

Fairytales Mini Unit (3 weeks)

Relevant Outcomes

CR4.3

Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.

CR4.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:

- identity (e.g., Expressing Myself)
- community (e.g., Building Community)
- social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.

CC4.1

Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., Expressing Myself)
- community (e.g., Celebrating and Honouring Others)
- social responsibility (e.g., Within My Circle) through personal experiences and inquiry.

CC4.4

Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

Objectives

I can...

- Understand that fairytales exist to tell stories and to teach lessons
- Identify the life lesson from a fairy tale/legend that was read orally to me
- Identify the characters, setting, problem, and solution from fairytales I have read/listened to.
- Use a graphic organizer to create my own characters/setting/problem/and solution for a future story
- Create a written text that focuses on a specific life lesson
- Use quotation marks correctly when writing dialogue
- Practice editing/revising my own and my peers writing

Assessment

- Are students able to independently identify the lesson that a story conveys? (journal response?)
- Can students identify the characters/setting/problem/solution within a story? (comprehension checks)
- Have students created a graphic organizer that included characters, setting, problem/solution for a future story? (prewriting/planning on a graphic organizer)
- Have students attempted to revise their own work and the work of their peers?(writing process)
- Have students correctly used dialogue within their narrative?

Learning Plan:

Using the gradual release of responsibility to model for students how to read a story and pick out important details (Characters, setting, life lesson)

- I do - Read a story and model my thinking aloud. Fill out a graphic organizer about the story, explaining to students my thought process during each step.
- We do - Read a story aloud to the class. Pause often and ask guiding questions about what is happening in the story. After, fill out a graphic organizer together as a class, using student suggestions for the different elements.
- You do - Assign a few options of books for students to read/listen to on epic. Have them independently fill out a graphic organizer on the elements and have them hand this in to me afterwards.

Planning our own stories

- Brainstorm with students examples of characters, settings, and life lessons (problem/solution) that they may include in their stories
- Students will have time to create a graphic organizer to help plan out elements of their future story.
- Mini lesson on Quotation marks

Time to Write our stories

- Students will have time to write their stories
- Mini lesson on editing

Time to Edit our stories

- Students will explore editing their own stories and those of their classmates for spelling, grammar, punctuation.

Presenting our Stories

- Mini lesson on being a good presenter
- Students will have the option of reading their stories aloud to the class (I will record and later post on Seesaw) Or recording themselves reading to post on Seesaw for me to watch.
- Or this can possibly be done on flipgrid

STORY MAP

Title

Setting

Characters

Problem

Solution

