

The University of Mississippi School of Education
Written Unit Plan
Understanding by Design (UBD)

Unit Cover Page

Unit Title: Fairy Tale Thematic Unit Grade Level 1st

Subject/Topic Areas: Math, Reading, Writing, Language, and Science

Key Words: magic, fairy tale, imagination, narrative, life cycle, opinion, informative, inch, greater than, less than, measure, graph

Designed By: Elizabeth Day Length of Unit: 14 days

School District: New Albany School: New Albany Elementary

Brief Summary of Unit:

During this unit, many different fairy tales will be introduced and explored. Books such as, *Cinderella, Bubba the Cowboy Prince, The Frog Prince, The Princess and the Pea, Jack and the Beanstalk, Waynetta and the Cornstalk, The Three Little Pigs, and The Three Little Tamales* will be read throughout the unit. The students will learn the elements of a fairy tale and compare and contrast different versions of each story. They will also create character trait charts for each of the characters read about and discussed throughout the unit. Aside from learning about and reading fairy tales, the class will connect science, math, language, and writing to the various fairy tales. During each fairy tale, new standards and frameworks will be covered. By the end of the unit, the students will be successful in measuring, greater than or less than, weighing items, writing narrative, informative, and opinion writings, and understanding the life cycle of plants and animals. Many other things will also be covered, but these are some of the new topics that this unit will introduce. The students will get to do a lot of fun yet educational activities such as planting their own bean plant, creating a "Wanted" poster, and creating a class beanstalk using math. At the end of the unit, they will get to choose a character from one of the stories read during class and present their character to the class, following a rubric. This unit is exciting, enchanting, and educational!

List and attach Print Materials/Resources

List and attach Internet Resources/Links

- <http://specialed.about.com/od/MathematicsforSpecialEducation/ss/Hundred-Charts-Teach-Skip-Counting-Place-Value-And-Multiplication.htm>
- <http://www.teacherspayteachers.com/>
- <http://mrsterhune.blogspot.com/2011/10/fairy-talestorybook-characters-unit.html>
- <http://lifeinfirstgrade1.blogspot.com/search/label/fairy%20tales>
- <http://learnersinbloom.blogspot.com/2012/05/learning-about-plants.html>
- <http://www.angelfire.com/wi/NancysHouseFCC/Frog.jpg>
- http://www.teachervisioncanada.ca/tv/printables/scottforesman/Math_2_TTM_28.pdf
- <http://beyondteachings.blogspot.com/2012/03/biography-paper-bag-project.html?showComment=1332899794816#c5153803922425709361>

Stage 1 – Identify Desired Results (Stage 1 completed once for the unit)

Goal: Identify overall goal (s) of the unit based on the Mississippi Curriculum Frameworks or Common Core Standards.

Math:

CCSS.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

CCSS.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Writing:

CCSS.ELA-Literacy.W.1.1 Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Reading:

CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Language:

CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

Science:

Understand how to plan and carry out a simple scientific investigation.

c. Use simple tools (e.g., rulers, scales, hand lenses, thermometers, microscopes) to gather information. (DOK 1)

Length, using nonstandard units (e.g., paper clips, Unifix cubes, etc.) and standard units (inches, centimeters)

Weight, using a balance scale with and without nonstandard units

Capacity, using nonstandard units

3. Develop an understanding of the characteristics, structures, life cycles, interactions, and environments of organisms.

d. Chart and compare the growth and changes of animals from birth to adulthood. (DOK 2)

e. Identify the basic needs of plants and animals and recognize that plants and animals both need to take in water, animals need food, and plants need light. (DOK 1)

f. Identify and label the parts of a plant. (DOK 2)

What understandings are desired?

Awesome!
Perfect!
11)

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi Curriculum Frameworks. Label objectives with the DOK level of learning.

The students will:

** Each day the teacher will read a fairy tale. There will either be a new fairy tale introduced or the teacher will read a different version of the same fairy tale.

Day 1: Introduction/Cinderella

- Identify elements of a fairy tale (DOK 1).
- Classify fairy tales as fiction or non-fiction (DOK 1).
- Define vocabulary words that come from various fairy tales (DOK 1).
- Organize a book to log information about characters and stories (DOK 2).
- Identify elements in *Cinderella* that make it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *Cinderella* (DOK 2).

Day 2: Cinderella

- Compare and contrast two different versions of *Cinderella* (DOK 2).
- Identify elements in *Bubba the Cowboy Prince* that make it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *Bubba the Cowboy Prince* (DOK 2).
- Identify analog and digital clock (DOK 1).
- Label the face of analog clock (DOK 1)
- Show time, in hours, using analog and digital clock (DOK 2).
- Show time, in half-hours, using an analog and digital clock (DOK 2).

Day 3: Frog Prince

- Identify elements in *The Frog Prince* that makes it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *The Frog Prince* (DOK 2).
- Label the life cycle of a frog (DOK 1).
- Construct frog life cycle wheel (DOK 2).
- Distinguish between an informational text and a narrative text (DOK 2).
- Classify a text as informative or narrative (DOK 2).
- Construct his/her own informative text about frogs (DOK 3).

Day 4: Frog Prince

- Compare and contrast two different versions of *The Frog Prince* (DOK 2).
- Collect and display class wide data on a graph (DOK 2).
- Use an inch ruler to measure various objects (DOK 1).
- Compare measurements as a class (DOK 2).

Day 5: Jack and the Beanstalk

- Identify elements in *Jack and the Beanstalk* that makes it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *Jack and the Beanstalk* (DOK 2).

- Create a plant diagram (DOK 1).
- Label the parts of a plant (DOK 1).
- Define the parts of a plant (DOK 1).
- Construct a window garden using gardening materials (DOK 2).
- Predict growth of window garden (DOK 2).
- Make Observations, daily, of window garden (DOK 2).

Day 6: Jack and the Beanstalk

- Compare and contrast two different versions of *Jack and the Beanstalk* (DOK 2).
- Identify elements in *Waynetta and the Cornstalk* that make it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *Waynetta and the Cornstalk* (DOK 2).
- Identify various prepositions (DOK 1).
- Distinguish which prepositions can be used at which times (DOK 2).
- Construct his/her own narrative retelling the story (DOK 2).
- Use prepositions in their narrative text (DOK 1).

Day 7: Jack and the Beanstalk

- Calculate the answer to a set of two-digit addition and subtraction math problems (DOK 1).
- Compare the answers to the problems and order them from least to greatest (DOK 2).
- Measure various items using an inch ruler (DOK 1).

Day 8: The Princess and the Pea

- Identify elements in *The Princess and the Pea* that make it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *The Princess and the Pea* (DOK 2).
- Measure items using nonstandard units (DOK 1).
- Formulate a series of math problems when given three numbers (DOK 3).

Day 9: The Princess and the Pea

- Compare and contrast two different versions of *The Princess and the Pea* (DOK 2).
- Identify elements in *Once Upon a Princess and a Pea* that make it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *Once Upon a Princess and a Pea* (DOK 2).
- Separate /ea/, short /e/, and just long /e/ vowel sounds. (DOK 2).
- Construct his/her own narrative about what they felt under their mattress (DOK 2).

Day 10: The Three Little Pigs

- Identify elements in *The Three Little Pigs* that make it a fairy tale (DOK 1).
- Organize a character traits poster for the characters in *The Three Little Pigs* (DOK 2).
- Construct a "Wanted" poster for a character from the book (DOK 2).
- Collect and display data about the weight of building material from the book (DOK 2).

Day 11: The Three Little Pigs

- Compare and contrast two different versions of *The Three Little Pigs* (DOK 2).
- Identify elements in *The Three Little Tamales* that make it a fairy tale (DOK 1).

- Organize a character traits poster for the characters in *The Three Little Tamales* (DOK 2).
- Identify if a statement is an opinion or a fact (DOK 1).
- Construct an opinion writing based on which pig they believed built the best house (DOK 2).

Day 12: Review Day

- Recall information from all the previous books (DOK 1).
- Create a characterization project (DOK 4).

Day 13: Test Day

Day 14: Characterization Presentation Day

Stage 2 – Planning Assessment (Stage 2 completed once for the unit)

Performance Task(s): *List the names of each performance task here and attach a copy of the entire assignment (including grading rubric) to your plan.*

Fairy Tale Characterization Project



Test/Quiz Item(s) and Other Traditional Assessments: *List the names of each test/quiz/homework/etc. here and attach a copy of each to your plan.*

- Clock Test (hour and half-hour)
- Math Test (measuring and $>$, $<$, and $=$)
- Fairy Tale Unit Test



Informal Check(s): *List ways you will check for understanding throughout your unit.*

Day 1: Exit slip- List 2 elements of a fairy tale

Day 2: The teacher will move the hands on a clock to form a time, and the students will write the digital time on their individual white boards.

Day 3: Exit slip-Students will list stages of a frog's life in order.

Day 4: The students will measure one item on a worksheet, and the teacher will walk around to check.

Day 5: Teacher will draw an arrow to a part of a plant on a diagram, and the students will hold up white boards with written answer.

Day 6: Exit slip-Students will list 3 prepositions on a piece of paper.

Day 7: Exit slip- Worksheet with an item printed on it and a ruler for the students to measure. The students will write on the back 2 greater than or less than equations using numbers from the daily activity.

Day 8: Exit slip- The teacher will give the students 3 numbers and they will write four math problems using their numbers.

Day 9: The teacher will write a word on the board and the students will write if it is the long /ea/ sound or the short /ea/ sound on their own white boards.

Day 10: The students will answer 2 questions about weighing objects and the teacher will walk

around the room checking for correct answers.

Day 11: Teacher will place a statement on the board and the students will write on their whiteboards if it is opinion or fact.

Day 12: The students will complete a review sheet that the teacher will check and send home for them to study.

Day 13: Students will write down their progress on their project for the teacher to look at.

Academic Prompt(s): *List higher level thinking questions used throughout the unit.*

1. Would it be possible for a plant to grow if we just threw the seeds out the window like Jack's mother? Why?
2. What would happen if we put your plants in the closet? Why?
3. Thinking about your mattresses that you used to measure, would the measurement of the glass slipper be greater than or less than the bundle of sticks?

Excellent Questions.

Name: _____

Date: _____

Paper Bag Characterization Project

This will be your final project for our Fairy Tale Unit. It will be due on Friday.

On a paper lunch bag, put the name of the character and the title of the book that the character comes from on the front of the bag. You may write directly on the bag or write on a piece of paper and cut it out and glue it to the bag. You are going to put a picture of your character that you draw, and a paragraph (at least 5 sentences) describing your character on the back of your bag. You may use your character traits chart in your Fairy Tale Journal to help you with this.

Inside the bag, you are to put 3-5 objects that represent your character. For example, if you choose the Frog Prince, you might put a picture of a frog in your bag. You must be able to explain why each object is important to your character. You can draw your objects, print pictures of them from the computer, find pictures in a magazine, or find real objects for your bag.

Inside the bag, you also need to put a timeline or list of things that your character did throughout the story. Be sure to put the events in the correct order.

I will have the book for you to use with your presentation. You may dress up like your character when you present if you want to, but you do not have to.

Have Fun!

The character I picked is: _____

Paper Bag Project Rubric

Name _____

Total Points _____

Character: _____

Item Needed for the Bag	Points that each item is worth (100 points total)	Student Checklist	Teacher Checklist
Name of the character is written or glued on the front of the bag	10 points		
Title of the book is written or glued on the front of the bag	10 points		
Drawing of character is glued on the back of the bag.	20 points		
Paragraph about the character is glued on the back of the bag.	20 points		
Three to Five items (drawn, printed, cut out, or real items) that represent the character are inside the bag.	20 points		
A list of events or a timeline of what the character did is inside the bag.	20 points		

Name: _____

Date: _____

Dear Parents,

Over the past two weeks, our class has been reading fairy tales. I would like each child to pick a character from one of the books that we have read in class. We have been filling out a character traits sheet to help them with this project. It will be due next Friday. Each student will get to present their project to the class. This is what they will be creating:

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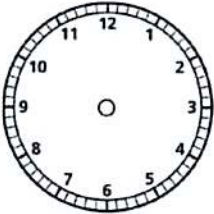
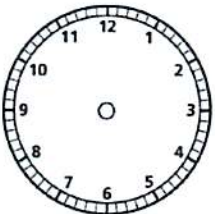
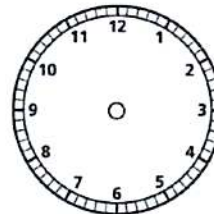
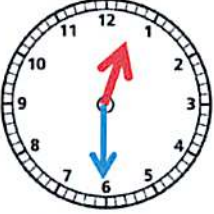

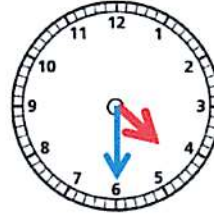
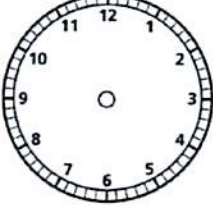
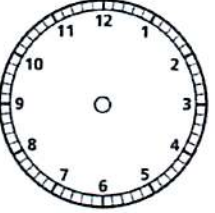
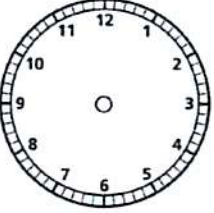
I will have the book for you to use with your presentation. You may dress up like your character when you present if you want to, but you do not have to.

I will attach a rubric for you and your child to have at home. We will work on their projects in class, but they will have to work at home too. If you have questions please do not hesitate to email or call me.

Thank you,
Miss Elizabeth

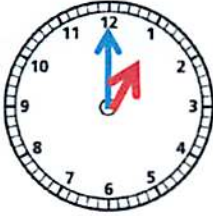
The character your child chose is: _____

Telling Time Post-Assessment

<p>Telling Time to the Hour Digital</p>	<p>Write the time in the boxes.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>1. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></p> </div> <div style="text-align: center;">  <p>2. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></p> </div> <div style="text-align: center;">  <p>3. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></p> </div> </div>
<p>Telling Time to the Hour Analog</p>	<p>Draw the hands on the clock to show the time.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>4. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="6:00"/></p> </div> <div style="text-align: center;">  <p>5. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="2:00"/></p> </div> <div style="text-align: center;">  <p>6. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="8:00"/></p> </div> </div>
<p>Telling Time to the Half Hour Digital</p>	<p>Write the time in the boxes.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>7. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></p> </div> <div style="text-align: center;">  <p>8. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></p> </div> <div style="text-align: center;">  <p>9. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/></p> </div> </div>
<p>Telling Time to the Half Hour Analog</p>	<p>Draw the hands on the clock to show the time.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>10. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="6:30"/></p> </div> <div style="text-align: center;">  <p>11. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="1:30"/></p> </div> <div style="text-align: center;">  <p>12. <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="3:30"/></p> </div> </div>

Telling Time to the hour and half hour

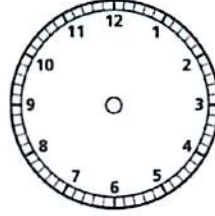
Write the time in the boxes or draw the hands on the clock.



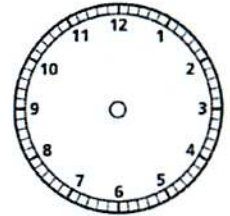
13.



14.



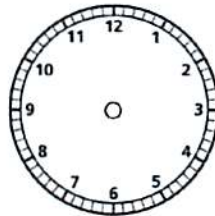
15.



16.



17.



18.

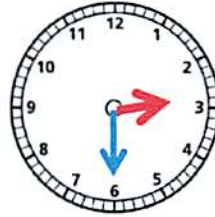
Tell the time two ways

Tell the time two ways.



19.

_____ o'clock



20.

Half past _____

Name: _____ Date: _____

For each example below put $>$, $<$, or $=$ in the \bigcirc so that each statement is true.



$>$ greater than

$<$ less than



$$5 + 5 \bigcirc 6 + 3$$

$$9 - 6 \bigcirc 6 - 2$$

$$8 + 4 \bigcirc 7 + 7$$

$$4 - 0 \bigcirc 8 - 5$$

Use your ruler to draw a line to show each of the following measurements.

1. 4 inches

2. 2 inches

3. 8 inches

What does the word estimate mean? _____

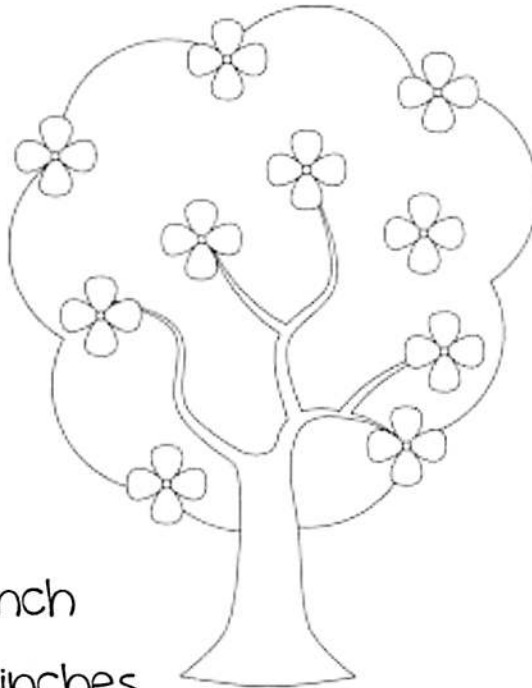
Estimate the measurement of the following pictures.
Mark the circle beside the best answer.

4.



- 2 inches
- 6 inches
- 12 inches

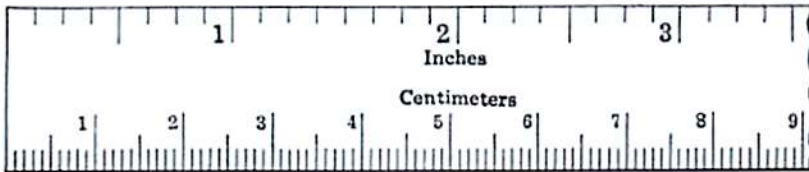
5.



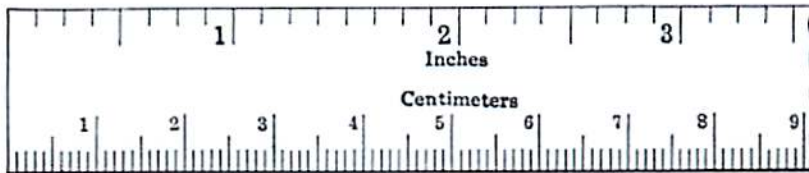
- 1 inch
- 3 inches
- 11 inches

Use the ruler provided to determine the measurement of each object to the nearest inch.

6. _____



7. _____





> greater than

< less than



8.

$$7 - 4 \bigcirc 3 + 2$$

15.

$$3 + 3 \bigcirc 9 - 5$$

9.

$$5 + 5 \bigcirc 10 - 0$$

16.

$$8 - 4 \bigcirc 7 + 3$$

10.

$$6 + 2 \bigcirc 10 - 3$$

17.

$$2 + 3 \bigcirc 5 - 3$$

11.

$$9 - 3 \bigcirc 1 + 7$$

18.

$$7 - 2 \bigcirc 4 + 4$$

12.

$$8 - 5 \bigcirc 3 + 0$$

19.

$$6 - 2 \bigcirc 2 + 4$$

13.

$$2 + 5 \bigcirc 9 - 4$$

20.

$$0 - 0 \bigcirc 0 + 0$$

14.

$$3 + 7 \bigcirc 8 - 2$$

21.

$$10 - 2 \bigcirc 5 + 4$$



Name: _____

Date: _____

Fairy Tale Test

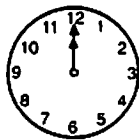
Read the story and then circle the answer.

Once upon a time, there lived a king and queen. They had baby named Aurora. Three magical fairies appeared to give gifts to the little princess. The first fairy gave Princess Aurora the gift of beauty. The second fairy gave the princess the gift of song. When it was the last fairy's turn to give her gift, an evil woman appeared and told everyone that when the princess turned 16, she would prick her finger on the spindle of a spinning wheel and die. The third fairy gave her the gift of sleep instead of death. When the princess was 16, she pricked her finger on the spinning wheel, but she did not die. She went to sleep for many years. Everyone called her Sleeping Beauty. She woke up to a magic kiss, and she and her prince lived happily ever after.

1. How many fairies gave the princess gifts?
A. 2 C. 3
B. 4 D. 5
2. When the Princess pricked her finger on the spinning wheel, what happened?
A. She died. B. She cut her finger. C. She went to sleep for many years. D. She cried.
3. What did everyone call Princess Aurora after she woke up from her sleep?
A. Rose B. Sleeping Beauty C. Princess D. Cinderella
4. What was the first fairy's gift?
A. Sleep B. Money C. Song D. Beauty
5. How did the Princess wake up?
A. Alarm Clock B. Ringing Bell C. A Kiss D. A Loud Noise

Read the Question and circle the correct answer.

6. Who was mean to Cinderella?
A. friends B. stepsisters and stepmother C. the prince D. fairy godmother



7. When the clock struck _____, Cinderella had to leave the ball.
A. 2:00 pm B. 1:00 am C. 12:00 am D. 11:00 pm
8. How did the prince know that Cinderella was the right girl?
A. He remembered her B. He asked her C. The glass slipper fit. D. He just picked her.
9. What did Jack do when the Giant was coming down the beanstalk?
A. He chopped the beanstalk down. B. He ran away. C. Jack told him to stop. D. The giant stopped.
10. The wolf could not blow down the _____ house.
A. straw B. brick C. stick D. wood
11. The prince turned into a _____.
A. lizard B. worm C. frog D. bug

12. List 3 elements of a fairy tale?

1. _____
2. _____
3. _____

Draw a line and match the character to his or her description.

- | | |
|------------------------------|--|
| 13. Cinderella | a. blew the little pig's house down. |
| 14. Jack | b. felt a pea under her mattress. |
| 15. The Frog Prince | c. climbed a magic beanstalk. |
| 16. The Big Bad Wolf | d. turned back into a prince when the princess kissed him. |
| 17. The Princess and the Pea | e. lost her glass slipper at the ball. |

Questions 18-25: Use the numbers 1-10 to sequence the story.

- _____ Cinderella's fairy godmother changed a pumpkin into a fine coach.
- _____ Cinderella's stepmother made her do all the household tasks.
- _____ Cinderella cried because she wanted to go to the ball.
- _____ The prince and Cinderella danced at the ball.
- _____ Cinderella lost her glass slipper when she was running from the castle.
- _____ The prince found Cinderella when the glass slipper fit her foot.
- _____ The clock struck midnight.
- _____ Cinderella's father got married again after her mother died.

Bonus: List similarities and differences between the fairy tale Jack and the Beanstalk and Waynetta and the Cornstalk

- Similarities
1. _____
 2. _____
 3. _____

- Differences
1. _____
 2. _____
 3. _____

Stage 3 – Daily Lesson Plans (Stage 3- attach lesson plans)

Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

STAGE 3: Daily Plans				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>TSW identify elements of a fairy tale (DOK 1).</p> <p>TSW classify fairy tales as fiction or non-fiction (DOK 1).</p> <p>TSW define vocabulary words that come from various fairy tales (DOK 1).</p> <p>TSW organize a book to log information about characters and stories (DOK 2).</p> <p>TSW identify elements in <i>Cinderella</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>Cinderella</i> (DOK 2).</p>	<p>TSW compare and contrast two different versions of <i>Cinderella</i> (DOK 2).</p> <p>TSW identify elements in <i>Bubba the Cowboy Prince</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>Bubba the Cowboy Prince</i> (DOK 2).</p> <p>TSW identify analog and digital clock (DOK 1).</p> <p>TSW label the face of analog clock (DOK 1)</p> <p>TSW show time, in hours, using analog and digital clock (DOK 2).</p> <p>TSW show time, in half-hours, using an analog and digital clock (DOK 2).</p>	<p>TSW identify elements in <i>The Frog Prince</i> that makes it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>The Frog Prince</i> (DOK 2).</p> <p>TSW label the life cycle of a frog (DOK 1).</p> <p>TSW construct frog life cycle wheel (DOK 2).</p> <p>TSW distinguish between an informational text and a narrative text (DOK 2).</p> <p>TSW classify a text as informative or narrative (DOK 2).</p> <p>TSW construct his/her own informative text about frogs (DOK 3).</p> <p>Clock Test</p>	<p>TSW compare and contrast two different versions of <i>The Frog Prince</i> (DOK 2).</p> <p>TSW collect and display class wide data on a graph (DOK 2).</p> <p>TSW use an inch ruler to measure various objects (DOK 1).</p> <p>TSW compare measurements as a class (DOK 2).</p>	<p>TSW identify elements in <i>Jack and the Beanstalk</i> that makes it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>Jack and the Beanstalk</i> (DOK 2).</p> <p>TSW create a plant diagram (DOK 1).</p> <p>TSW label the parts of a plant (DOK 1).</p> <p>TSW define the parts of a plant (DOK 1).</p> <p>TSW construct a window garden using gardening materials (DOK 2).</p> <p>TSW predict growth of window garden (DOK 2).</p> <p>TSW make Observations, daily, of window garden (DOK 2).</p>

<p>TSW compare and contrast two different versions of <i>Jack and the Beanstalk</i> (DOK 2).</p> <p>TSW identify elements in <i>Waynetta and the Cornstalk</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>Waynetta and the Cornstalk</i> (DOK 2).</p> <p>TSW identify various prepositions (DOK 1).</p> <p>TSW distinguish which prepositions can be used at which times (DOK 2).</p> <p>TSW construct his/her own narrative retelling the story (DOK 2).</p> <p>TSW use prepositions in their narrative text (DOK 1).</p>	<p>TSW calculate the answer to a set of two-digit addition and subtraction math problems (DOK 1).</p> <p>TSW compare the answers to the problems and order them from least to greatest (DOK 2).</p> <p>TSW measure various items using an inch ruler (DOK 1).</p>	<p>TSW identify elements in <i>The Princess and the Pea</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>The Princess and the Pea</i> (DOK 2).</p> <p>TSW measure items using nonstandard units (DOK 1).</p> <p>TSW formulate a series of math problems when given three numbers (DOK 3).</p> <p>Math Test</p>	<p>TSW compare and contrast two different versions of <i>The Princess and the Pea</i> (DOK 2).</p> <p>TSW identify elements in <i>Once Upon a Princess and a Pea</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>Once Upon a Princess and a Pea</i> (DOK 2).</p> <p>TSW separate /ea/, short /e/, and just long /e/ vowel sounds. (DOK 2).</p> <p>TSW construct his/her own narrative about what they felt under their mattress (DOK 2).</p>	<p>TSW identify elements in <i>The Three Little Pigs</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>The Three Little Pigs</i> (DOK 2).</p> <p>TSW construct a "Wanted" poster for a character from the book (DOK 2).</p> <p>TSW collect and display data about the weight of building material from the book (DOK 2).</p>
<p>TSW compare and contrast two different versions of <i>The Three Little Pigs</i> (DOK 2).</p> <p>TSW identify elements in <i>The Three Little Tamales</i> that make it a fairy tale (DOK 1).</p> <p>TSW organize a character traits poster for the characters in <i>The Three Little Tamales</i> (DOK 2).</p> <p>TSW identify if a statement is an opinion or a fact (DOK 1).</p> <p>TSW construct an opinion writing based on which pig they believed built the best house (DOK 2).</p>	<p>Review Day</p> <p>TSW recall information from all the previous books (DOK 1).</p> <p>TSW create a characterization project (DOK 4).</p>	<p>Fairy Tale Unit Test</p>	<p>Characterization Presentation Day</p>	

Daily Lesson Plan

Day 5

Objectives:

- TSW identify elements in *Jack and the Beanstalk* that makes it a fairy tale (DOK 1).
- TSW organize a character traits poster for the characters in *Jack and the Beanstalk* (DOK 2).
- TSW create a plant diagram (DOK 1).
- TSW label the parts of a plant (DOK 1).
- TSW define the parts of a plant (DOK 1).
- TSW construct a window garden using gardening materials (DOK 2).
- TSW predict growth of window garden (DOK 2).
- TSW make observations, daily, of window garden (DOK 2).

Materials:

- *Jack and the Beanstalk*
- Fairy Tale Diaries
- Poster Board (character trait poster)
- White Paper
- Green Pipe Cleaners
- Yarn
- Plant Diagram Display (for projector)
- Glue
- Crayons
- Parts of the plant cutouts (for intervention and accommodation)
- Clear Cups
- Potting Soil
- Beans
- Observation Log Sheets
- Scissors
- Pencil

Opening (Set):

“Who can tell me what book we read yesterday (wait for response)? That is correct! Yesterday we read *The Frog Prince*, and we talked about the life cycle of a frog. Well today, we are going to read another fairy tale. Today we are going to read *Jack and the Beanstalk*. After we read the story, we are going to do our daily routine of recording in our Fairy Tale Journals about the characters and fairy tale elements of the book. We are also going to talk about a different life cycle. So I want you to pay close attention to the book and see if you can figure out what life cycle we might be exploring today. (The teacher reads the book and students listen. The teacher will ask questions throughout the story.) Now that we have read the book, someone tell me what grew outside of Jack’s window? (Wait for response). That’s right, a huge beanstalk grew outside his window. Has anyone ever grown a plant before? Do you think our plant would grow if we just threw the beans out the window like Jack’s mom did? You’re right; they probably would not grow because we know that plants need water and sunlight to grow. Well

Good

today, we are going to explore how a plant grows and the parts of the plant. Then maybe if we are excellent listeners, we will get to do a science experiment and grow a plant of our own.”

Learning Tasks (Procedures):

Excellent!

Good Detail!

- A. The teacher will read the book *Jack and the Beanstalk* to the students on the carpet.
- B. The teacher and the students will discuss what makes Jack and the Beanstalk a fairy tale. They will complete their class chart (poster) of the fairy tale elements.
- C. The teacher and the students will create a class poster for character traits for Jack and the Giant from the story.
- D. The teacher will discuss with the students how a plant grows.
- E. The teacher display a diagram of a plant's cycle on the Mimeo projector and show and discuss with the students how the plant grows, produces oxygen for us, and what the parts of the plant actually do.
- F. The teacher will pull a plant out of the dirt to show the students, to illustrate the parts of the plant.
- G. The students will touch the parts of the actual plant to get an idea of how they feel and how they work.
- H. The students will return to their seats and get out their crayons, glue, and scissors.
- I. The teacher will pass out white paper, a green pipe cleaner, and a long piece of yarn to each student.
- J. The teacher will explain to the students that they are going to create their own plant diagram, label the parts of the plant, and explain what each part does.
- K. The teacher will demonstrate to the students how to create their plant diagram.
- L. The students will draw the dirt on their white paper.
- M. The students will glue their green pipe cleaner (stem) onto their paper.
- N. The students will draw leaves onto their stems and a flower or more leaves at the top of their stem.
- O. The students will cut their yarn into small pieces.
- P. The students will glue their yarn pieces to the end of their stem to make roots.
- Q. The students will add a sun to their drawing.
- R. The students will then begin to label the parts of their plant. The higher-level students will label and define the parts of the plant on their own. The middle level students will label their plant as well, but they will have definitions to cut out and glue onto their paper. The lower level students will cut and glue their labels onto the page.
- S. Once their diagrams are finished, the students will begin filling in their logs in their Fairy Tale Journals based on what the class discussed earlier about the fairy tale elements and character traits in *Jack and the Beanstalk*.
- T. While the students are working, the teacher will call them over two at a time to plant their bean plants.
- U. The students, two at a time, will get a scoop of potting soil and three beans (like Jack) to plant in their cup of potting soil.
- V. The students will place their plant in the window and return to working on their fairy tale journals.
- W. Once everyone has planted their beans, the students will record the first day of their observations for their window plant. They will draw a picture to represent what it currently looks like, and write a short explanation.

Closure:

Now that you can label and describe the parts of a plant, do you think you will want to go home and plant flowers and other plants? You now know how a plant gets its food and water, and how plants can help us. How many of you had ever planted anything before today? What do you predict will happen first to your plant that you planted today? Think about what you learned about how the plant grows. Well we see if your predictions are correct. We will check on our plants everyday and record what we see. Tomorrow we are going to read another version of *Jack and the Beanstalk*. Then we will get to see how it is different and how it is the same as the story we read today. Now I want you to take out your whiteboards. I am going to draw a line pointing to a part of the plant diagram on the board. I want you to write on your whiteboard what part of the plant my arrow is pointing to, and hold up your answer when you are finished.

Informal check: Teacher will draw an arrow to a part of a plant on a diagram, and the students will hold up white boards with written answer.

Differentiated Instruction:

Enrichment: The higher-level students will be challenged to label their plant and write an explanation of what each part of the plant does. They will have no prompts or keys to assist them with this. If they finish ahead of other students they will then write on the back of their paper the growth process of a plant, and how it turns carbon dioxide into oxygen for us.

Intervention: These students will label the parts of the plant on their own, and then they will cut out and glue the description of each part onto the paper beside their label.

Accommodation: The students will cut out and glue the labels and the description next to the correct part on their plant.

Super!

Daily Lesson Plan

Day 6

Objectives:

- TSW compare and contrast two different versions of *Jack and the Beanstalk* (DOK 2).
- TSW identify elements in *Waynetta and the Cornstalk* that make it a fairy tale (DOK 1).
- TSW organize a character traits poster for the characters in *Waynetta and the Cornstalk* (DOK 2).
- TSW identify various prepositions (DOK 1).
- TSW distinguish which prepositions can be used at which times (DOK 2).
- TSW construct his/her own narrative retelling the story (DOK 2).
- TSW use prepositions in their narrative text (DOK 1).

Materials:

- *Waynetta and the Cornstalk*
- Fairy Tale Diaries
- Poster Board (character trait poster)
- Preposition Worksheet
- Writing Paper
- Blue Jean Pants Cutout
- Glue
- Student Preposition List (for accommodation)
- Shoe Cutouts
- Poster Board with words from the story (to assist with spelling hard words)
- Scissors
- Stapler
- Crayons
- Pencil

Opening (Set):

“Can someone give me a quick summary of *Jack and the Beanstalk*? Can anyone tell me what we learned about and worked on yesterday? Great job! Yesterday we read Jack’s story with the beanstalk. Well today, we are going to read a book about a girl’s experience with a different kind of magic bean. Today we are going to read *Waynetta and the Cornstalk*. After we read the story, we are going to do our daily routine of recording in our Fairy Tale Journals about the new characters and fairy tale elements of the book, and we are going to get to compare and contrast the two different versions of this story. Then you are going to get to create our own narrative story if you were like Jack and Waynetta. So I want you to pay close attention to the book and see if you can find some differences between the two stories. (The teacher reads the book and students listen. The teacher will ask questions throughout the story.) Now that we have read the book, someone tell me one difference that you discovered in this book? (Wait for response/goes around the room and lets everyone answer). Now can someone tell me something that was the same or similar in each book? (Waits for responses/lets everyone answer). Let’s take a vote! Which story was your favorite? They were both great stories, but they were each told in a different, unique way. Well today, you are going to get to write your very own narrative. A

Good skill practice!

narrative is a story that you create using your imagination. First, we are going to review prepositions because I want you to use them in your story. You will get to write your very own story similar to Jack and the Beanstalk, and then we will share with the class.”

Learning Tasks (Procedures):

- A. The teacher will read the book *Waynetta and the Cornstalk* to the students on the carpet.
- B. The teacher and the students will discuss what makes *Waynetta and the Cornstalk* a fairy tale. They will complete their class chart (poster) of the fairy tale elements.
- C. The teacher and the students will create a class poster for character traits for *Waynetta and the Cornstalk* from the story.
- D. The teacher and the students will go back through the story and identify prepositions used throughout the book.
- E. The students will go back to their tables to begin working on their preposition review worksheet.
- F. The teacher will pass out the preposition sheets and go over the directions with the students.
- G. The students will begin working on the preposition worksheet.
- H. The teacher will go over the worksheet with the students when all of them have completed the task. (If they finish early, the students will create five sentences using prepositions while they wait for everyone else to finish).
- I. The teacher will pass out writing paper, blue jean pants cutouts, and shoe cutouts for their narrative writings.
- J. The teacher will explain the directions for the writing to the students. (They are to write at least 4 sentences about what they would do if they had a magic bean. They are to include at least one preposition in their writing and underline it. Then when they have finished their writing, they can cut their pants out and color and cut out their shoes to create a flip book.)
- K. The teacher will display a poster with words from the story that may be hard for the students to spell. The students can include these words in their narratives, but they do not have to.
- L. The students will write their narrative stories using at least one preposition (underling it).
- M. The students will cut out their writing.
- N. The students will cut out their blue jean pants and write their name on the blank pocket.
- O. The students will color and design their shoes.
- P. The students will cut out their shoes and glue them onto the pants.
- Q. The students will bring their pants with shoes attached and writing to the teacher.
- R. The teacher will staple the students writing behind their pants so that they have a flipbook.
- S. As they finish, the students will work on their fairy tale journal for *Waynetta and the Cornstalk* until the whole class is finished writing their narratives.
- T. The students will come to the carpet and share their narrative writing with the class.

Super clean & detailed!

Closure:

"Everyone's writing was outstanding! Can anyone tell me what we learned that we call that type of writing? (Wait for response). That's correct, it is a narrative. What makes your writing a narrative? Now that you can write your own narratives, you could become a famous author of a book someday. I would like you all to take out a piece of paper. On your piece of paper, I want you to list three prepositions that we reviewed today. I would also like you to make a sentence with one of those prepositions. Then you may put your name on your paper and turn it into the basket. After you turn your paper in, you can pick a book to read to yourself until we line up to go to the bathroom. Tomorrow we will finish our activities with *Jack and the Beanstalk* with some math activities using greater than and less than and measurements."

Informal Check: Exit slip-Students will list 3 prepositions on a piece of paper.

Differentiated Instruction:

Enrichment: The higher-level students will be challenged to include at least 3 prepositions in their writing. They will also be challenged to use at least 2 of their spelling words in their narrative, and their narratives must be at least 6 sentences. If they finish this work early, they may draw an illustration to accompany their narrative.

Intervention: The students will receive a list of prepositions to help them when including one in their narrative writing. They will be challenged to write at least 4 sentences.

Accommodation: The students will receive a list of prepositions to help them when including one in their narrative writing. They will be challenged to write 4 sentences, but if 3 is all they can do then that will be acceptable. They will also be allotted extra time to complete their work, and teacher assistance when needed with spelling questions.

Great ideas!

Daily Lesson Plan

Day 7

Objectives:

- TSW calculate the answer to a set of two-digit addition and subtraction math problems (DOK 1).
- TSW compare the answers to the problems and order them from least to greatest (DOK 2).
- TSW measure various items using an inch ruler (DOK 1).

Materials:

- Math problem leaf worksheet
- Two green pool noodles
- Hundreds chart print out (students will be able to use these for an intervention)
- Base Ten Blocks (students will be able to use these for an accommodation)
- Green crayons
- Scissors
- Blank leaf worksheet (for enrichment students to create more problems on)
- Tape
- Rulers
- Letter from the Giant
- List of Groups for measurement activity
- Bag of objects
- Giant's foot
- Poster board for recording class's findings
- Informal check sheet
- Pencil

Opening (Set):


“We have now read to versions of the story *Jack and the Beanstalk*. You have learned about plants, how they grow and what parts make up a plant, and you have also learned about narrative writing and written your own story similar to *Jack and the Beanstalk*. Well, today we are going to do two more activities that go along with the story of *Jack and the Beanstalk*. As Jack was climbing the beanstalk, do you think it got harder and harder to climb as he went up, up, up, or do you think it got easier? It probably got harder. In math, what have we started learning that makes you think of the beanstalk growing higher and higher, or Jack climbing up, up, up? That's correct, we have begun to learn about less than and greater than. We know that numbers can be less than or greater than based on how high the number is or how low it is. So tell me a number sentence, using less than or greater than if, Jack has 33 beans in one bag and 54 beans in another bag. That's right, 33 beans is less than 54 beans. Today we are going to work math problems and then compare them and order them up this stem to create our own beanstalk. Then after we complete that, we are going to get to do some measurements. I found a letter from the Giant in our room this morning, and I need your help! “

Good


Learning Tasks (Procedures):

- A. The teacher will pass out the math problems, printed on leaves, for the students to work.
- B. The teacher will explain the directions to the students. (The students will work the math problems and then come to the teacher or the assistant to have their answers checked. Then they will color their leaves and cut them out). (If they finish early, they are to create as many math problems as they can, using the numbers from the problems they have been given.)
- C. The students will work the math problems given to them.
- D. The students will have the teacher check their math problems before moving on.
- E. The teacher will check the students' math problems, and if they are correct, give the student a black crayon to go over their answer with so that it will show up once they color their leaves.
- F. The student will color their leaves any shade of green that they prefer.
- G. The student will cut out their leaves and bring them to the carpet.
- H. The teacher will call two students at a time to stand up, at the front of the classroom, with their leaves.
- I. The students, as a class, will compare the two students' numbers and begin to order them on the beanstalk (pool noodles) in order from least to greatest.
- J. The teacher will add a piece of tape to each student's leaves, as they come to front.
- K. The students, when it is their turn, will place their number where the class decides that it should go.
- L. The teacher and the students will check the final product to make sure that all the numbers are in the correct order on the beanstalk (least to greatest).
- M. The students will return to their seats.
- N. The teacher will read the letter that the Giant wrote to the class.
- O. The teacher will measure the Giant's foot for the whole class to see and write the measurement on the board for the student's to use as a reference. The teacher will also go over the "inch" and how to use a ruler.
- P. The teacher will have two students come to the board and measure the foot as well to check her work.
- Q. The teacher will call the students, one group at a time, to get a ruler, the worksheet (to list their items and measurements), and move to the table that is indicated by their group number.
- R. The teacher will explain the directions to the students. (Each group must come up with at least five items that are bigger than the Giant's foot, five items that are less than the giant's foot, and one item that is the same length as the giant's foot. They will record their answers on a sheet that the teacher will pass out. They will work as a group to measure the items and write down the name of the item and how long it was.)
- S. The students will begin measuring items around the room and recording them on their sheet, as a group.
- T. The students will touch the parts of the actual plant to get an idea of how they feel and how they work.
- U. The teacher will set a timer at about 20 minutes for the students to complete the task.
- V. The students will return to their table when they have completed their worksheet.

have these ideas!

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- W. The students will collaborate as a group to check their work.
 - X. The teacher will call one group at a time to the front of the room to share what they measured.
 - Y. The students will share their items and measurements with the class. Each student in the group must read and share one item on the group's list.
 - Z. The teacher will record their items and measurements on a chart.
 - AA. The students will compare their items and measurements as a class when everyone has finished sharing.

Closure:



“This was our last day to talk about *Jack and the Beanstalk*. You all did an excellent job today working in your groups and as a class to complete your beanstalk greater than or less than math activity and the measurement activity. I need a volunteer to come up with a greater than or less than equation and write it on the board for the class to solve. (The teacher chooses about 2 students to do this). Now I need someone to find an item in my bag right here that they think is bigger than the giant's foot. I want you to measure it and tell us how long it is. (The teacher chooses 2 students to choose an item bigger than the giant foot). Now someone choose an item that you think is shorter than the giant's foot. I want you to measure it and tell us how long it is. (The teacher chooses 2 students to pick an item smaller than the giant's foot). It seems to me that everyone understands greater than and less than and how to measure in inches very well. To end the lesson today, I want you to measure the item on the worksheet, and then on the back of your paper, I want you to create two greater than or less than equations using the numbers on our beanstalk. You may choose any of the numbers. When you are finished, please turn your paper into the basket. Tomorrow we will read a new fairy tale and see what adventure is waiting.”

Informal Check: Exit slip- Worksheet with an item printed on it and a ruler for the students to measure. The students will write on the back 2 greater than or less than equations using numbers from the daily activity.

Differentiated Instruction:

Enrichment: The higher-level students will be challenged to complete their math problems independently. After they finish, they will be given a leaf worksheet with blanks to create two more math problems. They will create their own two-digit addition or subtraction problem. Then they will take the four problems that they now have and write four greater than or less than equations.

Intervention: The students will be given a hundreds chart to assist them in answering their problems and comparing and arranging the answers least to greatest, with the class.

Accommodation: The students will be given a hundreds chart and the option to use a manipulative (base ten blocks) to work their math problems. They may also use their hundreds chart to help them in the class activity of comparing and arranging the answers from least to greatest.

