Unit 3: Reading Fairy Tales/Gingerbread Stories and Learning From Mentors: Original Gingerbread Stories

Content Area: **English Language Arts**
Course(s): **Writing 2, Reading 2**
Time Period: **December**
Length: **20 Days**
Status: **Published**

Unit Summary

This unit focuses on building students knowledge of fairytales and their structure. Through retelling, students become aware of the elements of story, particularly character, setting, and plot, which helps them to talk about books. Students become aware of repeated lines in various versions of the same tale. As students read to follow and think about a character through a text, they learn to read carefully and hold themselves accountable for comprehension. Students will have an opportunity to read various Gingerbread Man stories using text sets to build their comprehension. The use of fairy tales will support this comprehension work, which will then be used as students read their realistic fiction books.

In this Unit students will create an original version of the Gingerbread Man story. The students will use characteristics of the mentor text read aloud in their writing. Students will demonstrate their knowledge of repeated lines and the impact they have on storytelling. The students will demonstrate the commands of grammar and usage when writing and utilize peers for developing their stories through conferencing, revising and editing.

Standards

LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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

TECH.8.1.2.A.CS1   Understand and use technology systems.

TECH.8.1.2.A.CS2   Select and use applications effectively and productively.

Student Learning Objectives

Student Learning Objectives for Readers:

Students will learn to...

- monitor for meaning and have thoughts while they read.
- retell to check for understanding.
- follow characters through a story.
- use strategies to learn more about the characters in stories.
- monitor for meaning and have thoughts while they read.
- read with partners and support each other as they retell and talk about characters.
- compare and contrast two or more versions of the same story by different authors or from different cultures.

Student Learning Objectives for Writers:

Students will learn to...

- rewrite the story changing characters and settings.
- conferences with peers to develop writing, edit and revise stories.
- include characters and settings in a story while telling the story in a sequential order.
- use repeated lines in their writing to give impact to their storytelling.

Essential Questions

Essential Questions for Reading:

- What are the elements of a story?
- What makes a good retelling?
- What strategies can readers use to learn more about characters in stories?
- How do readers monitor for meaning and have thoughts as they read?
- How do illustrates impact the story?

Essential Questions for Writing:

- Which craft techniques make sense to apply to my own writing to help me communicate my story?
- How does reading other stories help develop my ideas for a story?

Enduring Understandings

Enduring Understandings for Reading:

Students will understand that...

- Story elements are consistent.
- Readers must actively engage with the text in order to make meaning within and beyond text.
- Stories have a predictable structure.

Enduring Understandings for Writing:

Students will understand that...

- Story elements are consistent.
- Stories have a predictable structure.
- Stories are written in chronoloical order of events.
- Stories have main characters and settings.

Application

Reading:

Students will be able to independently use their learning to…

- notice and remember the events of a story in sequence to retell on the literal level.
- identify the problem of a story and explain how it is solved.
- determine who the main character, what they want, and how they change.
- stop and think to check comprehension.
- infer characters' intentions or feelings using text evidence to support thinking.
- React to characters and their stories by wondering or questioning things characters do or things that happen to characters.
- Use information about the text to read fluently and to predict.
- Work with a partner and support each other as they retell and talk about characters

Writing:

Students will be able to independently use their learning to…

- develop an original fairytale.
- create a story with detailed characters and settings.
- write a story in chronolgical order.
- use repeated lines in their own writing to give impact to the storytelling.

Skills

Reading:

Students will be skilled at …

- comparing and contrasting
- reading different versions of a story and noticing the differences and similarities

Writing:

Students will be skilled at …

- developing an original fairy tale
- writing in chronological order
- use correct capitalization and punctuation
- using setting to enhance their story