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BSU Instructor: Varner

Classroom Teacher: Mrs. Eckerty

Grade Level: First

Unit Theme: Fairy Tales

Due Date: 1/26/16

Umbrella Standard for Unit Theme: 1. RL. 1 With support, read and comprehend literature that is grade-level appropriate.

Unit Objective: Students will **deconstruct** common fairy tales and **apply** scientific and mathematical concepts to them.

Discipline Areas in Unit: Language Arts, Mathematics, Social Studies, Science

Culminating Activity/Assessment: Students will **create** their own fairy tales. They must include the elements of a fairy tale, appeal to the five senses, use antonyms and synonyms, and illustrate on each page of their story.

Instructions:	Needs Help	Emerging	Mastery
Writing	Few sentences are capitalized, have a punctuation at the end, and 1-2 sentences are shown.	Few sentences are capitalized, have a punctuation at the end, and 3-4 sentences are shown.	All sentences are capitalized, have a punctuation at the end, and all five sentences are shown.
Illustrations & Creativity	Little to no illustrations are drawn or colored, that connect with the story.	There are drawings. but no color, or there is color, but no drawings that connect with the story.	Every page has an illustration with drawings and color that connect with their story.
Five Senses	Little to no appeals to the five senses	At least three times, appeals to the five senses are shown	At least five times, appeals to the five senses are shown
Elements: Plot Setting Character Magic	Only one element is represented in their created text	At least two elements are represented in their created text	All three elements are represented in their created text

Curriculum Mapping:

Lesson #1: (Taught by Claire Huntley)

Topic: Elements of Fairy Tales

Subject Area: Language Arts

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1 Ask and answer questions about main idea and key details in a text.

1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

Objective: Students will *identify* the four elements of a fairy tale from memory.

Lesson Plan Ideas/ Activities: I will begin with the first fairy tale, *Jack and the Beanstalk*. During the story, we will uncover the four elements of a fairy tale: setting, characters, magical concept, and main theme by using a graphic organizer. Next, the students will read *Little Red Riding Hood*, in groups. Each group will be assigned a specific element and will have to act it out in front of the class. During this time, the other groups will guess which one they have. Lastly, matching a specific element with its corresponding picture will assess the students.

Lesson #2: (Taught by Hannah Wiley)

Topic: Life of a Beanstalk

Subject Areas: Language Arts, Science

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

Science

1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.

2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death.

Objective: Students **construct** a beanstalk, and then be able to observe and chart the growth of a plant from seed to adult.

Lesson Plan Ideas/ Activities: I will instruct students to plant their own lima bean seed sack for each table group. We will fill the cup with dirt, place the seed inside, and place it by the window. To relate it to the story, we will add a castle in the clouds to see how tall their own beanstalk will grow compared to the magic one in the fairy tale. Once done, we will construct picture logs to track the beanstalk's progress over the upcoming weeks. The students will later measure the plant's growth during another similar lesson plan revolving around length. They will also learn about the three basic needs and three basic structures of a lima bean plant.

Lesson Plan #3: (Taught by Hannah Wiley)

Topic: Our Five Senses

Subject Area: Language Arts

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

Objective: Students will ***differentiate*** key words or phrases in a story that appeal to our five senses (touch, hearing, sight, taste, smell)

Lesson Plans Ideas/Activities: I will read and introduce the book *Hansel and Gretel* and then teach what our five senses are and how they relate to the text. We will review the elements of a fairy tale by discussing where the story takes place, who the characters are, and where can we find magic in the text? We will then play the Five Senses Game where I read a sentence from the story and they will choose which sense the used when hearing it. Then the will be given a graphic organizer with each sense listed and they will have to write a sentence that uses each sense.

Lesson Plan #4: (Taught by Claire Huntley)

Topic: Understanding and Constructing a Bar Graph

Subject Areas: Language Arts and Mathematics

Standards(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories

Mathematics

1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.

Objective: Students will **construct** and **critique** their own bar graphs to others.

Lesson Plans Ideas/Activities: After reading *Hansel and Gretel*, we will review the book and break down the house into different candy parts. These three parts will make up the different categories for our bar graph. After we make our observations as a whole, the students will then do a poll on their group's favorite candy bar. The students will put the results into their own graph and make observations of their own for assessment.

Lesson Plan #5: (Taught by Claire Huntley)

Topic: Exploring Synonyms and Antonyms

Subject Area: Language Arts

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

Objective: Students will ***distinguish*** the differences between synonyms and antonyms throughout a fairy tale.

Lesson Plans/ Activities: After reading *Goldilocks and the Three Bears*, the students and I will fill out a synonym and antonym t-chart. We will use words that contrast the porridge, beds, and rocking chairs within the story. After the chart is complete, children will be put into groups where they all will play to synonym/antonym jeopardy. The assessment will be a writing log where children respond to three sentences and write in a synonym and an antonym that would fit into the sentence.

Lesson Plan #6: (Taught by Hannah Wiley)

Topic: Adding Whole Numbers to Twenty

Subject Areas: Language Arts and Mathematics

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

Mathematics

1.CA.4: Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

Objective: Students will **calculate** word problems with at least three whole numbers that add up evenly to twenty.

Lesson Plans/ Activities: I will create some word problems that are based on the story *Goldilocks and the Three Bears*. These problems will help the students practice adding three whole numbers that add up to twenty. For example, if the smallest bed at three pillows, and the medium sized bed seven pillows, how many pillows does the biggest bed need to add up to twenty? The students will be able to use building blocks to help visualize the problem. For students that are higher-level thinkers, they will create their own story problem that is of their own creation or based on *Goldilocks and the Three Bears*.

Lesson Plan #7: (Taught by Claire Huntley)

Topic: Measuring Length

Subject Areas: Language Arts and Mathematics

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

Mathematics

1.M.1 Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.

2.M.2 Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

Objective: Students will *measure* and *compare* the length of different fairy tale objects by themselves.

Lesson Plans/ Activities: After reading *Cinderella*, I will pull out a slipper and we will measure its length. Going off of her shoe, I will explain how to read a ruler. I will then have the students split the other groups, which all will be put on a chart organizer for them to look back at. For assessment, the students will measure and compare objects from around the classroom. They will be asked to explain their observations in complete sentences.

Lesson Plan #8: (Taught by Hannah Wiley)

Topic: Cinderella Around the World

Subject Area: Language Arts

Standard(s):

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

Objective: Students will **compare** and **contrast** three versions of Cinderella from different cultures around the world.

Lesson Plan Ideas/ Activities: The students will receive a Cinderella Around the World chart, and as we read the different versions of Cinderella from cultures around the world, we will fill it out together. Before we start reading, I will set up a world map and when we find out where each Cinderella is located I will place a glass slipper on that country. Once we compare and contrast the differences between the various versions, they will write down a few observations. For example, what is similar about the Cinderella from Egypt, and the Cinderella from France?

Culminating Activity/Assessment: (Co-taught)

Topic: Writing Original Fairy Tales

Subject Area: Language Arts

Standard(s):

Language Arts

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

Objective: Students will **create** their own fairy tales, which must include the elements of a fairy tale, appeal to the five senses, use antonyms and synonyms, and illustrate on each page of their story.

Activity: Students will be each be given a booklet with five blank pages. On the first and second page they will need to write five sentences introducing the characters of their fairy tale. These characters must have some form of magic, like the ability to fly or read minds. On the third and fourth page, they must write five sentences introducing the plot and begin to appeal to the five senses. On the fifth page they must conclude their story, and on every page including this one they must illustrate their writing and appeal to some if not all five senses.