

From Once Upon A Time To Happily Ever After...And Everything In Between

Grade Level: Kindergarten

Written by: Amy Larkin, Cheri Pompa, Meaghan Hinckley, Amy Gilbert, Shari Kennedy, and Tracy Muras, Hardy Oak Elementary, San Antonio, TX

Length of Unit: 10 Lessons

I. ABSTRACT

- A. This unit will be an exciting approach to classic fairy tales! We will weave language arts skills with math, geography, and technology to create an integrated unit with quality assessments with each wave of our magic wand. The unit will begin with a lively lesson to activate prior knowledge and assess what students have already discovered about these famous stories on their own. Each lesson will include a meaningful assessment. To monitor the students' progress we will create murals and complete a technology project during the unit. The unit will conclude with a culminating fairy tale ball that will be fun for all!

II. OVERVIEW

- A. Concept Objectives
1. Students will gain an awareness of the similarities and differences in fairy tales and other stories.
 2. Students will gain an understanding of literary elements associated with fairy tales.
 3. Students will gain an understanding of the importance of fairy tale lessons and how they can apply to everyday life.
 4. Students will understand that a number can represent a compilation of objects.
- B. Content from the *Core Knowledge Sequence*
1. Stories from the fiction list including... *Little Red Riding Hood, Goldilocks and the Three Bears, Cinderella, Snow White and the Seven Dwarfs*
 2. Reading and language comprehension
 3. Literary terms
 4. Geography: Spatial Sense
 5. Math: Numbers and Number Sense
 6. Math: Time
- C. Skill Objectives
1. Understand and follow oral directions
 2. Tell in his/her own words what happened in stories or parts of stories, and predict what will happen next in stories
 3. Distinguish fantasy from realistic text
 4. Listen to and understand a variety of texts, both fiction and nonfiction
 5. Discuss the role of the author and illustrator
 6. Map and globes: What they represent and how we use them
 7. Identify and locate the seven continents on a map
 8. Count
 9. Recognize and write numbers 1 to 31
 10. Time: Sequence events

11. Time: Read a clock to tell time to the hour

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsh, Jr. E.D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing, 1996, ISBN: 0-385-31841-3
 2. *Core Knowledge Sequence*. Core Knowledge Foundation, 1998.
- B. For Students
 1. Seven continents knowledge and song

IV. RESOURCES

- A. For literature selections included, please see the bibliography.
- B. Many lessons include computer components. Access to the internet and Kid Pix are essential for some assessments.

V. LESSONS

Lesson One: “*Wand*”er Through The Fairy Tales

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The students will gain an awareness of the similarities and differences in fairy tales and other stories
 - b. The students will gain an understanding of literary elements associated with fairy tales.
 2. Lesson Content
 - a. Stories from the Fiction list including... Little Red Riding Hood, Goldilocks and the Three Bears, Cinderella, and Snow White and the Seven Dwarfs
 - b. Reading and Language Comprehension
 - c. Literary terms (fiction vs. non-fiction)
 - d. Geography: Spatial Sense
 3. Skill Objective(s)
 - a. Understand and follow oral directions
 - b. Distinguish fantasy from realistic text
 - c. Listen to and understand a variety of texts, both fiction and non-fiction
- B. *Materials*
 1. Books including: *Little Red Riding Hood, Goldilocks and the Three Bears, Cinderella, and Snow White and the Seven Dwarfs* as well as a variety of different versions of these stories
 2. Books: also gather copies of other fairy tales such as *Rapunzel, Hansel and Gretel, Rumpelstilskin, Princess and the Pea, Sleeping Beauty*, etc.
 3. Books: gather a select few non-fiction books that correspond with the 4 stories we will be focusing on (*Goldilocks, Riding Hood, Cinderella, and Snow White*) these non-fiction texts may be about real bears, wolves, Europe, castles, dresses, etc.
 4. Map of the World (to locate Europe)
 5. computers with access to the internet
- C. *Key Vocabulary*

1. fiction – something created or imaginary
2. non-fiction – something which is true/factual
3. fact – something that actually occurred
4. fantasy/make-believe – creative imagination (not real)
5. Fairy Tale – fiction story with certain literary elements (to be discussed in lesson two)

D. *Procedures/Activities*

1. Before the lesson begins place several different fairy tale books on each of your students' tables/desks
2. Gather students in your teaching area and tell them that you are about to begin a new unit of study and you are going to let them figure out what it will be!
3. Allow students to go to their seats and *wander* through the books that have been placed at their tables. Guide them to look for similarities and think about the kinds of books they see.
4. After they have wandered, gather the students back together to talk about what they discovered.
5. Play "I Wonder..." This game involves the children asking questions that begin with "I wonder." You might want to get the game started by asking, "I wonder what we will be learning about?" You may want to write this first question at the top of chart paper and be the scribe as your students continue asking questions.
6. Some questions they may come up with or you may need to interject to keep the game on track are: "I wonder if we will read lots of stories?" "I wonder if the stories are real or made-up?" "I wonder if there will be princesses in the stories?" etc.
7. If they have not come up with the literary term "Fairy Tale" ask if they know what a fairy tale is.
8. Write down their ideas.
9. Guide the conversation toward distinguishing between fiction and non-fiction by showing the students the non-fiction books you gathered (about bears, wolves, castles, etc.).
10. Juxtapose a non-fiction book (such as a true book about castles) and a Fairy Tale (such as Cinderella) and discuss how the two are the same and/or different.
11. Many fairy tale stories originated in Europe (locate Europe on a map). Europe has many real castles, kings, queens, forests, etc. which the authors used to create make-believe stories (fairy tales).
12. Define fiction and non-fiction for the class while showing them and perhaps even reading samples from the two books. Also use the terms fact and fantasy (or make-believe) as words which describe things which are real and not real.
13. Send home Parent Information Letter (Appendix A).

E. *Assessment/Evaluation*

1. The assessment for this lesson is technology-based. You may have computers in your room or access to a computer lab; your particular situation will determine whether or not this is a whole-group activity or possibly a center activity in your classroom.

2. Access the internet, go to the website: www.gamegoo.com. You will see a game board with many game choices. Click on “Tina’s World: Real or Make-Believe?”
3. The students will play the game in which Tina tells them several short stories and they decide whether each one is real or make-believe (Tina also defines both terms while giving the directions).
4. Monitor the students and check for understanding.

Lesson Two: Snow White And The Nine Literary Elements

A. Daily Objectives

1. Concept Objective:
The students will gain an understanding of literary elements associated with fairy tales.
2. Lesson Content:
 - a. Stories from the fiction list including *Snow White and the Seven Dwarfs*
 - b. Literary terms
3. Skill Objective:
 - a. Understand and follow oral directions
 - b. Tell in his/her own words what happened in stories or parts of stories

B. Materials

1. *Snow White* retold by Josephine Poole
2. paper
3. markers
4. sentence strips
5. bag (which will be the mystery bag) containing these materials:
6. mirror
7. apple
8. number 7
9. sentence strip labeled *Once Upon a Time*
10. sentence strip labeled *And they lived happily ever after....*
11. a crown
12. butcher paper for fairy tale mural

C. Key Vocabulary

1. literary element- constituent parts of literature
2. character- significant person in a literary work
3. royal character- a person relating to a king or queen in a literary work
4. evil character- a person who is morally bad or wrong in a literary work
5. animal character - a character who is an animal (4-legged creature)
6. special number - a number that has a significant meaning
7. beginning words- the first group of words in a literary work
8. ending words- the last group of words in a literary work
9. magic- an art of illusions
10. fairy tale- fictitious tale of fanciful creatures and/or events which exhibit specific literary elements.

D. Procedures/Activities

1. Read classic fairy tale *Snow White*.

2. Discuss characters in the story and their roles.
3. Review and discuss how this story is fantasy and not realistic. Explain that this story is a type of story called a fairy tale, and fairy tales are made up of certain literary elements. We are going to discover what these literary elements are by looking into the mystery bag.
4. Place the mystery bag in front of the students. Each item in the bag represents a literary element found in fairy tales in general, but very specific to *Snow White*.
5. Have a student come up to the bag and pick out any item. This student will hold up this item to the class. The students will discover through teacher-guided questions a specific literary element to fairy tales that this item represents in *Snow White*. For example: A student picks up the mirror and shows the class: Now, the teacher will ask such questions as: “What did the mirror do in the story?” “What was the mirror used for?” “How was the mirror different than your home mirror or this mirror?” etc. The students will discover that one of the elements of fairy tales is that there is a component of magic such as a magical event or character. The mirror in *Snow White* represents the literary element **Magic**.
6. Display the fairy tale mural (Appendix B). Under the column *fairy tale*, write the word “**Magic**.” Write “Snow White” in the row next to “Fairy Tale.” Under the “Snow White” column next to “magic” write “*the mirror*.”
7. Continue to have a different student choose a different item out of the bag until all items have been chosen. Discuss each item until the literary element is discovered. Then write the specific literary element under the column *fairy tale*, and the item representing Snow White under the *Snow White* column.
8. By the time all items from the mystery bag have been chosen and discussed, these literary elements should be written under the column *fairy tale*: **Beginning Words, Royal Character, Evil Character, Animal Character, Magic, Special Number, Lesson, Ending Words**
9. Read the two completed mural columns with the students as a review.
10. When the mural for *Snow White* is complete it should read:
Beginning Words (sentence strip): Once Upon A Time,
Royal Character (crown): The King and Queen, snow white’s parents
Evil Character (apple): The stepmother, the wicked queen
Animal Character: none
Magic (mirror): the mirror
Special Number (7): seven dwarfs
Lesson: (come up with this with your class)
Ending Words (sentence strip): And they lived happily ever after

E. Assessments/Evaluations:

1. The students will write on the paper titled “Fairy Tales!” the elements that make up a fairy tale. The students will need to write at least three of the elements. (Appendix C)

Lesson Three: Heigh HO, Heigh HO A Counting We Will Go

A. Daily Objectives

1. Concept Objective(s)

Students will understand that a number can represent a compilation of objects.

2. Lesson Content
Stories from the fiction list including *Snow White and the Seven Dwarfs*
Math- Numbers and Number Sense
3. Skill Objective:
Count
Recognize and write numbers 1-31

B. *Materials*

1. 10 chairs
2. create a table for 10 places
3. 10 knives
4. 10 forks
5. 10 placemats
6. 10 cups
7. 10 napkins
8. two apple pies
9. a chart containing numbers 1 to 31
10. butcher paper
11. markers
12. picture sheets for seat work (Appendix D)
13. glue
14. “feast” for students (optional)
15. chart paper already written with these sentences:

Sentence Chart:

- There are _____ plates set for the dwarfs.
There are _____ plates set for the dinner.
There are _____ knives set for the dinner.
There are _____ spoons set for the dinner.
There are _____ cups set for the dinner.
There are _____ napkins set for the dinner.
There are _____ knives and spoons are set for dinner.
There are _____ knives, spoons, and forks set for dinner.
There are _____ knives, spoons, forks, and an apple pie for dinner.
(you can add on other combinations sentences as well)

C. *Key Vocabulary*

1. combination: two or more items grouped together

D. *Procedures/Activities*

1. Explain that we will be setting up a table for the characters in the fairy tale *Snow White*.
2. Create a table in your room big enough for ten spaces for Snow White, her prince, the evil stepmother, and the seven dwarfs. Have ten chairs and ten placemats already set up around the table.
3. Stand in front of the table and ask the children, “How many spaces would I need to set for just the dwarfs?” The children should respond by saying “seven.” Hand out seven plates to students and have them place on the table. After the students have placed the plates, point to each plate and count with children to seven. Have a student come up and point to the number 7 on the number chart. Then have another student write the

- number seven on the chart for the sentence: There are ___ plates set for the dwarfs.
4. Now ask the children, “How many more plates would we need to put down if we are also inviting Snow White, her prince, and the evil step-mother?” The students should respond “3.” Now hand out 3 more plates to the students. Then ask, “How many plates are set now?” Point to each plate and have students count to ten with you. Have a child come and point to the number ten on the chart. Also have a child write the number 10 on the appropriate sentence chart.
 5. Ask the students if there are ten other items that need to be set on the table? They should tell you that there should be ten knives. Have a student come to the table to set ten knives. Encourage the other students to count to ten as he is setting them. Ask, “What else could we set that would be ten?” Keep asking this question until forks, napkins, and cups have been set by individual students and counted together by the class. Each time one of these items is counted, have a student point to the number ten and another write the number ten on the sentence chart.
 6. Now you can create combination questions. Ask the students, “How many knives and spoons are there on the table?” Have a student come to the table and point to all the knives and spoons and count as a class to 20. Have a student come and point to the 20 on the number chart and another student write 20 on the sentence chart. Now, ask the students if there are any other combinations that would equal to 20. Then count those combinations to 20. (You can add sentences to the chart based on the students’ responses.)
 7. Now ask the students, “How many knives, spoons, and forks are there?” Have a student come up and point to all the knives, spoons, and forks and count to 30. Have a student point to 30 on the number chart and another write 30 on the sentence chart. You can also ask the students if there are any other combinations that would equal 30. (You can add these to the sentence chart based on students’ responses.)
 8. Now to create 31 just add a separate food item. Such as, “How many spoons, knives, forks, and an apple pie would be on the table? Add the apple pie (or your item of choice) and have a student point to all items and count to 31 together. Have a student point to the number 31, and another write 31 on the last sentence of the chart.
 9. Divide the students in half. Half the students will stay at the set table, and the other half will go to their seats for number combinations. The students at the set table can role-play the dinner party as the seven dwarfs, Snow White, the evil step-mother, and the prince. While role-playing, the students can enjoy eating your meal of choice (optional).
 10. The other half of the students will be working with numbers 1 to 31. Split this seatwork group into two groups of five. Each group will have pictures of 10 plates, 10 knives, 10 spoons, 10 napkins, 10 cups, and an apple pie (Appendix D). Each group will create their own number combinations to practice counting, recognizing, and writing numbers to 31. Example: A group can put all the picture plates and knives together and count to see how many are in that combination. After this, the group will glue the combination on butcher paper and label each item with the

corresponding number to practice number writing. The students can do as many combinations as time allows.

11. Switch groups to allow all of the students to participate in both activities.

E. *Assessment/Evaluation*

The assessment will be observing and evaluating the students as they count and write numbers from their picture combinations on the butcher paper.

Lesson Four: Eaten Alive: Grandma Vs. The Wolf

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students will gain an awareness of the similarities and differences in fairy tales and other stories.
 - b. Students will gain an understanding of the importance of fairy tale lessons and how they can apply to everyday life.
2. Lesson Content
 - a. The students will listen to stories from the fiction list including *Little Red Riding Hood*.
 - b. The students will develop reading and language comprehension.
 - c. The students will learn literary terms.
 - d. The students will tell in his/her own words what happened in the story.
3. Skill Objective(s)
 - a. Students will discuss the role of the author and illustrator.
 - b. Students will sequence the events in the story.
 - c. Students will retell the story through dramatic play.
 - d. Students will understand and follow oral directions.

B. *Materials*

1. Fairy tale mural
2. Markers
3. *Little Red Riding Hood* by Brothers Grimm
4. Costumes or puppets for story characters
5. Rubric (Appendix E)

C. *Key Vocabulary*

1. Author – A person who writes stories, poems, etc...
2. Text – The print on the pages.
3. Illustrator – A person who draws, paints, photographs or uses some type of art medium to make a picture to go along with a selection of text.
4. Sequence – Order of events.
5. Performance – the action of representing a character in a play

D. *Procedures/Activities*

1. Show *Little Red Riding Hood* to the class and look at the text on a few pages. Discuss what “text” means and then ask if anyone knows who wrote the text. Tell the students the name of the author of the book and ask the students if they know what that person did. After you have established what the author does you can ask the children if they know of any other authors or if they have a favorite author.
2. Read *Little Red Riding Hood*.

3. Ask the students if they know another word for the pictures in the book. Tell them pictures can also be called illustrations. Discuss the role of the illustrator.
4. Take a picture walk back through the book and discuss the sequence of events. Review until students are comfortable retelling the story.
5. Divide students into groups of five. Explain what a performance is. Students will be performing the story of *Little Red Riding Hood* for the class. Show students the rubric (Appendix E) and let them know how they will be evaluated.
6. The students will need to decide who is going to be the Mother, Grandmother, Wolf, Hunter, and Little Red Riding Hood. Allow students some time to practice.
7. Pass out costumes or puppets to the first group of students and give some of the audience members a copy of the rubric. (Appendix E) Continue to let groups go until everyone has had a turn to act and fill out a rubric.
8. After everyone has had a turn have the students work on making a book to retell the story. Students can draw pictures from the beginning, middle, and end of the story and write sentences to go along with their drawings.
9. Have the students come back to the story area and fill in the fairy tale mural as done in previous lessons.

E. *Assessment/Evaluation*

1. Observe students' understanding of author and illustrator.
2. Observe the students retelling the story.
3. Students will fill out a picture rubric for classmates to check for understanding in the sequence of the story.

Lesson Five: An Asian Twist, *Lon Po Po*

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will gain an awareness of the similarities and differences in fairy tales and other stories.
 - b. The students will gain an understanding of literary elements associated with fairy tales.
2. Lesson Content
 - a. Students will listen to and understand a variety of texts.
 - b. Students will develop reading and language comprehension.
 - c. Students will gain spatial sense in geography.
 - d. Students will understand literary terms.
3. Skill Objective(s)
 - a. The students will identify and locate the seven continents.
 - b. The students will use a map or globe and identify how we use them.
 - c. The students will understand and follow oral directions.
 - d. Students will listen to and understand a variety of texts.

B. *Materials*

1. *Little Red Riding Hood* by Brothers Grimm
2. *Lon Po Po* by Ed Young

3. Markers
 4. Chart paper
 5. Map and globe
- C. *Key Vocabulary*
1. Venn-diagram – A graphic organizer made from two overlapping circles used for comparing and contrasting.
 2. Po Po – Chinese for grandmother
- D. *Procedures/Activities*
1. Briefly discuss the story *Little Red Riding Hood* that you read yesterday.
 2. Introduce the story *Lon Po Po*. Tell the children that it is a fairy tale from China. Discuss where the other fairy tales you have read originated. Take out a map or globe and place post-it notes on the different locations the fairy tales have come from. Locate China and identify what continent it is on.
 3. Read the story *Lon Po Po*.
 4. Create a Venn-diagram on a large piece of chart paper. Label one circle *Little Red Riding Hood* and the other *Lon Po Po*. Explain to the children that one circle represents *Little Red Riding Hood* and the other represents *Lon Po Po*. Then explain that where the two circles overlap represents what the two stories have in common.
 5. Have the students take turns sharing things they remember from each of the stories and what the stories had in common. Record the students' responses in the appropriate places on the diagram.
 6. When you have finished filling in the diagram have a class discussion about the similarities and differences in the story and make sure that you have not left anything out.
- E. *Assessment/Evaluation*
1. Observe students as they give responses for the diagram try to give each child an opportunity to give a response.
 2. Observe students as they use the maps and or globes to find different locations

Lesson Six: Three Beds, Three Chairs, Three Bears

- A. *Daily Objectives*
1. Concept Objective:
The students will gain an understanding of literary elements associated with fairy tales.
 2. Lesson Content:
 - a. Students will listen to stories from the fiction list including *Goldilocks and the Three Bears*
 - b. The students will learn literary terms.
 3. Skill Objective(s)
 - a. Students will tell in his/her own words what happened in stories and will predict what happens next in stories.
 - b. Students will understand and follow oral directions.
 - c. Students will develop an understanding of reading and language comprehension.
- B. *Materials*
1. Chart Paper

2. *Goldilocks and the Three Bears* by James Marshall
 3. Markers
 4. Kid Pix Software
 5. Computer
- C. *Key Vocabulary*
1. Predictable chart – a chart composed of sentences that have a simple, repetitive pattern.
- D. *Procedures/Activities*
1. Refer back to *Little Red Riding Hood*. Ask: “What kind of story is *Little Red Riding Hood*?” Allow for Response. “What makes this story a fairy tale?” Refer to the Fairy Tale Mural.
 2. Show the students the cover of *Goldilocks and the Three Bears*. Do a picture walk with the story. While you are showing the students the pictures, ask: “What characters do you see in the story? What do you think will happen in this story? Do you think this will be a fairy tale? Why or why not?” Allow for discussion.
 3. Go back to the cover and point to the title and state: “The title of this book is *Goldilocks and the Three Bears*.”
 4. Read *Goldilocks and the Three Bears*. Ask: “Was this a fairy tale? Why?”
 5. Fill in the Fairy Tale Mural using interactive writing.
 6. Ask: “What are some of the things the three bears did in the story.” Allow for response. State: “We are going to make a chart of the different things the three bears can do. Each sentence will start using the words “The Three Bears...” Model the first sentence for the children. Write the following sentence on the chart paper while saying it aloud. “The Three Bears eat porridge. (Insert teacher name here)”
 7. Use shared writing to record the students’ statements on the chart paper. Call on half of your students today. The remaining students will get a chance to fill in the chart tomorrow.
 8. Read through the sentences on the predictable chart as a class. Give each child who contributed a sentence an opportunity to touch read his or her sentence.
- E. *Assessment/Evaluation*
1. The assessment for this lesson entails a technology-based activity. Whether you have computers in your room or access to a computer lab will determine whether this is a whole-group activity or a center activity in your classroom.
 2. Prepare the computer(s) by accessing the program Kid Pix.
 3. The students will use the text box tool, typewriter and/or the drawing tools to retell a fairy tale already discussed in previous lessons (*Snow White and the Seven Dwarfs*, *Little Red Riding Hood*, or *Goldilocks and the Three Bears*).
 4. Monitor students and check for understanding.
 5. If possible, print their projects and share them with the class.

Lesson Seven: The Three Bears or Real Bears?

- A. *Daily Objectives*
1. Concept Objective(s)

- a. Students will gain an awareness of the similarities and differences in fairy tales and other stories.
 - b. The students will gain an understanding of literary elements associated with fairy tales.
2. Lesson Content
 - a. The students will develop an understanding of reading and language comprehension
 - b. The students will learn literary terms.
 3. Skill Objective(s)
 - a. Students will tell in his/her own words what happened in stories and will predict what happens next in stories.
 - b. Students will distinguish fantasy from realistic text.
 - c. Students will listens to and understand a variety of texts, both fiction and non-fiction.
- B. *Materials*
1. Chart Paper
 2. *Alaska's Three Bears* by Shelly Gill
 3. Markers/crayons
 4. Computer
 5. Typing paper
 6. Glue
 7. Scissors
 8. Students' sentences pre-typed on computer
- C. *Key Vocabulary*
1. Non-fiction -- literature that is composed of facts.
 2. Opinion -- A personal belief, which is not necessarily supported by facts.
 3. Fact -- An element that has been proven to be true.
- D. *Procedures/Activities*
1. Ask: "What fairy tale did we learn about yesterday? What made that story a fairy tale?" Allow for discussion. "Raise your hand if you would like to retell the story of *Goldilocks and the Three Bears*?"
 2. Read the section on the fairy tale mural about *Goldilocks and the Three Bears*.
 3. Read the sentences on the predictable chart that was made yesterday. Give each child who contributed a sentence an opportunity to touch read his or her sentence.
 4. Show the students the cover of *Alaska's Three Bears*. Ask: "What do you think this book will be about? Do you think it will be a fairy tale? Why or why not?" Do a picture walk with the story. As the students are looking at the pictures, ask: "What do you notice about the pictures? Has your opinion changed now that you have seen the pictures?" Allow for discussion.
 5. Read *Alaska's Three Bears*. This book is a fiction book with non-fiction elements. The bottom of each page contains facts about real bears.
 6. Have the children retell what happened in the story. Ask: "How was the story *Alaska's Three Bears* different from *Goldilocks and the Three Bears*?" Allow for discussion. "Which story was more like how real bears might live?"

7. Reread the facts in “*Alaska’s Three Bears.*” Ask: “What are some of the things real bears can do.” Allow for response. State: “We are going to finish the chart of the different things the three bears can do, however, we are not going to write about the three bears. We are going to write facts that we learned about real bears. Each sentence will start using the words “Real bears...” Model the first sentence for the children. Write the following sentence on the chart paper while saying it aloud. “Real bears eat fish. (Insert teacher name here).”
 8. Use shared writing to record the students’ statements on the chart paper. Be sure to call on the students that did not get a chance to contribute sentences yesterday.
 9. Read through the sentences on the predictable chart as a class. Give each child who contributed a sentence an opportunity to touch read his or her sentence.
 10. Select a sentence from the predictable chart. Write each word of the sentence on a separate sheet of paper. (If you selected “Real bears eat fish. (Mrs. Muras)” you would need five sheets of paper.)
 11. State: “I have selected a sentence from our chart and wrote each word of the sentence on a separate sheet of paper. I need some help putting the sentence in order. Who would like to help?”
 12. Call on five students to help you put the sentence together. Give the name to the person whose sentence they are going to build. Pass the other words out and give them to the rest of the helpers. Give the students some time to figure out the correct order.
 13. When they are finished, have each child hold his or her word in front of his or her stomach. Call on students to help touch read the sentence. Ask: “Is the sentence in the correct order? How can you tell?”
 14. Read through all the sentences on the predictable chart as a class. Allow each child to point to the sentence that he or she contributed.
 15. The teacher will need to write or type each sentence on the predictable chart on a separate sheet of paper. The teacher will then cut the words apart and place them in an envelope or bag. Be sure to write the student’s name on the envelope or bag.
 16. The students will assemble and glue the sentence that he or she created for the predictable chart on typing paper. Students can illustrate their sentence. Once each child has put his or her sentence together the teacher will collect the pages and make a class book.
 17. The teacher will also need to create a cover for the book or use interactive writing to create a cover for the class book about bears.
 18. Each student will put his or her sentence in the correct order and glue it to the bottom of a blank sheet of paper. The students will then illustrate their sentence on the same piece of paper.
- E. *Assessment/Evaluation*
The teacher will closely monitor the students to see if they can put their sentences in the correct order. The teacher can observe the students one at a time or in small groups.

Lesson Eight: Cinderella

A. Daily Objectives

1. Concept Objective(s)

- a. The students will gain an understanding of literary elements associated with fairy tales.
 - b. The students will gain an understanding of the importance of fairy tale lessons and how they can apply to every day life.
2. Lesson Content
 - a. The students will listen to *Cinderella* from the fiction list.
 - b. The students will learn to identify time.
 3. Skill Objective(s)
 - a. The students will learn to understand and follow directions.
 - b. The students will recognize time to the hour.
- B. *Materials*
1. *Cinderella* Core Knowledge Version
 2. Magna Doodle
 3. Fairy tale element mural (Appendix B)
 4. “Magic” wand
 5. Large teacher demonstration clock
 6. Small student clocks
 7. Large tablet paper
- C. *Key Vocabulary*
1. Cinder-ashes from fire
 2. Stepmother-mother by marriage
 3. Ball-fancy dance
 4. Wand-stick that often performs magic
 5. Slipper-shoe
 6. Midnight-12:00 at night
- D. *Procedures/Activities*
1. Show students a “magic wand” and ask them to predict today’s story.
 2. Before reading *Cinderella* to the class, pre-teach vocabulary and review elements of fairy tales.
 3. Read *Cinderella*.
 4. After reading, discuss fairy tale elements and have students take turns identifying elements on the Fairy Tale chart. Record using interactive writing. The students will write after teacher models writing on the Magna Doodle.
 5. Ask students what time Cinderella had to leave the ball.
 6. Choose a volunteer to come up and show what midnight looks like on the large teacher clock.
 7. Students make observations about the clock and hands.
 8. Teacher then explains the difference between the hands and demonstrates what the clock looks like for every hour.
 9. Distribute student clocks.
 10. Students then practice with their own clocks.
 11. Students then make a predictable chart of the Cinderella story. At ____ o’clock, Cinderella _____.
 12. Extension: Read *Cinderella Dressed in Yellow* or *Bigfoot Cinderella*.
- E. *Assessment/Evaluation*
1. Fairy Tale Element Chart-student responses
 2. Student responses on predictable chart.

Lesson Nine: Mufaro's Beautiful Daughters

A. Daily Objectives

1. Concept Objective(s)
 - a. The students will gain an awareness of the similarities and differences in fairy tales and other stories.
 - b. The students will gain an understanding of the importance of fairy tale lessons and how they can apply to everyday life.
2. Lesson Content
 - a. The students will develop a sense of reading and comprehension.
 - b. The student will understand geography: spatial sense.
3. Skill Objective(s)
 - a. The students will learn to identify and locate the seven continents as they locate the origins of the fairy tales read in the unit.
 - b. The students will learn to tell in his/her own words what happened in fairy tales.

B. Materials

1. *Mufaro's Beautiful Daughters*_by John Steptoe
2. Continent mural
3. Magnadoodle
4. Paper
5. Markers
6. Small dry erase boards
7. Dry erase markers

C. Key Vocabulary

1. Caldecott Honor-award for illustrations
2. South Africa-country in Africa
3. Yams-type of sweet potato
4. Garden snake-small harmless reptile
5. Golden Rule – Do unto others as you would have them do unto you.

D. Procedures/Activities

1. Read and discuss *Mufaro's Beautiful Daughters*.
2. Compare *Mufaro* to *Cinderella* and orally identify fairy tale elements in *Mufaro's Beautiful Daughters*.
3. Ask students to identify the Golden Rule.
4. Have students turn to someone next to them and relate a time someone was kind to them and then ask them to share how it made them feel.
5. Now have them turn to a friend and relate a time someone was unkind to them and then ask them to share how it made them feel.
6. Ask students to relate the Golden Rule to today's story and how Manyara and Nyasha treated others around them.
7. Write/draw what the Golden Rule means to them.
8. Locate Germany and South Africa on the Continent Mural and ask the students to tell which continent each are in. Ask the children to guess which story originated in which country. Germany (Europe) -Cinderella and South Africa (Africa)-Mufaro's Beautiful Daughters.

9. Teacher uses Magna Doodle to model correct handwriting as students take turns writing Mufaro and Cinderella. Glue titles onto Continent map. Other students practice writing on individual dry erase boards.
 10. Review other stories in unit and locate on Continent map. Write titles repeating steps in #9.
 11. After completing continent map, discuss how the versions may have come from different parts of the world. Relating to idea that “It’s a small world after all.” (See Appendix F for continent song previously taught during the year.)
 12. Extensions: Read *The Rough Face Girl* or *Yeh-Shen: a Cinderella story from China* and orally compare fairy tale elements to previous stories read. Locate China and North America on class continent mural.
- E. *Assessment/Evaluation*
1. Color Africa red and Europe green on world map. (Appendix G)
- ** Homework: Send home Fairy Tale Ball reminder letter. (See Appendix H) and Interview Homework (See Appendix I)

CULMINATING ACTIVITY: Lesson Ten: Come One Come All

- A. *Daily Objectives*
1. Concept Objective:
Students will gain an awareness of the similarities and differences in fairy tales and other stories.
 2. Lesson Content
 - a. Students will develop a sense of reading and language comprehension.
 - b. Stories from the fiction list including *Little Red Riding Hood*, *Goldilocks and the Three Bears*, *Cinderella*, *Snow White and the Seven Dwarfs*
 3. Skill Objective(s)
 - a. Students will tell in his/her own words what happened in stories or parts of stories.
 - b. Students will listen to a variety of texts.
 - c. Students will read a clock to tell time to the hour.
- B. *Materials*
1. One or more video cameras
 2. Play microphone
 3. Fairy Tale Interview homework (Appendix I)
 4. Food brought in by students
 5. Music CD
 6. CD player
 7. TV
 8. Clock
- C. *Key Vocabulary*
1. Audience – group of spectators or listeners
 2. Respect – to show consideration or esteem for
 3. Interview – a conversation conducted by a reporter to elicit information from someone
- D. *Procedures/Activities*
1. Set up your classroom for a talk show atmosphere.

2. Students will arrive at school dressed as their favorite fairy tale character.
 3. Explain to the students what the role of the audience is during the “show” and review the virtue respect.
 4. Use the homework interviews and call up the fairy tale characters one by one. Video tape as you interview each character. *If you have a parent helper or aide, you can divide your class into two groups and have two talk shows going on at once!
 5. While each character is in front of the audience and camera, have him/her introduce the food they brought to contribute to the fairy tale feast.
 6. After each student has had a turn, prepare for the ball and feast. Tell students to watch the clock because at the hour, you will serve the food.
 7. Turn on music CD and party! When the clock strikes, serve food from the feast and continue to dance!
 8. At the end of the ball, you can gather students around the TV to watch themselves be stars on TV!
- E. *Assessment/Evaluation*
1. The interview homework form and performance will assess how well students can retell their favorite fairy tale.
 2. The food brought in will assess how familiar students are with their fairy tale.
 3. By serving food on the hour, teachers can assess students on telling time to the hour.

VI. BIBLIOGRAPHY

- Brothers Grimm. *Little Red-Cap*. New York: North-South Books, 1995, ISBN: 1-55858-382-3
- Brothers Grimm. *Red Riding Hood*. New York: Penguin Books, 1991, ISBN: 014054893-6
- Louie, Ai-Ling. *Yeh-Shen A Cinderella Story from China*. New York: Putnam Books, 1982, ISBN: 0-698-11388-8
- Gill, Shelley. *Alaska's Three Bears*. Washington: Sasquatch Books, 1990, ISBN: 0-934007-11-X
- Hirsch, Jr. E.D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing, 1996, ISBN: 0-385-31841-3.
- Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31026-9
- Johnston, Tony. *Bigfoot Cinderella*. New York: Scholastic, 1998, ISBN: 0-439-08364-8
- Martin, Rafe. *The Rough-Face Girl*. New Jersey: Putnam, 1998, ISBN: 0-698-11626-7
- Marshall, James. *Goldilocks and The Three Bears*. New York: Puffin Books, 1988.
- Poole, Josephine. *Snow White*. New York: Alfred A. Knopf Inc, 1991, ISBN: 0-679-82656-4
- Stephoe, John. *Mufaro's Beautiful Daughters*. New York: Scholastic, 1987, ISBN: 0-590-42058-5
- Tolhurst, Marilyn. *Somebody and the Three Bears*. New York: Orchard Books, 1990, ISBN: 0-531-05878-6
- Williams, Rozanne. *Cinderella Dressed in Yellow*. Ca: Creative Teaching Press, 1994, ISBN: 0-916119-68-8

Young, Ed. *Lon Po-Po*. New York: Penguin Books, 1989, ISBN: 0-698-11382-9



Here We, Here We!

We are beginning a fairy tale unit! In this unit we will be studying the genre of fairy tales through the following stories:

Snow White and the Seven Dwarfs
Goldilocks and the Three Bears
Little Red Riding Hood
Cinderella

On _____ we will be having a fairy tale talk show, ball, and feast! On this day, your child is invited to dress as his/her favorite fairy tale character and bring a food for the feast representing the fairy tale your child has chosen to portray. Please mark your calendars, as this is a very important day!

Your child will gain many skills during this unit including telling time to the hour and retelling and predicting in stories. You can work on these skills at home by encouraging your child to retell their favorite bedtime stories! Work on time by pointing out important times in your child's life; for example: favorite TV show, dinnertime, and bedtime.

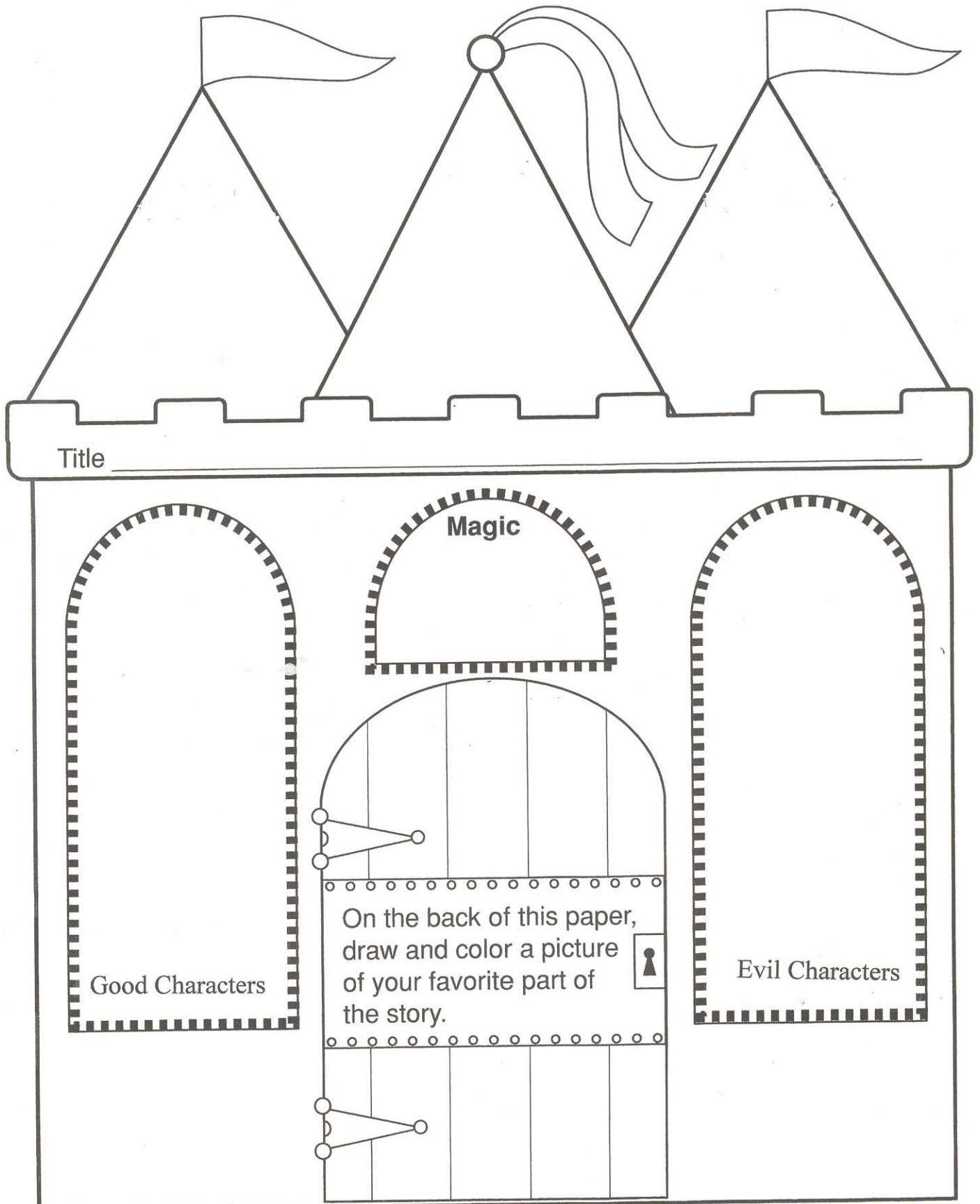
Again, mark your calendars for _____ and begin thinking of your child's costume today!

Sincerely,
The Kindergarten Team

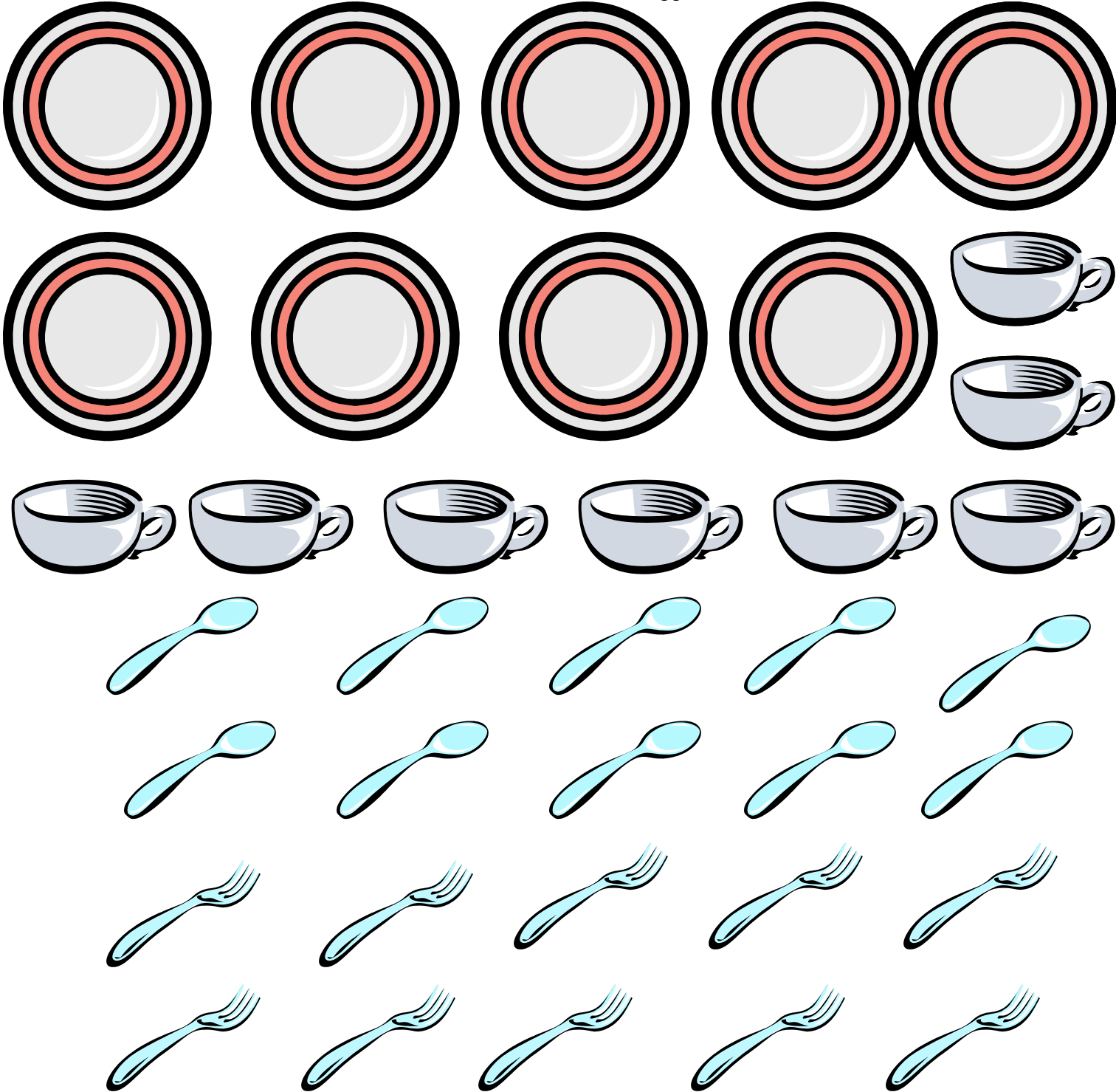
From Once Upon a Time...
Appendix B

Fairy Tale	Snow White	Little Red Riding Hood	Goldilocks & the 3 Bears	Cinderella
Beginning Words				
Royal Character				
Evil Character				
Animal Character				
Magic				
Special Number				
Lesson				

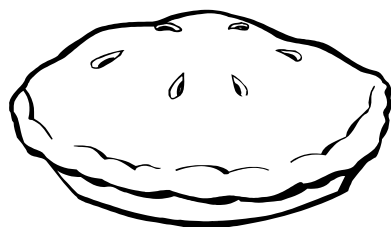
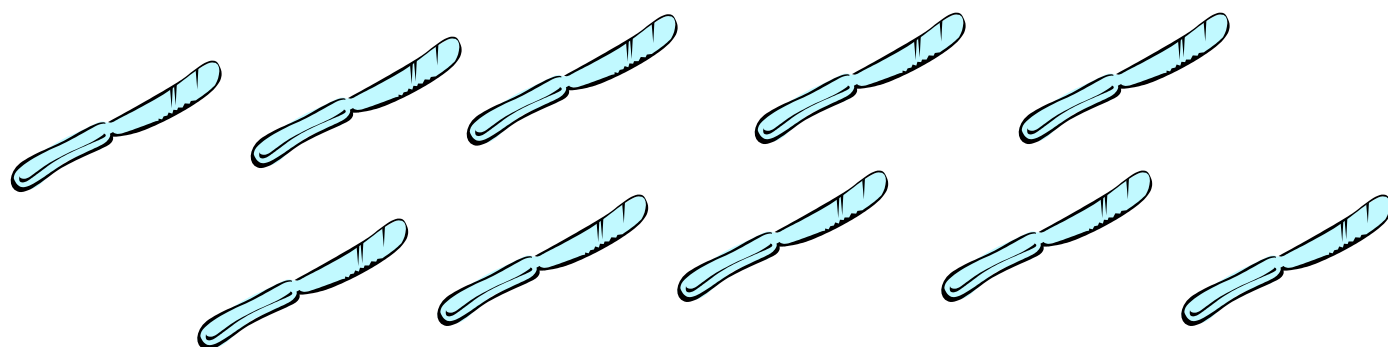
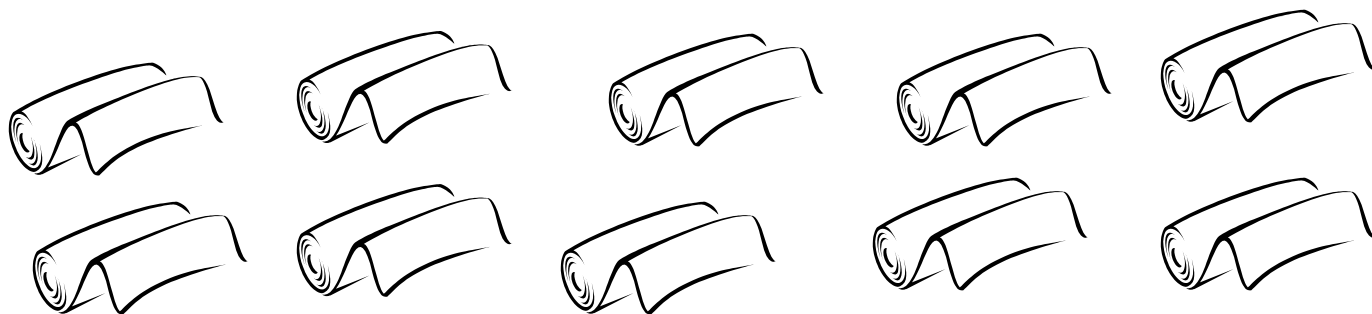
Fairy Tales!



From Once Upon a Time
Appendix D



From Once Upon a Time...
Appendix D



Retelling Rubric

Little Red Riding Hood

Beginning Q X q

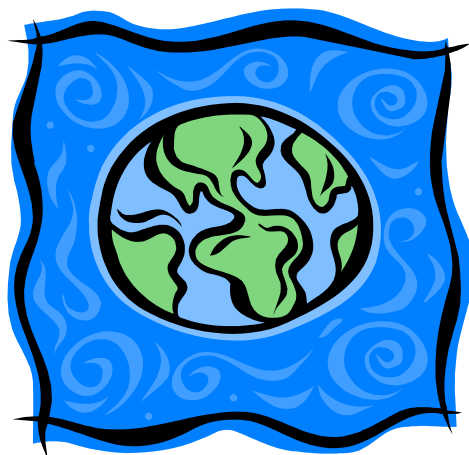
Middle Q X q

Ending Q X q

Actors showed their virtues

Q X q

From Once Upon a Time...
Appendix F



The Seven Continents

(Tune: It's a Small World After All!)

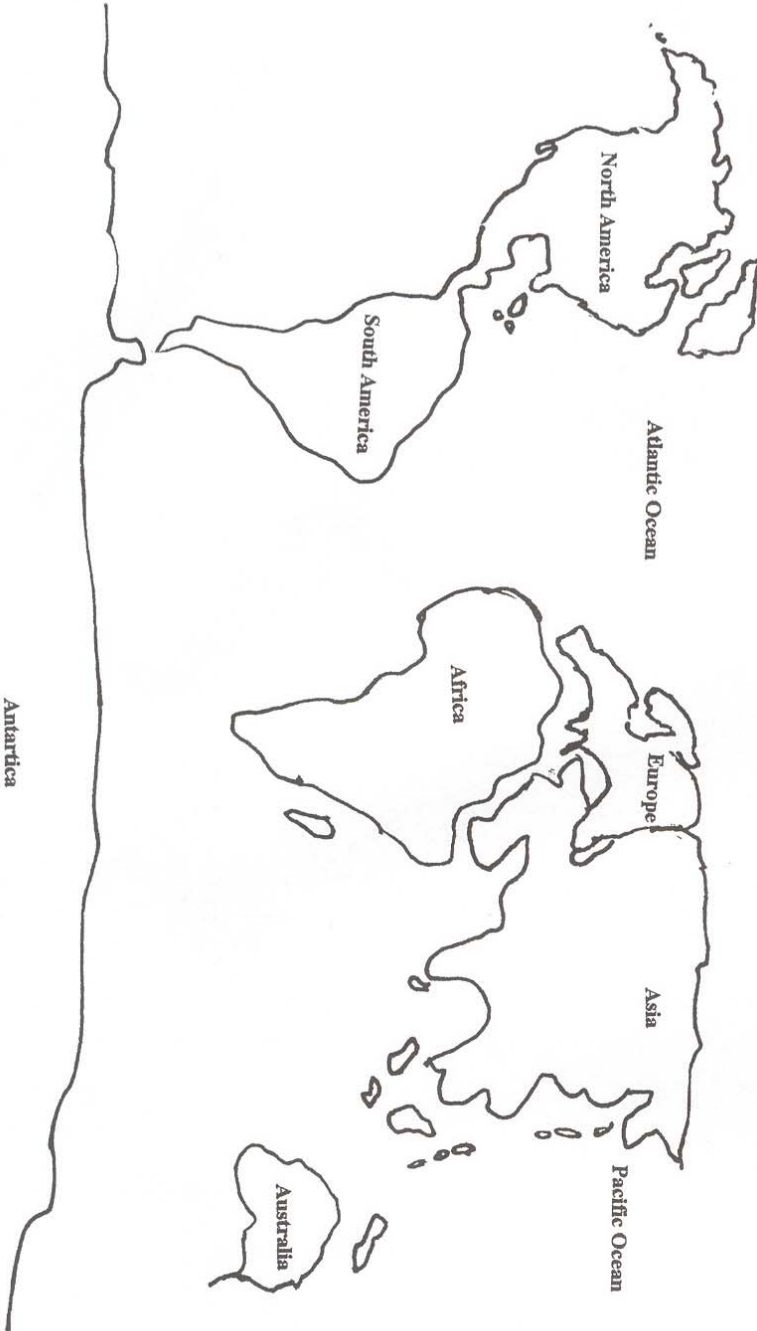
Europe, Asia, Africa

North and South America

Australia and Antarctica

It's a small world after all!

From Once Upon a Time...
Appendix G



Continent Wall Mural

Construct the Continent Wall Mural by using blue butcher paper for the ocean. The area of the map will be approximately 9 yards wide by 4 feet long. Make an overhead of Appendix A and project it onto the wall. Use a different color of butcher paper for each continent. Trace and cut them out. Glue the continents onto the blue paper and label them with interactive writing (students' writing). Surround the mural with bordette. This is an excellent teaching tool for Core Knowledge geography for the whole year.

Appendix H



Here Ye, Here Ye!

Tomorrow is the Fairy Tale Dress Up Day!

We will be having a fairy tale talk show during which we will video tape your child as he/she responds to the interview questions attached!

The day will also include a fairy tale ball and feast. Do not forget to send in a food representing the fairy tale your child has chosen to portray!

We look forward to seeing all the fairy tale characters tomorrow!

Sincerely,
The Kindergarten Team



My Fairy Tale Interview



by _____

Pretend you are a fairy tale character. You are being interviewed about your story. Read each question and write your answers below.

What is your name?
What story are you from?



Draw your character here.
Write your answer in the speech balloon

Interviewer: What does your character do in the story?

Answer:

Interviewer: What lesson did you learn from your story?

Answer: