

# Fairytale Lesson Plan

Date: \_\_\_\_\_

<b>Grade:</b> 3	<b>Subject:</b> ELA – Introducing the Fairytale Genre				
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Student reading textbooks</li> <li>• Paper and pencil</li> <li>• Markers, colored pencils, or crayons</li> <li>• Stickers</li> <li>• Crown sheets</li> <li>• Scissors</li> <li>• Helper sheets</li> <li>• Helper Certificate slips</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>• Computer with a projector- to pull up text “The Peach Boy”</li> </ul>				
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)           </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling           </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)           </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic           </td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<b>Standard(s)</b> RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers. RL.2 Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>Differentiation</b> <b>Below Proficiency:</b> Students may depict a different scene to the wrong features with little detail added. <b>Above Proficiency:</b> Students will accurately depict the correct scene from the story to the correct feature circle on the crown with many details added. <b>Approaching/Emerging Proficiency:</b> Students will almost accurately depict the correct scene from the story to the correct feature circle on the crown with some details added. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Notes on the board and drawing on the crown.</li> <li>• <b>Auditory:</b> Saying the genre and features together as well as the discussion.</li> <li>• <b>Kinesthetic:</b> Students move to answer prompts for attention like being asked to touch their shoes and nose.</li> <li>• <b>Tactile :</b> To get attention, the students will touch their shoes and their nose. Students will also touch pencils and coloring materials to draw.</li> </ul>				
<b>Objective(s)</b> By the end of the lesson, students will recognize features of the fairytale genre by reading and applying the features from the story “The Peach Boy” by doing a crown project and focusing on detail.  <b>Bloom’s Taxonomy Cognitive Level:</b> Comprehension	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> -Students will respect the teacher, each other, and the environment. -Anyone not following this will have a bean taken from them. -Positive behavior will be encouraged and praised.				
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> -After we read the story, their sentences will be passed down the rows to be picked up at the edges while the crown paper is handed out. -Other strategies are within the procedures.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> -Students will respect the teacher, each other, and the environment. -Anyone not following this will have a bean taken from them. -Positive behavior will be encouraged and praised.				
<b>Minutes</b>	<b>Procedures</b>				
10	<b>Set-up/Prep:</b> Teacher makes a model crown like the students will be and wears it throughout the lesson to incite student curiosity and engagement.				
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  “Bippity-Boppity-Boo! Everyone touch your shoe! Bippity-Boppity-Bee! Eyes are all on me! Lords and ladies of the land, thank you for your attention! Today we will be learning about a fictional genre called Fairy tales.” Write the words ‘fictional genre’ on the board so the students see what it looks like. “Can I hear all your wonderful voices say these words with me? Fictional Genre! Knowing the genre of a book and whether it’s fiction or nonfiction helps us know what kind of story we will be reading. Fictional means that it’s made up. Altogether, fictional means that it’s what? (students say “Made up”) Now the genre helps us to make predictions about what to expect when we read a book. For example, if you pick up a book that is in the mystery genre, we can predict that a mystery will most likely be solved in it. Similarly, today we will learn about how we can know whether something we read is a fairy tale or not by knowing the features.”				
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>				

8	<p>“Please tap your nose if you have heard of the story Cinderella. [summarize the story regardless of whether or not everyone tapped their nose] Let them know that we’re going to discover what some fairytale features are in Cinderella and write a little bit about it. What kinds of characters are in that story? What makes them different from real life (animals, people, etc.)? How does the story end?” Prompting questions to reach five features:</p> <ul style="list-style-type: none"> <li>❖ Usually includes royalty</li> <li>❖ One character is helped by another</li> <li>❖ The tale has a happy ending</li> <li>❖ Fantastic creatures</li> <li>❖ The number 3 – people, events, and other</li> </ul> <p>Students will write how they think the Cinderella story fits with two different features of Fairy tales with at least one sentence for each.</p> <p>When finished, the students will turn to page 95 in their reading textbooks to read “The Peach Boy” silently until everyone is finished with their two sentences. Then, the teacher will read aloud “The Peach Boy” with everyone following along with their own textbooks.</p>		
10	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Students will be given two crown sheets. Explain that the students will draw in the four circles on their crowns a scene from the Peach Boy that matches with four of the features of fairy tales. The crown itself will show off the fifth feature on how fairy tales usually include royalty. The teacher can be wearing a model crown throughout the lesson with pictures of four features from a different fairy tale.</p> <p>The teacher will go over the circle with “The Number Three” around it with the students explaining that animals made an appearance three times and that the students would draw a picture in it. The teacher may draw a model one on the board getting creative with detail. Be sure to ask the students to feel free to add detail to the characters and setting since there isn’t much to go by in the text. For example, “if you are drawing the dog and want to give him glasses, go ahead!” Also, encourage neatness.</p> <p>When finished, crowns may be cut out and stapled together to fit on the students’ heads that they may wear.</p>		
2	<p><b>Review (wrap up and transition to next activity):</b></p> <p>“Altogether with me, let’s say the four features of the fairy tale genre.”</p> <p>“One of those features that we said was how one character is helped by another. This week, I have a challenge for you all. There are sheets in which a character(s) is trying to get to a destination. You help them reach it by helping others. There are magical helper certificate slips here that you will write in cursive how you helped the person with the signatures of both you and the person you helped at the bottom.</p> <p>Who can you help? Your family members, your fellow classmates, and others. It has to be at least three different people, but then it’s okay to help one of them again after that. Give the certificates to me, and I will give you a sticker for your path. When your characters reach the end, you get a prize!”</p> <p>Be sure to reiterate that helping people is good whether or not the students are doing this challenge and how you hope they will keep helping people.</p>		
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson went better than I expected, especially in terms of my own confidence and differentiation in students’ learning. In terms of my confidence, I felt free to move about the classroom to really help the back row be engaged as well. I tried to ensure that a student from different sections of the room would answer or if they haven’t answered a question yet. I also informally formatively assessed the students on their understanding by asking for a thumbs up if they understood, thumbs to the side if a little confused, and thumbs down if they are lost. Based on this, I either reiterated on the feature or I moved on to the next one. I didn’t plan to do this as one can see in this lesson plan, but it was very helpful to know where the students are so that I knew whether I could move on or not.</p> <p>Then, I unexpectedly had to make decisions for differentiation. Not all of the students knew the story of Cinderella as I anticipated, so originally, I had thought they would be able to write about something we had talked about together in the class discussion for the two sentences. However, some students still had difficulty with it, so I asked them to write about two features that they can see in a fairy tale that they are more familiar with like one student wrote his on the story of the three little pigs. There were still some students who were having difficulty with this, so I made the decision on the spot that they can read “The Peach Boy” and relate it to two of the features we had discussed to give them some foundation to go from since they have no known prior knowledge of a fairytale like the majority of the students. In this way, I had to differentiate learning in a quiet manner by going to the students with hands raised after giving everyone time to work.</p>			

I was very glad that the students learned the features in an engaging manner, for I saw the students get excited with the crown activity and looked at their work. They were very creative in adding details and they understood the features well in terms of the "Peach Boy" through their drawings. It was also good to see everyone putting forth effort in this activity, even those that have a hard time being motivated to participate in class.

However, I might change the structure of the lesson. Instead, I would probably prompt the features out of the students with prior knowledge of a story like Cinderella through questions, read "The Peach Boy" with the class, and then have them write the two sentences. Then we can discuss the sentences together a little before going into the crown activity. This may help ensure that all students can write two sentences confidently about the features.

# Helper Certificate

I helped \_\_\_\_\_

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Student Name: \_\_\_\_\_

Helped Person's Signature: \_\_\_\_\_

# Helper Certificate

I helped \_\_\_\_\_

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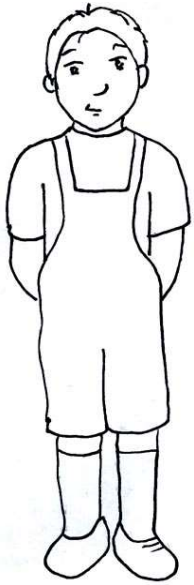
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Student Name: \_\_\_\_\_

Helped Person's Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Directions: Help Hansel and Gretel find their way out of the forest by helping others! Bring back a Helper Certificate to receive a sticker on this chart. Once all five stickers are placed, bring it back to receive a prize for helping.



1	2	3	4	5

