Unit 6: Reading and Role Playing: Fairy Tales,Folktales, Fables and Fantasy

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
Length: **8 Weeks**
Status: **Published**

Unit Overview

This unit was designed to invite readers into the world of acting and directing and into the world of fairies, princesses, and witches, too. This unit won't feature simply classic or "older" tales, but weaving throughout the unit, or at least during the second portion, more modern examples will be introduced, in part during read alouds and in part with the fiction your children will be reading. Students will "recount stories", including fables and folktales from diverse cultures, and to determine their central message, lesson, or moral and, also, to "compare and contrast two or more versions of the same story(e.g. Cinderella stories) by different authors or from different cultures. The hope is that children will hone their skills of comprehension, critiquing and analyzing multiple perspectives, comparing and contrasting characters, story lines, morals, and lessons. In addition, Fundations, Level 2, Wilson Language Basics, (2012, Wilson Language Training Corporation) will be utilized and provide comprehensive instruction to students in phonemic awareness word study, spelling, and handwriting curriculum. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.

Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Essential Questions

How do readers become actors too?

How do readers direct themselves and club mates?

How do readers get to know their characters better?

How do readers recognize the morals, lessons, and author’s purpose that stories convey? r How can readers live our lives differently because of what we and the characters have learned?

How can my reading club work together to consider the lessons characters learn and to compare how different authors explore similar morals in sometimes very different ways?

Application of Knowledge: Students will know that...

- readers compare the way characters handle problems to other characters and other stories
- readers pay attention to the challenges that characters face and how those challenges are resolved
- Readers cultivate fluency through reading aloud repetitiously, each time with increasing authority and intonation, as well as expressively that suggest and supports comprehension
- Readers envision what they read setting up the stage for when they act
- Readers explore points of view and discover how different characters—and authors, too—can see events differently
- readers infer about characters by thinking about what the characters are doing, saying, and thinking/feeling
- Readers will ask key investigative questions to infer characters' roles and he impact of these on the story's bigger meaning
- Recognizing lessons that stories convey

Application of Skills: Students will be able to...

- envision and make predictions about the characters and the story
- compare characters and the lessons they learn within and across stories
- describe how characters solve their problems and the lessons they learn
- explain the importance of the details in a story
- know predictable roles character's play in tales
- learn morals or lessons that a tale will teach
- step into the character's shoes thinking as we read
- think about characters and their feelings
- understand the villain, hero and everyone in between in tales

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 2 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- readers become the characters in their stories by comparing actions to their own
- readers think about what's happening to the character and how the character feels to match their voices to the story
- readers pay attention to tag words such as "yelled", "screamed", "whispered" to know how to read the part of the story
- readers can differentiate between when the narrator is speaking and when the character is speaking
- readers know that they have to change their voices not only when they are a character, but also when they are the narrator
- readers pay attention to ending punctuation looking for questions, exclamations, and statements.
- readers use post-its on places in their stories where characters have strong feelings

- reader's facial expressions represent how the characters are feeling when they read. (smile, sneer, grimace)
- readers alter their tone of voice to represent how a character is feeling
- teach students that characters in books, like people in real life, don't act one way all of the time
- readers read significant parts of stories to their partners to make sure they are reflecting how the character feels
- readers pick their favorite books to study and learn more about, thinking how they could be performed
- readers act out parts of their books in reading clubs with students of similar goals
- readers reread their stories to find places where something big happens (character has/solved problems; strong feelings; something funny or surprising)
- readers pay attention to not only what the character does, but also how the character does these things
- readers get ideas about their characters by looking at the pictures on the page
- readers sometimes need to fill in gaps in the story drawing on what they know from this book, other books, and their own lives
- readers need to read a story closely enough to envision what is happening
- readers prepare and practice for performances to an audience
- readers perform for others to convey the story's meaning
- readers learn lessons from the books they read
- readers, sometimes look beyond the most obvious lesson—or the one spelled out at the end—to consider other more subtle lessons
- readers we can also learn from characters' motives, words and actions
- readers learn alongside the characters in their books by imagining how they will live their own lives differently because of what the characters have learned
- teach students that readers do not always agree with the lessons in their book
- teach students that authors may have rewritten this story to focus on a lesson
- readers can create bins/categories of books that go together to further promote this cross-text-thinking from reading aloud fables, fairytales, and folktales that convey lessons similar to what they have encountered in their fiction reading
- readers can also create book baskets based on the lessons and morals books convey they can discuss how books with similar lessons are the same and different
- each you that once readers have figured out the main happenings of a book, they often reread to figure out things that aren't stated in the book's pages—to make inferences

Activities to Support Teaching Points

- create and refer to anchor charts
- study pages from exemplar reader's notebooks
- provide and present mentor texts as models
- teach the *Work of Readers* Charts
- teach children strategies for holding onto text, for example by using Post-its and graphic organizers
- model (Talk Aloud) the strategies good readers use
- model, provide, and use a reader's notebook
- tap, sketch, or jot across a story as a way of retaining information and details
- study book introductions and endings
- practice creating mental movies as you read
- investigate figurative language and descriptive vocabulary and how authors use them

- Turn and Talk the dialogue in a story to bring the characters' feelings alive
- set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation
- provide checklists and reading progressions to assess and develop on-going reading goals
- scaffold skills with strategies, for example using Post-its to identify key elements of a chapter
- write long about reading
- practice alternating the speed a text is read to reflect tone and mood
- plan to celebrate the conclusion of classroom reading projects
- use technology in the reading classroom; for example digital journals

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English

- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex reading techniques based on the 3rd grade Reading Learning Progressions:

- base predictions on how stories tend to go, explaining reasons for predictions
- pay attention to structure while reading, note sequence words that may indicate a back-story or gaps in time between scenes.
- read complex sentences correctly by paying attention to punctuation
- talk about the big ideas/themes that a story teaches
- support ideas with details from several parts of a text and discuss how the details actually do support those ideas

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Resources

Units of Study for Teaching Reading:

- *Reading and Role Playing: Fairy Tales, Folktales, Fables and Fantasy* by Lucy Calkins and Colleagues From the TCRWP
- *A Guide to the Reading Workshop, Primary Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades K-2*; Lucy Calkins; Elizabeth Moore; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Guiding Readers and Writers, Grades K-2; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Mentor Texts:

The Dragon and the Unicorn by L. Cherry

Princess Smartypants by B. Cole

The Paperbag Princess by R. Munsch

The Frog Prince Continued by J. Scieszka

Magic Tree House Series by M.P. Osborne

The Dragon Slayers' Academy Series by K. McMullan

Fantastic Mr. Fox by R. Dahl

Weslandia by P. Fleischman

Dinorella: A Prehistoric Fairytale by Pam Edwards

Sleeping Ugly by Jane Yolen

Goldilocks and the Three Bears by Jan Brett

Stone Soup by Heather Forest

Jack and the Beanstalk: The Graphic Novel by Blake Hoena

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.