



40 Years of Inspiring, Educating, Connecting.

**Technology Integration Workshop
2016**

Unit Title: Fairy Tales/ Folk Tales

Grade Level: KGN

Subject Area: Language Arts

Duration/Length/Number of class periods: 2 week unit

Description:

Students will interact (listen, read, write, act out) with ten different fairytales and folktales from different cultures and perspectives. Students will be able to identify key details, identify main idea, name characters, describe settings, compare/ contrast with each book presented.

Established Goals (National, State, Local):

Reading Literature:

MN Bench Mark 0.1.1.1 With prompting and support, ask and answer questions about key details in a text

MN Benchmark 0.1.2.2 With prompting and support, retell a familiar stories, including key details

MN Benchmark 0.2.2.2 With prompting and support, identify the main topic and retell key details of the text.

MN Benchmark 0.1.5.5 Recognize common types of texts (storybooks, poems, folktales, fairytales)

MN Benchmark 0.2.1.1 With prompting and support, ask and answer questions about key details in a text.

MN Benchmark 0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

What Enduring Understandings are desired? Students will explore and gain some appreciation of differing cultural folktales and fairytales. Students will glean philosophical truths from Folktales and Fairytales.

What Essential Questions will be considered?

What makes this story “Jack in the Beanstalk” (“The Three Little Pigs”, “Cinderella”, “ Nine in One Grr, Grr”, “Rumplestiltskin” and “ The Lion’s Whiskers”) a folktale or a fairytale?
 What is this story mostly about? How do you know?
 What similarities/differences are in these stories?

Students will know / be able to:

- Students will act out /listen to/retell folktales and fairy tales from different cultures.**
- Students will be able to identify the folktale/fairytale story genre.**
- Student will be able to tell the characters, setting and important events in a story.**
- Students will ask and answer questions about key details in a book.**
- Students will make comparisons between different folktales and fairytales.**

Description	<u>Formative</u>	<u>Summative</u> <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<u>ISTE Standards</u>
1.Pre assessment of students previous knowledge on differences between folktales and fairytales.	x		x		x		
Assessment with Flipgrid							6a, 6c, 6d
Lesson 1: Read “Jack in the Beanstalk” stories by Paul Galdone and Ann Beneduce talk about key details		x		X	x		x

Lesson 2: Read Hmong Folktale, "Nine in One Grr, Grr"							
Lesson 3: Read the 2 perspectives of "The Three Little Pigs" by Paul Galdone and "The True Story" by Jon Scieszke							
Lesson 4: Read "An Architectural Tale: retold" by Paul Guarnaccia "The Horrid Little Pigs" by Liz Pichon							
Lesson 5: Read "Rough Face Girl" By Martin and "Abadeha" the Phillippine Cinderella by Myra De La Paz							
Lesson 6: Read "Rumpelstiltskin" by Paul Zelinsky and African version by Virginia Hamilton							
Lesson 7: Read "The Lion's Whiskers" Ethiopian tale by : Nancy Raines Day							

Materials, tools and resources
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)
Additional credit given to