for multiple means of representation in this unit in the following ways:

- Lessons include videos, slides, books, illustrations, colourful writing, and colourful worksheets with connecting images to try and reach all types of learners.
- Stories are read aloud orally, while students can also see the illustration and writing of the stories; some are a video telling of the story, which include images/text/and sounds to help bring the story to life.

**MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways:

- Several activities that include students communicating and working together orally with their classmates.
- Students are often provided the chance to share their work or understandings at the end of class by orally sharing to the teacher and their peers.
- Students can draw/write their understanding in many of the lessons – including through student map-creating that includes both writing and drawing.
- Students can take on different roles for contributing to class ADST projects, allowing for their individual strengths to be expressed.

**MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:

- Includes group work, creating visuals, building and designing, a reading scavenger hunt, and a dice game.
- The unit includes various fairy tales, making each lesson be about different versions of classic fairy tales, including humour, fun twists to familiar stories, and books with great illustrations.
- Students are presented with an activity as a “task” or “challenge” to hopefully spark a desire to rise to the task or challenge (internal motivation).
- Students are challenged in a fun way to work together with a group with each member having a responsibility (all students included!).

### **Differentiate Instruction (DI):**

- Students who are at lower reading levels than others can be purposely put into small groups with stronger readers so that they can help each other and work together.
- Provide scripting for students who can express their fairy tale ideas, but who are struggling with sentence structure. Also provide opportunities for both writing and drawing so that students can show their learning through drawing if that is something they are more proficient with.
- Encourage students to share their ideas and work together with their table partners when appropriate to spark ideas and shared understanding during design/writing activities.
- When the CEA is in the classroom, make sure the instructions are explained well to the student and the CEA so everyone is on the same page, and understands what the expectations are for the activity.
- If a student misses any of the days, encourage them to start on the activity at hand. Help guide them in the steps they need, or pair them with a student who is capable and willing to help.
- Students who struggle with writing could use a pencil gripper to encourage independent writing.
- Students are encouraged to work at a respectful volume when working in groups so that students who may be overstimulated by noise can work without feeling overwhelmed.
- Students who struggle to keep their hands to themselves during read alouds may use a squish ball or alternative seating.

### **Overview of Lessons:**

#### **Lesson 1**

<b>Name &amp; Time (Minutes)</b>	<b>What are Fairy Tales? (30 mins) - Small Group</b>
<b>Learning Standards: Curricular Competencies</b>	<p><b>ELA G2 CC</b> - Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><b>ELA G2 CC</b> - Recognize the structure and elements of story.</p>
<b>Learning Standards: Content</b>	<p><b>ELA G2 C</b> – Elements of story.</p> <p><b>ELA G2 C</b> – Reading strategies: using illustrations and prior knowledge to predict meaning; retelling in own words; locating the main idea and details.</p>
<b>Instructional Objectives</b>	Student will be able to identify the main characteristics of fairy tales - a special beginning, good and bad characters, magic, talking animals, special powers, royalty, happy endings, and things that come in 3s or 7s, teach a lesson.
<b>Assessment:</b>	<p><b>What:</b> Identifying characteristics of a fairy tale within <i>Cinderella</i>.</p> <p><b>How:</b> Thumbs up or down (Teacher observation)</p>
<b>Teaching Strategies:</b>	<b>Photos, brainstorming, slides/video clips, read aloud, review.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Various fairy tale book covers</li> <li>● Chart paper</li> <li>● Chart paper markers</li> <li>● Pre-made slides</li> <li>● A child-friendly version of the fairy tale <i>Cinderella</i>.</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>Photo-Genre Association:</b> Show students a series of different fairy tale book covers i.e., (Cinderella, Goldilocks and the Three Bears, Jack and the Bean Stock, Little Red Riding Hood, etc.) and ask them if they know what all of these stories have in common? Explain that they are fairy tales, which is an imaginative story, often based on magic and made-up things, settings, plots, characters, and happy endings.
<b>Body:</b>	<p><b>Access Prior Knowledge:</b> Ask students what kind of things or characteristics most fairy tales have that set them apart from other types of stories - gather student ideas on a brainstorm web on chart paper.</p> <p><b>Slides:</b> Tell students we will see if we were able to brainstorm all of the characteristics of fairy tales by watching listening/watching to the slides containing a description of each of the characteristics of Fairy Tales and short clips from fairy tale videos that represent each characteristic (a special beginning, good and bad characters, a problem and solution, happy endings, things that come in 3s or 7s, and teach a lesson).</p> <p><b>Read Aloud:</b> Read students the fairy tale “Cinderella”. After reading the story, ask the students which characteristics of fairy tales that the story included – go through each of the characteristics and ask for a thumbs up if it was in the story, and thumbs down if it wasn’t in the story.</p>
<b>Closure:</b>	<b>Foreshadow:</b> Tell students that now that we know what a fairy tale is, we are going to be learning more about all different kinds of fairy tales in our unit and are going to even make up some of our own.

## Lesson 2

<b>Name &amp; Time</b>	<b>Exploring Good Vs. Bad Fairy Tale Characters (45 mins) - Whole Class/Individual Activities</b>
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<b>Learning Standards: Curricular Competencies</b>	<p><b>ELA G2 CC</b> - Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><b>ELA G2 CC</b> - Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p> <p><b>Arts Education G2 CC</b> - Create artistic works as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</p>
<b>Learning Standards: Content</b>	<p><b>ELA G2 C</b> – Elements of story: character</p> <p><b>ELA G2 C</b> – Reading strategies</p> <p><b>ELA G2 C</b> – Letter formation</p> <p><b>ELA G2 C</b> – Sentence structure</p>
<b>Instructional Objectives</b>	<p>Student will be able to identify the character traits between Little Red Riding Hood and The Wolf in the fairy tale <i>Little Red Riding Hood</i> by:</p> <ol style="list-style-type: none"> <li>1. Matching characteristics between the two characters using a cut-out worksheet.</li> <li>2. Creating a “WANTED” poster about The Wolf</li> </ol>
<b>Assessment:</b>	<p><b>What:</b> Character traits worksheet</p> <p><b>How:</b> Teacher Mark out of 8 (1 mark for each correct identification)</p>
<b>Teaching Strategies:</b>	<b>Video, brainstorming, worksheet.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● YouTube video - <a href="https://www.youtube.com/watch?v=DKdc_kVBz7c">https://www.youtube.com/watch?v=DKdc_kVBz7c</a></li> <li>● Computer access</li> <li>● Projector/SmartBoard</li> <li>● Chart paper/markers</li> <li>● Character traits worksheet – 1 x each student + extras</li> <li>● WANTED poster worksheet – 1 x each student + extras</li> <li>● Scissors</li> <li>● Glue sticks</li> <li>● Pencil crayons</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>Read Aloud Video with Music:</b> Gather students for a virtual read aloud of <i>Little Red Riding Hood</i> : <a href="https://www.youtube.com/watch?v=DKdc_kVBz7c">https://www.youtube.com/watch?v=DKdc_kVBz7c</a> .
<b>Body:</b>	<p><b>Character Identification:</b> After the read aloud, remind students that one thing we talked about during our first lesson was that fairy tales often have good and bad characters. Ask students who they think the main characters within the story are and write them out on chart paper in a brainstorm web, with “Characters” being the centre cloud. Ask students what words they can think of to describe each of the main characters (Little Red Riding Hood, The Wolf, and Grandmother).</p> <p><b>Review Worksheet Words:</b> While students are still at the carpet, review the descriptive words on their worksheets to go over what each word means.</p> <p><b>Worksheet:</b> Now that students have discussed the main characters in the story, provide them with a worksheet that has two columns – one for Little Red Riding Hood and one for The Wolf. Under each column are various character traits that need to be cut-out. Students will cut out each character trait and glue it under the column that it belongs to. Explain the directions to the students and let them know that they can colour each of the character’s pictures that are on the worksheet once they have finished cutting and pasting.</p>

	<p><b>“WANTED” Poster:</b> Now that students know the difference between Little Red Riding Hood and The Wolf, have students create a “WANTED” poster. Ask students to pretend that they are the cops of Little Red Riding Hood’s village, and they have been assigned the task of designing a “WANTED” poster for The Wolf to be posted around the village. They are to include a drawing of the wolf and to fill in the blanks on the poster (what he is wanted for, where he was last seen, and how much the reward will be if someone turns him in).</p> <p><b>Clean Up:</b> Ask students to clean up their scrap paper and put away their supplies and hand in their worksheets.</p>
<b>Closure:</b>	<p><b>Reminder:</b> Remind students that many fairy tales have good and bad characters, and we can learn about the characters through the text and illustrations within the story.</p>

### Lesson 3

<b>Name &amp; Time</b>	<b>Read the Room: Finding Fairy Tale Characters (30 mins) - Whole Class/Mini Groups Challenge</b>
<b>Learning Standards: Curricular Competencies</b>	<p>ELA G2 CC - Read fluently at grade level.</p> <p>ELA G2 CC - Use sources of information and prior knowledge to make meaning.</p>
<b>Learning Standards: Content</b>	<p>ELA G2 C – Reading strategies.</p> <p>ELA G2 C – Letter formation.</p>
<b>Instructional Objectives</b>	Student will be able to identify fairytale characters by matching text clues to descriptions of the character.
<b>Assessment:</b>	<p><b>What:</b> Worksheet</p> <p><b>How:</b> Mark out of 12</p>
<b>Teaching Strategies:</b>	<b>Discussion, instructions, small group activity, review.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Character Clue Cards (pre-make)</li> <li>• Read the Room Worksheets – 1 per each student + extras</li> <li>• Pencils</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Who Can Name a Fairy Tale Character?:</b> Ask students if anyone knows the name of a fairy tale character, either from one of the stories we have read so far, or from another fairy tale that they have heard of. Ask them if they can share one thing about the character if they can remember. Explain to students that there are many different characters in fairy tales that can be easily identified by clues provided within a story’s text.</p>
<b>Body:</b>	<p><b>Read the Room Activity Explanation:</b> Explain to students that you have set up a character scavenger hunt for them around the room. In small groups, students will each have a scavenger hunt worksheet, where their job is to find the character that matches the description on their sheet. If they know the answer without needing the clue, they still need to find the matching clue card to make sure they are correct. Students will work in their groups, finding the clues to help them put the matching character with the descriptions on their worksheet.</p> <p><b>Read the Room Scavenger Hunt:</b> Divide the class into groups of approx. 3 students using name blocks or any other form of group creation that you like. Try to have at least one strong reader in each group to help the others who are still learning. Provide each student with a copy of the Read the Room</p>



	Scavenger Hunt worksheet. Tell the students they need to wait to go until you say so, and they need to remember to work as a team with their group. Tell students that when they think their sheet is completed, sit down with their group to ensure they have the same answers.
<b>Closure:</b>	<p><b>Review:</b> Once time is up, have students mark their own sheet by having them stay in their seat, while you walk around reading each character clue and asking them to tell you which description the character goes under on their worksheet.</p> <p>Thank students for working so well in their groups and explain that we will be learning more about some of these characters in the next few lessons of our fairy tales unit.</p>

#### Lesson 4

<b>Name &amp; Time</b>	<b>Building Bridges STEM - Whole Class</b>
<b>Learning Standards: Curricular Competencies</b>	<p><b>ADST G2 CC</b> – Ideating: Identify needs and opportunities for designing, through exploration.</p> <p><b>ADST G2 CC</b> – Ideating: Add to others’ ideas.</p> <p><b>ADST G2 CC</b> – Making: Choose tools and materials.</p> <p><b>ADST G2 CC</b> – Sharing: Tell the story of designing and making their product.</p> <p><b>ADST G2 CC</b> – Use materials, tools, and technologies in a safe manner.</p> <p><b>ELA G2 CC</b> - Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p>
<b>Learning Standards: Content</b>	<p><b>ELA G2 C</b> – Sentence structure.</p> <p><b>ELA G2 C</b> – Letter formation.</p> <p><b>Arts Education G2 C</b> - Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.</p>
<b>Instructional Objectives</b>	Student will be able to contribute to a building experience with peers, make predictions, record results, and reflect on findings using a worksheet.
<b>Assessment:</b>	<p><b>What:</b> Student’s Completed Bridge Building Worksheet</p> <p><b>How:</b> Teacher Mark</p>
<b>Teaching Strategies:</b>	<b>Connecting to previous lesson, predicting, read aloud, clear instruction, review group work expectations, small-group building activity, writing, testing, reflecting.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Book – <i>The Gingerbread Man</i> (any version with a river)</li> <li>● Straws – handful per group.</li> <li>● Popsicle sticks – handful per group.</li> <li>● Skewers – handful per group.</li> <li>● Egg cartons cut in half – 2 per group.</li> <li>● Pipe cleaners – handful per group.</li> <li>● Toilet paper tubes – 3 per group.</li> <li>● Tubs – 1 per group of 3.</li> <li>● Tape</li> <li>● Gingerbread men cookies – 1 per group.</li> <li>● Bridge Building worksheet – 1 x each student.</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Connection to last lesson:</b> Tell students you are thinking of a character from last lesson and ask them if they can figure out who you are thinking of. Tell them it’s a “man”...he has two arms and two legs...he can run fast...he is sweet (hopefully a student will have guessed <i>The Gingerbread Man</i> by now). Tell students that today we are going to be reading the story of <i>The</i></p>

	Gingerbread Man, and that we are going to have a special task after the story to help him.
<b>Body:</b>	<p><b>Predict/Read Aloud:</b> Gather students at the carpet. Prior to the reading, ask students what it means to predict something. Discuss the cover page and see if we can make and predictions about the story based off the over. Next, read aloud the story of The Gingerbread Man.</p> <p><b>Introduce the Task:</b> Tell students that today they have been given a task to try and help The Gingerbread Man! Ask students how The Gingerbread man could have made it across the river instead of by the fox? They will be working in groups of 3 to find a way to build a bridge for The Gingerbread Man to safely cross the river. Students will only be allowed to use what is provided for them in the bins that they will be given.</p> <p><b>Review Group-Work Expectations:</b> Before dividing the students into their groups, ask them what good group-work looks like. Remind them of any of the points they don't cover (i.e., communicate, share responsibilities, use appropriate voice volume, stay on task, respect each other).</p> <p><b>Group Building:</b> Divide students into groups of 3 and distribute the bins filled with the supplies that they are allowed to use, along with a Bridge Building worksheet. Tell students they have 25 minutes to work on designing and building their bridge as a group, and that when we are done, we will make a prediction about what will happen when we put a gingerbread man on it on our worksheet, test them out with a gingerbread man, and then write out the results of what actually happened on our worksheet. Check for understanding and then allow them to start working.</p> <p><b>Testing:</b> Once time is up, ask students to write down what they predict will happen when we put a gingerbread man on top of their bridge. Then provide each group with a gingerbread man and allow them to test their bridges in their groups. Next, have students write down the results of what happened and if there's anything they would do next time to make it better.</p> <p><b>Clean Up:</b> Ask students to clean up their workspace and return any extra materials.</p>
<b>Closure:</b>	<p><b>Reflection:</b> Close the lesson by asking students how they thought the activity went? Was their design successful or unsuccessful? Why? Is there anything that they would do differently next time? Did they have fun or was it challenging? Did they learn anything new?</p>

### Lesson 5

<b>Name &amp; Time</b>	<b>Fairy Tale Setting (45 mins) - Small Group</b>
<b>Learning Standards: Curricular Competencies</b>	<p>ELA G2 CC - Recognize how different text structures reflect different purposes.</p> <p>ELA G2 CC - Recognize the structure and elements of story</p> <p>Arts Education G2 CC - Express ideas, stories, and observations through creative works.</p>
<b>Learning Standards: Content</b>	<p>ELA G2 C – Elements of story.</p> <p>ELA G2 C – Text features.</p> <p>ELA G2 C – Vocabulary associated with texts.</p>

	ELA G2 C – Letter formation.
<b>Instructional Objectives</b>	Student will be able to draw and label a setting map from <i>Jack and the Beanstalk</i> using evidence from a story.
<b>Assessment:</b>	<b>What:</b> Story Setting Map <b>How:</b> Student self-assessment checklist
<b>Teaching Strategies:</b>	<b>Video, read aloud, text brainstorming, teacher exemplar, art map, map sharing.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Book – <i>Jack and the Beanstalk</i></li> <li>● Computer/Screen or SmartBoard with Sound</li> <li>● YouTube video: <a href="https://www.youtube.com/watch?v=3BVOIyUnk6s">https://www.youtube.com/watch?v=3BVOIyUnk6s</a></li> <li>● Map example</li> <li>● Pencil crayons</li> <li>● Chart paper or white board/pens</li> <li>● Student self-assessment sheet</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>What is a Story’s Setting?:</b> Play students the following video on setting “Story Elements for Kids: What is a Setting?” : <a href="https://www.youtube.com/watch?v=3BVOIyUnk6s">https://www.youtube.com/watch?v=3BVOIyUnk6s</a> (0:00-1:48) After the video is done, check for clarification with students on what a setting is.
<b>Body:</b>	<p><b>Pre-Reading Question:</b> Tell students that you are going to be reading them a special fairy tale today, and you want them to listen carefully and pay attention to the illustrations to think about the “WHERE” of our story’s setting. Try and listen for all the different places that our main character goes to in the story.</p> <p><b>Read Aloud:</b> Read aloud the story, <i>Jack and the Beanstalk</i> – pausing to emphasize the different places that Jack goes and talking about the setting throughout the story as the text and images provide clues.</p> <p><b>What is our Story’s Setting?:</b> At the end of the story, brainstorm with students all of the places that Jack goes to in the story (i.e., the village, tiny cottage, market, butcher shop, castle) and write them on chart paper or on a whiteboard in big font so that all students can see the words.</p> <p><b>How to Make a Map:</b> Explain to students that now that they’ve brainstormed all the places Jack visits, it is their job to make a map of the setting in the story. Ask students if anyone knows what the purpose of a map is? Then provide students with a sample map, going over all the essential parts of a map (a title, legend, and a compass). Explain to students that they are to create their own map, using all the settings from <i>Jack and the Beanstalk</i>. Remind students they must include all the places we brainstormed together, and all of the parts of a map that we talked about. Provide a guide for them on the whiteboard of what they need to include.</p> <p><b>Story Setting Map Making:</b> Students create their own map of the story setting using a map worksheet and markers/pencil crayons, ensuring they have included all the places and parts of a map. Provide students with a self-assessment tool to go through when they are done and hand both the map and self-assessment together. Use proximity to help guide students as needed.</p>

	<b>Clean Up:</b> Have students put away any of their drawing supplies and return to their seats.
<b>Closure:</b>	<b>Sharing:</b> Ask students if anyone would like to share and explain their “Jack and the Beanstalk Village” map with the class.

## Lesson 6

<b>Name &amp; Time</b>	<b>Fairy Tale Structure: Beginning, Middle, and End (60 mins)</b> <b>- Small Group</b>
<b>Learning Standards: Curricular Competencies</b>	<p><b>ELA G2 CC</b> - Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><b>ELA G2 CC</b> - Recognize the structure and elements of story.</p> <p><b>ELA G2 CC</b> - Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p> <p><b>Arts Education G2 CC</b> - Express feelings, ideas, stories, observations, and experiences through creative works.</p>
<b>Learning Standards: Content</b>	<p><b>ELA G2 C</b> – Elements of story.</p> <p><b>ELA G2 C</b> – Reading strategies.</p> <p><b>ELA G2 C</b> – Letter formation.</p> <p><b>ELA G2 C</b> – Sentence structure.</p>
<b>Instructional Objectives</b>	Using evidence from the text, student will be able to write and draw their understanding of the beginning, middle, and end of a story by using a story booklet.
<b>Assessment:</b>	<p><b>What:</b> Beginning, Middle, End booklets</p> <p><b>How:</b> Teacher Mark</p>
<b>Teaching Strategies:</b>	<b>Small groups activity, teacher explanation, read aloud, booklet activity, sharing.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Story sequence cards (3 cards per group)</li> <li>● Chart paper/pens or “Beginning, Middle, End” explanation sheet</li> <li>● Children’s Book – <i>Goldilocks and the Three Bears</i></li> <li>● “Beginning, Middle, End” poster</li> <li>● Beginning, Middle, End booklet – 1 x each student + extras</li> <li>● Pencils/pencil crayons</li> <li>● Stapler</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Sequencing Stories:</b> Gather students together and explain that in groups of 3 they will each be given a card. On their card there will be a part from one of the stories we’ve read as a class in our Fairy Tales unit. Their job is to look at the card’s image and words to try and figure out what order the cards should go in based on how they happened in our stories. Encourage the group to talk and figure out together what their order of events is and to stand in the order they think it is.</p> <p><b>Reviewing the Story Sequences:</b> Once all or most students have figured out their order and are standing in order, have one of the groups read out their cards to see if they were correct. If they weren’t, thank them for trying and review with all students what the correct order should be.</p>
<b>Body:</b>	<b>Carpet Review:</b> Have students return to the carpet to discuss that all fairy tales have three main parts to them, just like the one we just put in order. However, when we’re referring to stories, we call this the Beginning, Middle, and End.

	<p><b>Beginning, Middle, End Explanation:</b> Provide students with an explanation on what information each part provides the reader. This can be done either by writing it out nicely and organized on chart paper or providing students with an explanation sheet/poster and reviewing it.</p> <ul style="list-style-type: none"> <li>● <b>Beginning</b> – Introduces characters, introduces setting, sometimes hints to or introduces a problem.</li> <li>● <b>Middle</b> – Introduces a problem (if not done in the beginning), leads the reader through events that work to solve the problem.</li> <li>● <b>End</b> – Provides closure to the problem, shares how the characters feel or have changed, and sometimes shares the lesson learned.</li> </ul> <p><b>Read Aloud:</b> Now that students know about the beginning, middle, and end of a fairy tale, tell them that you are going to be reading them the story of “Goldilocks and the Three Bears”. Ask students to listen to the story carefully to listen for clues that tell us where the beginning, the middle, and the end of the story are. At the end of the reading, go through our descriptions of the beginning, middle, and end again and let students know that they are now going to make their own beginning, middle, end booklets for today’s story.</p> <p><b>Beginning, Middle, End Booklets:</b> Provide each student with a 4-page booklet that includes a title page, a beginning page, a middle page, and an end page. Students will put their booklet together and write and draw a description of the beginning, middle, and end on each page of the booklet.</p> <p><b>Clean Up:</b> Have students clean up their workspace and return to the carpet.</p>
<b>Closure:</b>	<b>Booklet Sharing:</b> Ask students if anyone would like to read or show their beginning, middle, end booklet to the class. Thank class for their participation.

## Lesson 7

<b>Name &amp; Time</b>	<b>Fairy Tale ADST: The Big, Bad, Blowing Wolf (60 mins) - Whole Class</b>
<b>Learning Standards: Curricular Competencies</b>	<p>ADST G2 CC – Ideating: add to others’ ideas, choose an idea to pursue.</p> <p>ADST G2 CC – Making: choose tools and materials, use trial and error to make changes.</p> <p>ADST G2 CC – Demonstrate their project.</p> <p>ADST G2 CC - Use materials, tools, and technologies in a safe manner in both physical and digital environments.</p> <p>ADST G2 CC - Develop their skills and add new ones through play and collaborative work.</p>
<b>Learning Standards: Content</b>	<p>ELA G2 C - Letter formation.</p> <p>ELA G2 C - Sentence structure.</p>
<b>Instructional Objectives</b>	Student will be able to participate in a group to plan, build, and reflect on a building process by using a planning sheet and contributing to the building of a miniature house using various materials.
<b>Assessment:</b>	<p><b>What:</b> Student planning and process sheet</p> <p><b>How:</b> Teacher mark</p>
<b>Teaching Strategies:</b>	<b>Read aloud, small group work planning, group work building, class testing, reflection, sharing.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Children’s Book – <i>The Three Little Pigs</i></li> <li>● Planning &amp; Process Worksheet – 1 per student + extras</li> <li>● Popsicle sticks</li> </ul>

	<ul style="list-style-type: none"> <li>● Toothpicks</li> <li>● Jube Jubes</li> <li>● Straws</li> <li>● Glue sticks</li> <li>● Tape</li> <li>● Blow-dryer</li> <li>● Cut-out wolf face (for blow-dryer)</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>Read Aloud:</b> Read students the story, <i>The Three Little Pigs</i> . After reading the story, ask students why the brick house didn't fall over when the others did? Discuss the difference in weight and stability of the different materials.
<b>Body:</b>	<p><b>Introducing the Job:</b> Tell students that today they will be working in groups (predetermined groups of 3-4) and are going to pretend to be architects for the pigs for the day. Ask students if they know what an architect is and discuss (person who plans, designs, and oversees the construction of buildings). Explain to students that once they know materials they are going to be allowed to use, they will need to work together with their group to draw or write out their design first. Once they are done that, they may come and grab their materials to start building. The objective is to design the strongest house. When time is up, we will see if anyone's can stand up to The Big Bad Wolf (AKA a blow-dryer with a wolf's face taped to it).</p> <p><b>Design Time:</b> Put students into their groups and tell students that they will have access to a handful of wood (popsicle sticks/toothpicks), bricks (jube jubes), and straw (straws cut in half), tape, and glue sticks. Tell students they may use all of the materials, or only what they wish to use, but that they need to work together with their group. Provide each group with a process &amp; planning sheet that includes three sections (1. "What is our plan?" 2. "Did it hold up to the wolf?" and 3. "Was the house successful - why or why not?").</p> <p><b>Time to Build:</b> Students work together with their group to build their house, trying to make it as strong as possible.</p> <p><b>Here Comes The Big Bad Wolf:</b> Once time is up for building, have students take a look at each other's designs, and go around to each house and put it to the Big Bad Wolf's test (turn the blow-dryer on it). After seeing the results of each house, ask students to reflect on their design and write down at least one thing that they think worked well with their house, and one thing they might fix or do differently with their house next time.</p> <p><b>Student Reflection/Evaluation:</b> Students complete their process &amp; planning worksheet and hand it in.</p> <p><b>Clean Up:</b> Students clean up their supplies and table space.</p>
<b>Closure:</b>	<b>Sharing:</b> Open the floor for students to share how they felt during their day as an architect.

## Lesson 8

<b>Name &amp; Time</b>	<b>Fractured Fairy Tales (35 mins) - Small Group</b>
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<b>Learning Standards: Curricular Competencies</b>	<p><b>ELA G2 CC</b> – Use sources of information and prior knowledge to make meaning.</p> <p><b>ELA G2 CC</b> – Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><b>ELA G2 CC</b> – Recognize the structure and elements of story.</p>
<b>Learning Standards: Content</b>	<p><b>ELA G2 C</b> – Elements of story.</p> <p><b>ELA G2 C</b> – Reading strategies.</p> <p><b>ELA G2 C</b> – Letter formation.</p>
<b>Instructional Objectives</b>	Student will be able to identify the similarities and differences between a classic fairy tale and a fractured fairy tale using a comparisons table.
<b>Assessment:</b>	<p><b>What:</b> Comparison Worksheet</p> <p><b>How:</b> Mark out of 5 (1 point for each compare/contrast section on sheet)</p>
<b>Teaching Strategies:</b>	Introduction, read aloud x2, discussion, worksheet, review.
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Children’s Book – <i>The True Story of The Three Little Pigs</i></li> <li>● Children’s Book – <i>The Three Little Pigs</i></li> <li>● Comparison Table Sheet – 1 x each student + extras</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>What are Fractured Fairy Tales?</b> – Explain to students that today we are going to learn about fractured fairy tales. We know that fairy tales are stories that have been passed down for years and years, but some authors take new twists on these classic stories to make them modern (more like today) or provide different points of view of the story. To write fractured fairy tales, authors change ONE or MORE elements of the fairy tale. Ask students if they can think of some of the elements of fairy tales we’ve talked about.</p>
<b>Body:</b>	<p><b>Read Aloud:</b> Remind students that in our last lesson of our unit we read <i>The Three Little Pigs</i>, but today we are going to read a fractured fairy tale of that story called <i>The True Story of the Three Little Pigs</i>. Ask students to be thinking about what is different about this story than the one we read last time.</p> <p><b>Re-Read <i>The Three Little Pigs</i>:</b> Re-read the first <i>The Three Little Pigs</i> story that was read last lesson, and ask students which one they prefer? Why? Did they notice differences between the two?</p> <p><b>Compare the Two Stories:</b> Provide students with a comparison sheet that they need to use to compare the two versions of the story.</p>
<b>Closure:</b>	<b>Discuss/Review:</b> Once work time is up, review the worksheet with the students.

## Lesson 9

<b>Name &amp; Time</b>	<b>Compare &amp; Contrast (40 mins) - Small Group</b>
<b>Learning Standards: Curricular Competencies</b>	<p><b>ELA 2 CC</b> - Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><b>ELA 2 CC</b> - Recognize the structure and elements of story.</p> <p><b>ELA 2 CC</b> - Exchange ideas and perspectives to build shared understanding.</p> <p><b>ELA 2 CC</b> - Plan and create a variety of communication forms for different purposes and audiences.</p>
<b>Learning Standards: Content</b>	<p><b>ELA 2 C</b> – Elements of story.</p> <p><b>ELA 2 C</b> – Reading strategies.</p> <p><b>ELA 2 C</b> – Letter formation.</p>

	ELA 2 C – Sentence structure.
<b>Instructional Objectives</b>	Student will be able to identify a minimum of 3 differences and similarities between two versions of the fairy tale Goldilocks and the Three Bears by using a Venn Diagram.
<b>Assessment:</b>	<b>What:</b> Venn Diagram <b>How:</b> Teacher Mark
<b>Teaching Strategies:</b>	<b>Comparing items, read alouds, question, worksheet, review.</b>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● 1 apple</li> <li>● 1 orange</li> <li>● Chart paper/whiteboard/markers</li> <li>● Children’s Book – <i>The Three Snow Bears</i> by Jan Brett</li> <li>● Children’s Book – Any traditional version of <i>Goldilocks and the Three Bears</i></li> <li>● Venn Diagram worksheet – 1 per student + extra</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>Apples &amp; Oranges:</b> Gather students at the carpet and have a blank Venn Diagram ready to use on chart paper or a white board. Pull out a banana and an apple and hold both in your hands. Ask students if they are the same or if they are different? Although most students will say “no”, explain that although they are not the exact same, they have some similarities. Using the Venn Diagram, explain to students what a Venn Diagram is and how we can use it to write out things that are different about apples and oranges. As a class, fill out the Venn Diagram.
<b>Body:</b>	<p><b>Read Aloud/Re-Read:</b> Tell students that today we are going to be reading another fractured fairy tale - a different version of Goldilocks and the Three Bears than what we read a few lessons ago. We will be reading the new version first called <i>The Three Snow Bears</i> by Jan Brett, and then re-read the one we had read previously. Ask students to be looking and listening to identify similarities and differences between the two stories.</p> <p><b>Question:</b> Ask students what different story elements from the two stories can we consider when comparing these two stories? Discuss characters, setting, etc.</p> <p><b>Venn Diagram:</b> Provide each student with a Venn Diagram, just like the one we did together earlier. Explain that instead of comparing apples and oranges, they are to use their Venn Diagram to compare the two stories we just read. Students may write or draw on their diagrams and should have a minimum of 3 things in each section. Encourage students to talk with their table partners to try and remember the differences and similarities. Use proximity to help students as needed.</p> <p><b>Review:</b> Lead a review of what differences and similarities students found between the two stories, asking students to share what they wrote or drew and have students put their worksheet into their reading duo-tang.</p>
<b>Closure:</b>	<b>Wrap-Up:</b> Finalize the lesson by explaining to students that although there are classic fairy tales, there are many different stories that have been created from the original ideas with their own creative twists.

## Lesson 10

<b>Name &amp; Time</b>	<b>Once Upon a Time...My Fractured Fairy Tale (45 mins) - Small Group</b>
<b>Learning Standards: Curricular Competencies</b>	<p>ELA G2 CC – Use sources of information and prior knowledge to make meaning.</p> <p>ELA G2 CC – Recognize the structure and elements of story.</p> <p>ELA G2 CC – Create stories and other texts [...].</p> <p>ELA G2 CC – Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p>
<b>Learning Standards: Content</b>	<p>ELA G2 C – Elements of story.</p> <p>ELA G2 C – Writing processes.</p> <p>ELA G2 C – Sentence structure.</p> <p>ELA G2 C – Conventions.</p>
<b>Instructional Objectives</b>	Student will be able to write their own short, fractured fairy tale by using a story mat, a planning sheet, and a writing sheet.
<b>Assessment:</b>	<p><b>What:</b> Student Planning Sheet &amp; Fractured Fairy Tale Writing Page</p> <p><b>How:</b> Teacher Mark</p>
<b>Teaching Strategies:</b>	Review, instructions/example, dice game, student planning, writing, sharing.
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Dice – 1 per student if possible or students can share</li> <li>● Dice Game Fairy Tale Story Mat – 1 per student + extras</li> <li>● My Fairy Tale Planning Sheet – 1 per student + extras</li> <li>● My Fairy Tale Writing Sheet – 1 per student + extras</li> <li>● Pencils</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>What is a Fractured Fairy Tale?:</b> Ask students if anyone remembers what a fractured fairy tale is? Discuss that one or more elements of a classic fairy tale need to be changed for the story to be a fractured fairy tale.
<b>Body:</b>	<p><b>Activity Instructions:</b> Explain to students that today they are going to write their very own fractured fairy tales! Tell students that they will be using a dice-rolling game to help them plan their fairy tale. Show students the dice-rolling template they will use and show them how they will roll their dice 4 times, using an item from each category listed on their sheet. Once they have their 1<sup>st</sup> character, 2<sup>nd</sup>, character, setting, and problem, they will be giving a planning sheet to relay what they rolled onto their planning sheet.</p> <p><b>Review How a Fairy Tale Starts:</b> Before students start the activity, ask them if they remember what a fairy tale usually starts with (i.e., Once upon a time, Long, long ago...etc.).</p> <p><b>Rolling Dice/Planning Sheet</b> – Provide students with their dice, their dice-game story mat, and their planning sheet. Students will use their dice to determine the items that they will write on their planning sheet. After they have written them down, they will move to the next step.</p> <p><b>My Fractured Fairy Tale:</b> Using their writing sheet, students will take their planning sheet and try to write/draw out their own fractured fairy tale.</p>
<b>Closure:</b>	<b>Story Telling:</b> Once time is up students are provided with the opportunity to read and share their own fractured fairy tale to the class.

## Resources:

**Books:**

- Children's Book – *Cinderella* (any classic version) (lesson 1)
- *Children's Book – The Gingerbread Man* **\*\*one that includes a river!** (lesson 4)
- Children's Book – *Jack and the Beanstalk* (any classic version) (lesson 5)
- Children's Book – *Goldilocks and the Three Bears* (any classic version) (lesson 6)
- Children's Book - *The Three Little Pigs* **\*\*any version with 3 types of houses** (lesson 7+8)
- Children's Book – *The True Story of the Three Little Pigs* (lesson 8)
- Children's Book – *The Three Snow Bears* by Jan Brett (lesson 9)

**Videos/Online Resources:**

- Make a slideshow or way to go over the 6 characteristics (lesson 1)
- YouTube video - [https://www.youtube.com/watch?v=DKdc\\_kVBz7c](https://www.youtube.com/watch?v=DKdc_kVBz7c) (lesson 2)
- YouTube video - <https://www.youtube.com/watch?v=3BVOIyUnk6s>. (lesson 5)
- “Beginning”, “Middle”, “End” Poster (lesson 6)

**Worksheets:**

- “WANTED” Poster Template (see attached) (lesson 2)
- Character Traits Worksheets (see attached) (lesson 2)
- Read the Room Worksheet & Clue Card (see attached x2)
- Building Bridges Worksheet (lesson 4)
- Map example/guide (lesson 5)
- Map-making template (lesson 5)
- Student Map Self-Assessment (lesson 5)
- Beginning, Middle, End booklet (lesson 6)
- ADST Pig House Planning & Process worksheet (lesson 7)
- *Three Little Pigs Vs. The True Story of the Three Little Pigs* Comparison sheet (lesson 8)
- Venn Diagram (lesson 9)
- Dice Game Story Map: (lesson 10)  
(TPT <https://www.teacherspayteachers.com/Product/Mixed-Up-Fairy-Tale-Writing-Prompt-814252>)
- My Fractured Fairy Tale Planning Sheet (can make yourself) (lesson 10)
- My Fractured Fairy Tale Writing Sheet (can make yourself) (lesson 10)

**Extensions to Unit:**

The final lesson could be extended into more lessons by having students work on the writing process and do their planning as one lesson, do their draft writing as a second lesson, their proofreading as another lesson and writing a final draft as their final lesson.

This unit could also be extended by having the class create a reader's theatre fairy tale together, all contributing to the setting, plot, characters, costume pieces, etc., each taking on a part or role within the fairy tale, practicing lines, and presenting the fairy tale to another class.

**Reflections and Revisions**

TBD.