# UNIT PLAN TEMPLATE

| Title of Unit | Fairy Tales | Grade Level | Grade 2 |
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| Curriculum Area(s) | Literacy (ELA) | Time Frame | 4-5 weeks —> 4x per week |
| Developed by | Morgan Saunders | | |

## IDENTIFY DESIRED RESULTS

### Programs of Study Foundations
What program foundations form the emphasis of the unit?  What big ideas from the program of studies will you include?

**General Outcomes:**

1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

3: Students will listen, speak, read, write, view and represent to manage ideas and information.

**(Janus Academy) Alberta Program of Studies Specific Outcomes:**
- recognizing the structure of a variety of imaginary or real stories (beginning, problem, solution, ending).
- identifying story elements within a variety of imaginary stories (characters, setting, events, plot).
- understanding that the term plot refers to the sequence of events that make up the story.
- Identifying the hero or heroine in a variety of imaginary stories.
- responding to a variety of fictional and informational texts that are read aloud.
- retelling or dramatizing a story, including characters, setting, and plot, in sequence.
- identifying information from illustrations or visuals when summarizing texts.
- identifying similarities between texts.
- identifying differences between texts.

| Essential Question |
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| **What is the big, overarching question guiding your unit plan?** |

Can the students comprehend, identify, and sequence the plot/parts of a fairy tale?

Additionally, can they compare and contrast the original stories and twisted tales?

| Unit Plan Outcomes |
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| **What are the program of studies general outcomes and specific competencies to be covered in your unit?**<br>**What will students understand, be able to do, be able to apply?** |

- Identify similarities and differences between fairy tales and alternate versions (twisted fairy tales)
- Be able to sequence events in a story
- Identify the main characters, and the supporting characters within fairy tales
- Identify the problem and solution within fairy tales
- Be able to summarize a story after listening/reading it
- Practice writing sentences about what they read
- Experience putting together their own fairy tale (with assistance)

| What resources will you require? Will there be guest speakers/field trips to plan for? Will you need particular resources/materials/technologies? |
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| • No field trips<br>• No guest speakers required<br>• <u>Resources</u> - worksheets, books (The other side of the story, specific fairy tales, etc), writing pages (for sentences), pictures (story-related), story props, potential supplemental resources from TPT/the internet/ other teachers<br>• <u>Materials</u> - Pencils, scissors/pre-cut items, glue sticks, pencil crayons/markers |

| What will you accept as evidence that learning has occurred at the conclusion of this unit? | |
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| What is the summative performance assessment for the unit? | • Sequencing worksheets, problem/solution worksheets, character ID/traits<br>Cut and paste, desk work with manipulatives (all will be a mix of formative/summative)<br>• Fairy tale written/cut and paste (full summative)<br><br>(not just work sheets, but desk work, questions, and writing) |

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| **What is the goal of your summative performance assessment as framed within the outcomes and competencies? What do you hope to learn?** | • Do they understand First, Next, then, Last sequencing?<br>• Can they Identify the characters, basic character traits, and the problem/solution of a story?<br>• Can they construct a fairy tale by choosing a hero, villain, setting, problem and solution, then sequence them? |
| **How will this assessment inform student learning and your practice?** | • Helps me change formatting of my teaching/work at desk/worksheets/questions I ask to be better for the students<br>• Helps me focus on where the students need to do extra practice/where I need to focus my teaching more |

## LESSON PLAN SEQUENCE/OUTCOMES

| For each lesson in the unit, consider the primary topic/activities, outcome and assessment. Does each lesson build on the next? Consider the following questions as you plan your sequence of lessons:<br><br>What events will help students engage with, explore, explain, elaborate on and evaluate the big idea in the unit?<br>How will you help guide students to reflect, rethink and refine their work/ideas/understandings?<br>How will you help students to exhibit and self-evaluate their developing skills/knowledge/understandings? | | | |
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| **Lesson #** | **What is the primary objective of this lesson in your own words?** | **What are the primary activities in this lesson?** | **How will you assess whether learning has occurred in each lesson? How will you employ formative assessment?** |
| 1. | Sitting /listening skills, character identification, setting identification, summarizing the story | Reading our first fairy tale: The 3 Little Pigs | Can student summarize/answer plot questions, name the settings, and ID the characters? (Observation/teacher notes) |

week 1

Adapted from Wiggins, Grant & J. McTighe (1998)

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| **2.** | Problem/solution identification, sequencing the story events, writing sentences on story events | Going over the story characters again, then a sequencing cut/paste and problem/solution identification exercise (alternate plan: sentences/sequencing/problem & solution) | Can students (one refreshed) sequence the events and identify the problem/solution? |
| **3.** | Sitting/listening skills, summarize story/compare to original story, identify characters and settings | Twisted tale (Reading): Three Little Wolves and the Big Bad Pig | Can student summarize/answer plot questions and ID the characters and settings? Can students compare/contrast the retelling with the original? |
| **4.** | Problem/solution identification, sequencing the story events, comparing/contrasting with original | Going over the story characters again, then sequencing cut/paste (or sort) and problem/solution IDing sheet/exercise | Can students (once refreshed) sequence the events and identify the problem/solution? |
| **5.** | Sitting /listening skills, character identification, setting identification, summarizing the story | Reading our second tale: Little Red Riding hood | Can student summarize/answer plot questions, name the settings, and ID the characters? (Observation/teacher notes) |
| **6.** | Problem/solution identification, sequencing the story events, writing sentences on story events | Going over the story/characters again, then sequencing cut/paste (or sort) and problem/solution identification sheet/exercise | Can students (one refreshed) sequence the events and identify the problem/solution? |
| **7.** | Sitting/listening skills, summarize story/compare to original story, identify characters and settings | Twisted tale (Reading) | Can student summarize/answer plot questions and ID the characters and settings? Can students compare/contrast the retelling with the original? |
| **8.** | Problem/solution identification, sequencing the story events, comparing/contrasting with original | Going over the story characters again, then sequencing cut/paste (or sort) and problem/solution identification sheet/exercise | Can students (once refreshed) sequence the events and identify the problem/solution? |
| **9.** | Sitting /listening skills, character identification, setting identification, summarizing the story | Reading third tale: Goldilocks and the 3 Bears | Can student summarize/answer plot questions, name the settings, and ID the characters? (Observation/teacher notes) |
| **10.** | Problem/solution identification, sequencing the story events, writing sentences on story events | Going over the story characters again, then sequencing cut/paste and problem/solution identification sheet/exercise | Can students (one refreshed) sequence the events and identify the problem/solution? |

wk 2 (rows 5–8)

wk 3 (rows 9–10)

Adapted from Wiggins, Grant & J. McTighe (1998)

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| 11. | Sitting/listening skills, summarize story/compare to original story, identify characters and settings | Twisted tale (Reading) | Can student summarize/answer plot questions and ID the characters and settings? Can students compare/contrast the retelling with the original? |
| 12. | Problem/solution identification, sequencing the story events, comparing/contrasting with original | Going over the story characters again, then sequencing cut/paste and problem/solution identification sheet/exercise Compare/contrast original story and twisted | Can students (once refreshed) sequence the events and identify the problem/solution? |
| 13. | Sitting /listening skills, character identification, setting identification, summarizing the story | Reading fourth tale: Jack and the Beanstalk | Can student summarize/answer plot questions, name the settings, and ID the characters? (Observation/teacher notes) |
| 14. | Problem/solution identification, sequencing the story events, writing sentences on story events | Going over the story characters again, then sequencing cut/paste and problem/solution identification sheet/exercise | Can students (one refreshed) sequence the events and identify the problem/solution? |
| 15. | Sitting/listening skills, summarize story/compare to original story, identify characters and settings | Twisted tale (Reading) | Can student summarize/answer plot questions and ID the characters and settings? Can students compare/contrast the retelling with the original? |
| 16. | Problem/solution identification, sequencing the story events, comparing/contrasting with original | Going over the story characters again, then sequencing cut/paste and problem/solution identification sheet/exercise Compare/contrast original story and twisted | Can students (once refreshed) sequence the events and identify the problem/solution? |
| 17. | Pick a hero, villain, and setting | Introduce story writing/graphic organizer of what they need to have in a fairy tale. Teach about beginning, middle, and end. | Assessment through additions to the graphic organizer as choices are made (written additions or pictures) |
| 18. | Pick a problem/solution and start making our sentences | Give a problem/solution pair and choose one with students. Continue working on fairy tale/linking things in full sentences | Can students choose/identify problems/solutions, can students begin making sentences? |
| 19. | Sequence our sentences/finish Fairy Tale | Continue fairy tale building and use sentence tiles maybe a use picture-based story prompts. Maybe use sentence tiles to help link together ideas (setting, beginning/middle/end, problem & solution, characters) | Can students make story choices? Can students link together ideas/situations using full sentences? Can students sequence their story events? |

Wk 4

Hypothetical Week 5

Adapted from Wiggins, Grant & J. McTighe (1998)

| 20. | Cut/paste (or write sentences) and colour pictures of story | Finish fairy tale and colour in picture prompts if used (get students to draw a picture as an option too) | - Assessment: Summative<br>- Fairy tale — final product<br>- Graphic organizer/photos of sentence tiles/observation |
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| | | | notes as formative assessment |
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**Weeks 1-4**

**Rough Day 1 Plan / Structure**

- Introduce book/story (show cover/picture, talk briefly about it)
- Read Story/Book aloud (ask mini questions as we go?)

*mini Break*

- Ask students about the characters we saw (use props or pictures)
- Summarize Story/Book — ask students questions

**Rough Day 2 Plan/Struct**

- Refresh memory of students of story summary from last time (ask about the characters / what they did)
- Introduce sequencing exercise
- Finish sequencing (F, N, T, L)
- Break
- Problem/solution ID/talk about

**Rough Day 3 Plan (Structure)**

- Repeat Day 1
- add Q's about how the characters/story events are different compared to original
- Use this day to compare stories/
- read story!

**Rough Day 4 Structure**

- Repeat Day 2 w/ new story (compare/contrast) is still
- use sequencing/problem solution from both stories to show this

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## PRE-SERVICE TEACHER SELF-REFLECTION

- **How do you feel your students experienced this unit?**
- **Were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- **Were you able to make good use of formative assessment for/of/as learning?  How did this information impact your summative assessment?**
- **Were you successful in reaching all students?  How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
- **Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**
- **What went well and what needs refinement?  What might you do differently next time?**