Gr. 3: Fairytales/Fables/Myths

Content Area: **English**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

In the study of Fairy Tales, students will:

Recognize patterns in folktales and fairy tales

Recognize lessons that fairy tales teach

Analyze how the lessons are presented

Enduring Understandings

Readers use their knowledge of predictable story elements and structures.

Readers use what they have learned about the character and think about how the character faced his problems.

Readers ask themselves questions and consider whether they "buy" the lesson presented in the fairy or folk tale.

Essential Questions

How do readers recognize patterns in fairy and folk tales?

How do readers recognize the lessons that fairy and folk tales convey?

How do readers look at fairy or folk tales with a critical eye?

Instructional Strategies & Learning Activities

RL 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9

SL 3.1, 3.3, 3.4

Unit 2 Theme: Fables/Fairytale/Myth

Shared reading Focus skills:

*Characteristics of a fable/fairytale/myths

*Develop questions to ask and answer about a given text

*Cite text to answer questions

*Recounting lessons and morals in fables

*Identify character traits, feelings and motivations

*Determine how a character's action effects the events in the story

*Distinguish a separate point of view from that of the narrator/characters

*Use illustrations to learn more about a story's setting and characters

*Compare and Contrast themes, setting and plots of stories

*Read aloud from Reader's Theater plays using voice and expression

*Come to a discussion prepared, ready to follow rules, able to ask and answer questions and explain own ideas.

Literature Text Suggestions:

Godilocks and the Three Bears

The Three Little Javelinas

The Ugly Duckling

The Three Little Pigs

The True Story of the Three Little Pigs

Goldilocks and the Three

Hare and Tortoise

Reader's Theater plays

And a wide assortment of other appropriate fairytales/fables/myths

Guided Reading:

RL 3.1, 3.2, 3.3, 3.6, 3.7, 3.9

L 3.4

RF 3.4

SL 3.1, 3.3

Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.

Done on a daily basis:

-Meet with 2-3 groups

- Independent Reading

- Teaching Strategies (See standards)

Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level

Word Study:

L 3.4 a, d

Unit 2: Vocabulary Acquisition and Use

Focus Skills:

 Determine meaning of unknown words based on grade 3 reading and content

 Use sentence-level context as a clue to the meaning of a word or phrase.

Focus Language skills:

*Use coordinating and subordinating conjunctions

*Produce simple, compound and complex sentences

*Capitalize appropriate words in titles

*Consult reference materials, including dictionaries, as needed and check spelling and a meaning of words

*Use knowledge of language when writing and speaking

*Acquire and accurately use grade-appropriate words and phrases

Integration of Careeer Readiness, Life Literacies and Key Skills

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Computer and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

Interdisciplinary Connections

Social Studies

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Aimsweb

DRA

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when

they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher conference

Discussion

Homework

Teacher made assignments

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Performance Assessments

Writing Rubrics

Reading & Writing Checklists

Word Study Quizzes

Instructional Materials

Bookroom

Hyperlinks

Internet

Media Center

http://commoncore.org/maps/index.php/

http://www.corestandards.org/

Fairytale Reader's Theater

Reading	Writing	Grammar
http://mhschool.com/lead_21/grade4/pdf/ccslh_g4_rl_1_3b_link6.pdf http://mhschool.com/lead_21/grade4/ccslh_g4_rl_1_3b_l2.html http://www.umass.edu/aesop/fables.php https://docs.google.com/file/d/0B74K9TaAECvHYnJVZ1lGU2FxcE0/edit?pli=1 http://www.classroomfreebies.com/2012/01/fable-graphic-organizer.html **http://www.homeschoolshare.com/aesop.php** **http://www.parenting-by-example.com/free-fables-for-children** **http://www.parenting-by-example.com/free-fables-for-children** **http://www.umass.edu/aesop/fables.php** **http://www.moralstories.org/fables/** **http://www.taleswithmorals.com/** http://mhschool.com/lead_21/grade4/		**Sentence Structure** **http://www.quia.com/rr/126726.html** **http://reviewgamezone.com/games3/ants.php?test_id=4268&title=Simple%20Compound%20%20Complex%20Sentences** **https://jeopardylabs.com/play/simple-compound-complex-sentences** **Dictionary Skills** **http://www.sadlier-oxford.com/phonics/3_4/dino/dino.htm** **http://www.studyzone.org/testprep/ela4/h/dictguide.cfm**

Standards

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.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RI.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.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).