

Unit 6: Fairy Tales (Weeks 34-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 6: Fairy Tales

Unit Rationale

1. Writers develop clearly defined good and evil characters such as royalty, children, animals, witches, stepmothers, giants, etc.

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2. Writers craft their story utilizing well known elements of fairy tales such as repeated lines of refrain, magical elements, recurring numbers, and familiar fairy-tale language.

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3. Writers weave the narration in their story tying together meaningful beginning, middle, and ending scenes while keeping in mind the magical nature of fairy tales.

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4. Writers conclude their fairy tale with a lesson or message. 5. Writers use meaningful and appropriate dialogue and attempt to punctuate it correctly

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Grammar Concepts to Teach

-Writers use apostrophes to show possession.

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Grammar Concepts to Revisit

-Writers use subject, pronoun and verb agreement

-Writers use commas and quotation marks in dialogue.

Grammar Concepts Already Mastered

- Writers use commas and quotation marks in dialogue
- Writers use linking words and phrases to connect ideas within categories
- Writers use simple, compound and complex sentences

Essential Questions

What fairy tale elements can Writers include?

How can fairy tales teach a lesson or send a message?

What are Characters seen in fairy tales?

Pre-Assessments

On Demand Performance Assessment: (1-2 days)

Resources: Writing Pathways, Calkins p. 182, Rubric p. 183, Checklist p. 189, Student Samples p. 216

Resources: If...Then...Curriculum, p.

Instructional Plan

https://docs.google.com/document/d/1MtvghodwGC_TW4xV5qurQScCaXuHGKfBNW-ASTjrvYc/edit?usp=sharing

Please see the attached document for suggested Minilessons, Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, Reflections and Suggested Modifications.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and

speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See CrossWalk

New Jersey Student Learning Standards: Content Area

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| ELA.L.WF.3.2 | Demonstrate command of the conventions of encoding and spelling. |
| ELA.L.WF.3.3 | Demonstrate command of the conventions of writing including those listed under grade two foundational skills. |
| ELA.L.KL.3.1 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.W.NW.3.3 | Write narratives to develop real or imagined experiences or events with basic story elements. |
| ELA.W.NW.3.3.A | Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence. |
| ELA.W.NW.3.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| ELA.W.NW.3.3.C | Use transitional words and phrases to manage the sequence of events. |
| ELA.W.NW.3.3.D | Use concrete words and phrases and sensory details to convey experiences and events. |
| ELA.W.NW.3.3.E | Provide a conclusion or sense of closure that follows the narrated experiences or events. |
| ELA.W.WP.3.4 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| ELA.W.RW.3.7 | Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. |
| ELA.SL.PE.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. |

Integration of Career Readiness, Life Literacies and Key Skills

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| TECH.9.4.2.CI | Creativity and Innovation |
| TECH.9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| TECH.9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| TECH.9.4.2.CT | Critical Thinking and Problem-solving |
| TECH.9.4.2.CT.1 | Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). |
| TECH.9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). |

TECH.9.4.2.GCA

Global and Cultural Awareness

Brainstorming can create new, innovative ideas.

Individuals from different cultures may have different points of view and experiences.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Integration of Computer Science and Design Thinking

CS.3-5.8.2.5.ED.3

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

MATH.K-12.1

Make sense of problems and persevere in solving them

SOC.K-12.1

Developing Questions and Planning Inquiry

21st Century Life and Career

21st Century Themes & Skills

Skills: Collaboration

Skills: Communication

Skills: Critical Thinking and Problem Solving

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical 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

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 ensure the desired outcome.

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| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |

SEL Competencies

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| SEL.PK-12.1 | Self-Awareness |
| SEL.PK-12.1.1 | Recognize one's feelings and thoughts |
| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |
| SEL.PK-12.1.3 | Recognize one's personal traits, strengths, and limitations |
| SEL.PK-12.1.4 | Recognize the importance of self-confidence in handling daily tasks and challenges |
| SEL.PK-12.2 | Self-Management |
| SEL.PK-12.2.1 | Understand and practice strategies for managing one's own emotions, thoughts, and behaviors |
| SEL.PK-12.2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| SEL.PK-12.3 | Social Awareness |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| SEL.PK-12.4 | Responsible Decision-Making |
| SEL.PK-12.4.1 | Develop, implement and model effective problem-solving, and critical thinking skills |
| SEL.PK-12.5 | Relationship Skills |
| SEL.PK-12.5.2 | Utilize positive communication and social skills to interact effectively with others |

