

Unit 1-Fairy Tales

Content Area: **Interdisciplinary**
Course(s): **Kindergarten**
Time Period: **First Trimester**
Length: **3-4 Week**
Status: **Published**

Unit Overview

Through the use of Fairy Tales, students will build upon their knowledge of rules, and develop self-regulation through meaningful dramatic play. Students will role play in centers, discuss details of the story from the perspective of different characters (character empathy and inferences), connect and compare variations of stories and make connections (to self, to text, and to world).

STAGE 1- DESIRED RESULTS

Career Readiness, Life Literacies, and Key Skills (Grades K-2): See Supporting Document in OnCourse

Language Arts Standards

LA.RL.K	Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.

LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math Standards

MA.K.CC.A	Know number names and the count sequence.
MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
MA.K.CC.B	Count to tell the number of objects.
MA.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
MA.K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MA.K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MA.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MA.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MA.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes,

	cones, cylinders, and spheres).
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.B.6	Compose simple shapes to form larger shapes.

Science Standards

SCI.K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SCI.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SCI.K-ESS3-3	Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
SCI.K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
SCI.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
SCI.K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Essential Questions

Who are the characters in the stories?

Which characters do you identify with?

How are the Fairy Tales the same or different?

What is the sequence of events in the story?

How can the ending be different?

Why do we dramatize a story?

Why do we need rules?

What lessons can we learn from the stories?

What are natural resources and how do we use them?

Why is it important to explore, observe, describe and represent the natural world?

How can we measure and compare attributes?

Why and how do we record data?

How can you compare volume?

Enduring Understanding

- Deliberate recall of story events and characters
- Use comprehension strategies: Active Listening, Visualization, Character Empathy, Connections, Vocabulary, Predictions, Inferences, Story Grammar and Story Comparisons, Dramatization
- Working and talking with partners helps us to learn
- Letters have symbols and sounds that create words for reading and writing
- Attributes can be measured and compared
- Data can be collected and documented based on reasoning
- Observe, understand, become aware of the relationship between form and function
- Practice scientific procedures

Students will know...

- How to retell stories
- How to expand comprehension skills in response to a text
- Important characters from the stories
- Phonemic and phonological awareness
- Early writing skills
- Emergent word recognition skills
- Sounds on a sound map
- How to be responsible members of a group
- Rules are necessary
- How to use instruments to measure
- How to record and analyze data
- Plants need sunlight to grow
- Scientific vocabulary

Students will be able to...

- Visualize and logically retell a story
- Sustain meaningful dramatic play
- Make connections (text-text, text-self, text-world)

- Draw and write a response to a specific part of a story
- Ask and answer questions on a variety of topics
- Use new vocabulary
- Practice symbolic substitution through making and using props
- Apply appropriate rules to different situations
- Work in cooperative groups
- Compare and contrast
- Observe and use observational vocabulary to describe
- Record and interpret data
- Use measurement to explore volume

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- Anecdotal Notes
- Center Plans
- Choral Response
- Observation
- Portfolio Check
- Story Boards
- Turn and Talk
- Work Samples

Benchmark Assessments

- Tools of the Mind Letter Sound and Name Dynamic Assessment

Alternative Assessments

- ESI
- Foundations Unit Test

STAGE 3- LEARNING PLAN

Instructional Map

Learning Activities:

Suggested order of Fairy Tales:

- Goldilocks and the Three Bears
- The Three Little Pigs
- The Three Billy Goats Gruff
- Free Choice

Sequence of Story Labs for Fairy Tales:

- Visualization (Day 1)
- Character Empathy (Day 2)
- Inferences (Day 3)
- Story Grammar (Day 4)
- Story Comparison (Day 5)

Flow of Fairy Tale Cycle:

One week cycle for each of the Fairy Tales

- Prop-Making (Day 1): Teacher reads the story, children draw/write center plans, children make role and action props
- Dramatization (Days 2-5): Teacher reads the story, children draw/write center plans, children dramatize the story twice, can-dos, clean-up

Fairy Tales Investigations:

- Goldilocks Has a Porridge Problem- Comparing Volume
- Little Pig Apple Tasting-Investigating Apples
- The Billy Goats Grow Their Own Grass- Greener Pastures

Modifications/Differentiation of Instruction

Modification/Differentiation Strategies

Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required

- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content

- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
 - extended time on tests and assignments
 - reduced homework or classwork
 - verbal, visual, or technology aids
 - modified textbooks or audio-video materials
 - behavior management support
 - adjusted class schedules or grading
 - verbal testing
 - excused lateness, absence, or missed classwork
 - pre-approved nurse's office visits and accompaniment to visits
 - occupational or physical therapy
-
- Buddy Checks
 - Mediators
 - Modeling
 - Picture Cues
 - Prompting
 - Provide Sensory Level Play
 - Redirection
 - Role and Action Cards
 - Scaffolded Writing
 - Tools of the Mind Additional Scaffolds Manual

Horizontal Integration- Interdisciplinary Connections

The Unit of Fairy Tales encompasses learning in all areas of the curriculum. Literacy is addressed through Story Labs, Dramatization, and Scaffolded Writing. Science and Math standards are met through the various investigations within the Science Observation Station. Social Studies concepts are woven throughout the curriculum by means of rules and community building

activities.

Science & Math

Little Pigs Apples Investigation: Do Different Apples Taste the Same?

- Read several nonfiction books about apples
- Introduce new vocabulary
- Guide group discussion
- Taste and chart favorite apple
- Analyze data

Goldilocks has Porridge Problem: Comparing Volume-Which bowl is really the biggest?

- Use various bowls and measuring cups
- Tally # of cups to fill each bowl
- Discuss data

A Planting and Growing Investigation: How Many Days will it Take for Grass to Grow? What Kind of Grass will Grow the Tallest?

- Read nonfiction books about plants
- Pose questions
- Plant seeds
- Record Data
- Analyze Data

Visual and Performing Arts:

Students design props and sets for the story to support their roles and actions while dramatizing story sequence.

DA.K-2.1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
TH.K-2.1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
TH.K-2.1.4.2.Cr1b	Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
MA.K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
TH.K-2.1.4.2.Cr1c	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a

	number from 1–20, count out that many objects.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
MA.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
TH.K-2.1.4.2.Cr2a	Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cr2b	Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
VA.K-2.1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
TH.K-2.1.4.2.Cr3b	Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cr3c	Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
DA.K-2.1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
TH.K-2.1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
TH.K-2.1.4.2.Pr5a	With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
DA.K-2.1.1.2.Pr5e	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
TH.K-2.1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
DA.K-2.1.1.2.Pr6a	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
DA.K-2.1.1.2.Pr6b	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
DA.K-2.1.1.2.Pr6c	Dance for and with others in a designated space identifying a distinct area for audience and performers.
TH.K-2.1.4.2.Re8a	With prompting and support, actively engage and build on others' ideas in dramatic play

	or a guided drama experience (e.g., process drama, story drama, creative drama).
DA.K-2.1.1.2.Re7a	Demonstrate movements in a dance that develop patterns.
TH.K-2.1.4.2.Re8b	Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
SCI.K.K-ESS2	Earth's Systems
SCI.K.K-LS1	From Molecules to Organisms: Structures and Processes
SCI.K.K-PS2	Motion and Stability: Forces and Interactions

Vertical Integration- Discipline Mapping

Previous Literacy and Dramatization skills were developed in Pre-K. Kindergarten continues the use of the Comprehension Strategies learned in Pre-K and deepens the level of Dramatization for understanding. Scaffolded Writing levels progress toward traditional writing used in the Primary Grades. Science observational skills which began in Pre-K as Science Eyes continue to develop in Kindergarten through experiments.

Additional Materials

- Heggerty