

This topic will be taught over several weeks, reviewing students of the elements of a fairy tale/folk tale, reading some examples of stories from around the world and comparing how different cultures tell the same story and includes an optional small group project. Only the first session has a set plan, from that point you can do the small group project, choose fairytales to share that will allow students to review or do both.

**Unit Title:** Fairy Tales and Folk Tales

**Lesson One Title:** Introduction to Fairy Tales

**Anticipated length of lesson:** 30 minutes (1<sup>st</sup> session)

**Grade Level:** 1<sup>st</sup>

**General Goal(s):** Students will become more familiar with the history and elements of fairy tales.

**Specific Objectives:** Students will learn about the history and elements of fairy tales and be able to identify these elements in a specific fairy tale. For the first lesson we will use Beauty and the Beast. Students will also be introduced to an upcoming project where they will explore another fairy tale and create their own movie.

<b>AASL/Common Core Standards addressed</b>	
<b>AASL Learning Standard</b>	<b>Common Core Standard</b>
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.  CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or

	through other media.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.

**Required Materials:**  
 Smart Board with Smart Board lesson  
 Fairy wand  
 Beauty and the Beast book or Online story page (link included in Smart Board Lesson)  
 Beauty and the Beast video clip (link included in Smart Board Lesson)

**Additional Materials:**  
*Small Group Project:*  
 Smart Board and Smart Board Lesson  
 A selection of Fairy Tales for Students to choose from  
 Costumes  
 Camera  
 Program to edit photos into a slide show/movie (Animoto, iMovie, Windows Movie Maker, etc.)

*Additional Stories:*  
 The Princess and the Pea  
 Red Riding Hood

**Anticipatory Set (a lead-in, introduction, “attention-getter”):**  
 Librarian will welcome the students to the library where they will see the title page for the lesson on the Smart Board which will be playing “fairy tale” style music and show the image of a wand. The librarian will also have her magic wand and possibly a pair of fairy wings ready to go!

Students will be told that they will be studying fairy tales during class and the librarian will begin the lesson by quickly summarizing the agenda, including which story will be read (Beauty and the Beast) and the activity that will end the lesson.

**Step-By-Step Procedures:**

- TL will welcome students to class and ask them to sit down near the smart board.
- TL will tell the students that they will be learning about Fairy Tales in class.

- Students will be asked to share what they know about Fairy Tales, including examples of Fairy Tales or things that are common in Fairy Tales.
- TL will then use the smart board to present a short lesson on Fairy Tales that will cover the history of fairy tales, common elements of fairy tales and examples of fairy tales.
- TL will read *Beauty and the Beast* to the class, reminding students to pay attention for some of the common elements that were discussed.
- TL will show a clip from Disney's *Beauty and the Beast* (the prologue)
- TL will then use the smart board to do fill in the blank activity where students will have to match the common elements of Fairy Tales to the specific examples from *Beauty and the Beast*.
- TL will end the lesson by asking the students if there was anything they learned about Fairy Tales that they didn't know before.
- (*Optional Small Group Project*) TL will introduce upcoming project and have student choose which fairy tale they would like to explore and make a movie of.

**Plan for Independent Practice:**

Students will listen to *Beauty and the Beast* and watch a short clip from the movie while listening for examples of the common elements of fairy tales.

**Closure (should reflect anticipatory set):**

Students will be able to identify the main elements of a fairy tale as well as the specific examples of same in *Beauty and the Beast*.

**Assessment (should be based on objectives):**

Students will participate in the fairy tales fill in the blank game using the information they learned.

**Unit Title:** Fairy Tales and Folk Tales

**Lesson Two Title:** Comparing and Contrasting Fairy Tales from Around the World

**Anticipated length of lesson:** 30 minutes

**Grade Level:** 1<sup>st</sup>

**General Goal(s):** Students will become more familiar with the way fairy tales vary from culture to culture.

**Specific Objectives:** Students will review the elements and history of fairy tales paying specific attention to how different cultures tell the same story. For this lesson they will be focusing on The Princess and The Pea.

**AASL/Common Core Standards addressed**

AASL Learning Standard	Common Core Standard
<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p> <p>CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.</p> <p>CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.</p>

**Required Materials:**

Computer & Projector or SmartBoard

Video of the Princess and the Pea (<http://youtu.be/IPPH7LP5tHw>)

The Princess and the Pea by

**Anticipatory Set (a lead-in, introduction, “attention-getter”):**

Librarian will welcome the students to the library and direct them to the story room where the SmartBoard will be ready to play The Princess and the Pea.

**Step-By-Step Procedures:**

- TL will welcome students to class and ask them to sit down in the story room.
- TL will ask the students what they remember about fairy tales from the week before, specifically asking about tales from around the world.
- TL will then introduce the video of The Princess and the Pea.
- TL will bring out the book The Princess and the Pea by Rachel Isadora.
- TL will ask the students what they notice about the cover of the book and what guesses they have in terms of how this version might differ from the one they just watched.
- TL will read The Princess and the Pea.
- TL will ask students what they noticed that was the same. TL will then ask what was different.
- TL will end the lesson by asking the students if there was anything they learned about Fairy Tales that they didn't know before.

**Plan for Independent Practice:**

Students will watch The Princess and the Pea paying attention for the elements of fairy tales. Students will then listen to The Princess and the Pea by Rachel Isadora, listening for what is the same and what is different about the two versions.

**Closure (should reflect anticipatory set):**

Students will be able to identify the main elements of a fairy tale as well as be able to compare and contrast the two versions of The Princess and the Pea.

**Assessment (should be based on objectives):**

Students will answer questions regarding the elements of fairy tales and how they differ around the world.



## **SMALL GROUP PROJECT- Making a Fairy Tale Movie**

This project takes approximately 3 class periods to complete. We had the ability to split the class in half, so while the small group worked on the project, the larger group read and discussed more fairy tales. Our groups consisted of approximately 4-6 kids.

### **Project Description:**

Students will choose a fairy tale to read and analyze. They will decide what are the most important elements and scenes in the story, choosing roughly 5 or 6. They will then have the opportunity to dress in costumes and have their picture taken representing each scene. These pictures will be strung together using a movie maker program and have captions added.

### **Materials needed:**

- A Smart Board lesson which includes worksheets that allow students to identify the important elements, and indicate the 5 or 6 most important scenes. The worksheets can also be printed off.
- Fairy Tales to choose from
- Costumes
- Camera
- Movie making program (iMovie, Windows Movie Maker, Animoto)

### **Step by Step Instructions:**

#### *Day one:*

1. Introduce the project and explain to the students what they will be doing.
2. Review, using the Smart Board lesson, the common elements of fairy tales.
3. Show students the list of available stories to choose from.
4. Read the story aloud to the students, asking them to listen carefully for these elements.
5. Using the worksheet on the Smart Board lesson have students identify the core elements including how the story began, where it was set, who the main characters are and what the conflict of the story was.
6. Have students brainstorm what the most important scenes of the story are.
7. Working off that list choose the top 5, making sure that there is a clear beginning, middle and end and that all the big moments are covered. These top 5 will be the scenes you use for the movie.
8. Have the students write or brainstorm a caption for each scene. For example, "Once upon a time there was a young girl named Cinderella who wanted to go to the ball."
9. Assign students to their roles for the movie. Students can keep the same role throughout or they can rotate so that every kid gets a chance to be a few different people.

#### *Day 2:*

1. Collect costumes for the students to use.

2. Have students dress for the first scene and show you how they think the picture should be set up.
3. Take a picture.
4. Repeat for each scene.

*Day 3:*

1. Use a movie making program (animoto, iMovie, Windows Movie Maker, etc) to create a slideshow of the images and captions. You can also set to music. A good free movie program is Beatpick.com.
2. Show the students their movie!