Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: **Fun with Fractured Fairy Tales** Grade Level: **1st and 2nd** Duration: **3 weeks**

Developed by: **Cheryl Curtis, Anne Harper, and Ann Stauffer**

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

Science	Social Studies	ELA Inquiry	Mathematics
Plants – 1.L5B.1 Inquiry – 1.S.-1A.1, 1A.2, 1A.3, 1A.4, 1A.6, 1A.7	Families - 1-1.1, 1-1.2, 1-4.2	1.1,2.1,3.1,3.2,4.1,4.2,4.3,5.1,5.2 Reading Literary Text 5.1,5.2,6.1,7.1,7.2,8.1 a,b,c,d,e, 11.1,11.2,13.1 Writing – 1.1,1.2,2.1,2.2,3.1,3.2 R/C 6.1 Meaning/Context 1.1,1.2,1.3,1.4,1.5,2.1,3.1,3.2,5.1	Geometry – 1.G.2 Measurement and Data 1.MDA.1, 2, 3, 4, 5 Mathematical Process Standards: 1.a, b, c, d, 3a,b, c, d

Connections to one or more Exploratories:

Art	Music	Technology	Health
VA1- 1.1, 1.3, 2.3, 4.1		ISTE – Creativity and Innovation 1.B	P.1.2.1 M.1.7.2 I.1.7.1

Summary of activities showing connections between content areas	**-Science** *Plant bean seeds in different mediums to observe growth. Students will write a hypothesis on which medium will grow the best seeds. Daily journal writing will keep track of plant growth. *Design and construct a structure you think will withstand the wolf. Use a small fan to test model and then revise and test again. **-ELA** *Read original fairy take and then read a fractured fairy tale and create a compare and contrast Venn diagram, double bubble map or create a story map. *Write post cards from Jack to another character telling about his adventure. *Write a persuasive paragraph for one of the characters to another. *Create a Wanted Poster for the villain in the fairy tale. **-Math** *Measurement (students will measure their shoes using nonstandard units of measure) Then create a graph to show data collected. *Using individual clock will show times to the hour and _ hour to show different times of the day in the Cinderella story. Students will generate questions for a Survey Money questionnaire for the entire first grade that will be taken in the computer lab. *Use composite shapes to determine what would have been the strongest building material.

	-Social Studies *Use a large globe, large map or smart board to locate countries of the stories origin. *Investigate how families work together. Make a list of ways a hero's family worked together to defeat a villain. **-Art** *Use a variety of different types of seed to create a seed mosaic. *Create a shoe for Cinderella to wear to the ball. **-Technology** Create a wordle using the vocabulary from fractured fairy tales
Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)	See attached sheets
Vocabulary	adventure curse imagery awe disappearance king bizarre dramatic legends captive enchanting magic characters kingdom mask classic giant plot compare godmother prince creative goose scare creature gowns wicked cruelty heroic step sisters
Essential Questions	- What is a fairy tale and why do we read them? - What is a fractured fairy tale? How are they different f from the original tale? - What elements do fairy tales have? - Can you compare and contrast different versions of the same story? - How can culture impact a fairy tale? - What can fairy tales (fiction) teach us about our world (non-fiction)?
Pre-Writing and Writing Activities	1. Pre-write (free write) what do you know about fairy tales? 2. Create and anchor chart to compare and contrast fractured tales? 3. Develop story maps on each of the original fairy tales. 4. Think, pair, and share your ideas on Cinderella's slipper before activity and writing. 5. Think, pair, share your ideas on what would make the best building materials and shape for a strong house before creating houses and writing findings. 6. Daily observations of plant growth in their journals.

<table>
<tr><td></td><td>

7. Write a post card from Jack to his mother or another character about his experiences.
8. Write a persuasive paragraph from one of the characters in the story I.e. Cinderella writes to step mother to try to convince her to let her go to the ball or a mouse writes to the fairy godmother trying to persuade her to let it stay a horse.
9. Create wanted posters for the villains in the "Three Little Pigs".
10. Create a passport from each of the different countries shown in one of the fractured Cinderella fairy tales.

</td></tr>
<tr><td>

Instructional Strategies

</td><td>

- Hands – on activities to explore different aspects of fractured fairy tales.
- Acting out and performing fractured fairy tales
- Responding and reflecting to information learned about the life cycle and plant needs.
- Observing and recording the growth of beans over time.
- Read-alouds
- Questioning throughout the unit
- Discussion throughout the unit
- Anchor charts
- Venn Diagrams, Double bubble maps
- Think, pair, share

</td></tr>
<tr><td>

Accommodations, Modalities of Learning, Differentiating Instruction

</td><td>

Multisensery activities address visual, auditory and kinesthetic modalities. Students have choices and opportunities to work collaboratively on several projects. Students with artistic and spatial capabilities will have opportunities to excel. Open-ended assignments provide flexibility. A variety of level books are provided.

</td></tr>
<tr><td>

Assessment

</td><td>

Informal Assessments – Pair and Share
               Stand/Sit

Formal - Completion of fractured fairy tale wordle
        Create and perform with collaborative group their own fractured fairy tale

</td></tr>
</table>

Attached:
1. Implementation Guide
2. Daily Lesson Plans in Learning Cycle, 5E, or 7E format

The Aiken Writing Project

Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching

E-MIST

University of South Carolina Aiken
471 University Parkway
Aiken, South Carolina 29801
803-641-3313
http://rpsec.usca.edu/CE-MIST/

Suggested Implementation Guide for Fun With Fractured Fairy Tales Grade 1st and 2nd

	Week 1 Jack and the Bean Stalk	Week 2 Cinderella	Week 3 The Three Little Pigs
English LanguageArts	Free write – what do you know about fairy tales? (anchor chart after write) Read original fairy tale (whole group) Complete story map on original tale Read different fractured tales Compare/contrast stories using a Venn Diagram (anchor chart) Write a postcard from Jack to another character telling about his adventure.	Read original fairy tale(whole group) Complete story map on original tale Read different versions of fairy tale Compare/contrast stories using double bubble map (anchor chart) Write a persuasive paragraph from one of the characters. i.e. from Cinderella to her stepmother. From the mice to the Fairy Godmother	Read original fairy tale(whole group) Complete story map on original tale Read different versions of fairy tale Compare/contrast stories (anchor chart) Create a wanted poster for the villain in the fairy tale. Think, pair, and share on what would make the strongest house.
Social Studies		Using a globe/large classroom world map or the smart board locate countries of stories origin. Look at different customs from each country Create a passport for each country	Investigate how families work together. Make a list of ways the hero's family worked together to defeat the villain.
Math	Using non-standard and standard units of measurement chart the grown of the bean plants over the 3-week unit.	Using non-standard measurement (unifix cubes) measure the student's shoes. Create a graph from the data collected Use small student clocks and have students show different times in Cinderella's day.	Using Survey Monkey have the students poll each other to determine their favorite fairy tale and create a graph from the survey. Use composite shapes to create and build different structures to determine what would have been the strongest.

Science	Plant bean seeds in plastic bags with a wet paper towel and hang in window. Plant bean seeds in cups using soil and place on windowsill. Write a hypothesis on which of the 2 will grow the best. Use journals to write daily on their observations of the 2 plants.	Use the engineering design process to construct a structure you think can withstand the wolf. (problem, research, develop possible solutions, select best solution, construct a prototype, test and evaluate, communicate findings, redesign) Use a small fan to test each structure then revise and test again. Communicate their findings by writing why their design worked or why it didn't and how they changed it.
Other	Art – use a variety of different types of seeds to create a seed mosaic.	Art – design a shoe that Cinderella would wear to the ball. Write to tell why your shoe design is better than the original. Drama – Students will choose their favorite fairy tale to change and complete a story map. Draw the setting for their new fairy tale. Create the characters for their new fairy tale. Act out their new fairy tale for the class.
Technology		Create a wordle on the computer using all of the fractured fairy tales vocabulary