

# Unit 4: Reading and Responding to Folktales, Fables and Myths

Content Area: **English Language Arts**  
Course(s): **Reading 3**  
Time Period: **February**  
Length: **4 Weeks**  
Status: **Published**

## Unit Summary

In this unit, we invite students to read Folktales which are stories that are part of the oral tradition of storytelling. The goal of this unit is for students to develop a deeper understanding of how these and all stories work. This will allow them to understand the archetypes we find in almost any book. The students also have many opportunities to compare and contrast texts to develop skills in critical reading and interpretation. This unit also supports the unit on Native Americans in social studies.

## Standards

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	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.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## Student Learning Objectives

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Students will learn to....

- identify the characteristics of a folktale (ex: fables have characters that have animals, one main problem, solution, and lesson/moral that the character learns).
- describe characters in a folktale (ex: traits, motivations, and/or feelings).
- retell a story focusing on how the problem gets worse and how it gets solved. (Use story mountain- Lesson 5.4)
- analyze the setting focusing on the physical setting, time, weather.
- identify the theme, lesson, or moral in folktales.
- identify key details that support the theme of the folktales. (Lessons 7.4 & 7.7)
- explain the theme using key details from the folktale.
- compare and contrast the central message/theme, lesson, and/or moral of folktales across other folktales.

## Essential Questions

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How do readers recognize patterns in folk tales?  
 How do readers recognize the lessons that folk tales convey?  
 How do readers look at folktales with a critical eye?  
 Why are folktales important?

## Enduring Understandings

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Students will understand that...

- readers use their knowledge of predictable story elements and structures to determine the patterns in folk tales.
- readers use what they have learned about the character and think about how the character faced his problems.
- readers know that folktales convey messages.
- readers know that folktales are valued as part of our cultural literacy.

## Application

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Students will be able to independently use their learning to...

- discuss with a reading partner what they notice in their folktales.
- use traits to describe characters.
- identify the problem in their independent reading books.
- identify the setting in their independent reading books.
- identify the theme of the story in their independent reading books.
- support character traits with evidence.

## Skills

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Students will be skilled at ...

- Inferring how a character feels based on character actions.
- Inferring the theme, lesson, or moral of a story.
- Determining importance of events in a story.
- Retelling a story in sequential order.