

A Fairy Tale Unit

For 2nd Grade

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Unit Rationale

I chose to use fairy tales as my unit theme because it is a fun topic most students will be familiar with regardless of what culture they come from. All over the world, children grow up hearing traditional and non-traditional fairy tales or folk tales. For this unit, I chose to use four traditional western fairy tales, but introducing students to fairy tales from other cultures would be a great way to expand on this unit! This theme also works particularly well for second graders because they are already required to meet a specific standard about recounting fables and folktales and determining the central message or moral. Fairy tales are a great resource for developing literacy because they introduce students to components of writing such as characters, setting, problem/solution, and plot. In addition, they are great for character development, as many fairy tales have positive messages or morals that are directly applicable to students' lives.

The nature of fairy tales also means they work really well for integrating other subject areas! In this unit, I include short activities that meet standards for other subjects such as Social Studies, Music, Science, Art, Movement/Health, and Technology. However, any of these subjects could be expanded upon using a fairy tale theme! For example, a great way to incorporate Social Studies would be to have the students explore the cultures and geography of the places different fairy tales come from or they could compare and contrast similar fairy tales from different cultures! The possibilities are nearly endless! Fairy tales work great for thematic units because they inform students' writing and inspire their imaginations!

Unit Content

Language Arts Area	Activity	Objective	Integrated Content	Activity	Objective
Speaking/Listening	Jack & the Beanstalk	The students will participate in group discussions about what they think plants need to grow.	Science	Reach for the Sky!	The students will plant beans and determine what they need to grow.
Reading (Key Ideas & Details)	You're Invited!	The students will create an invitation to demonstrate understanding of key details in the story of Cinderella using who what, when, where, why, and how.	Social Studies	Directions to the Ball!	The students will use a map to give Cinderella directions to the ball.
Reading (Knowledge & Ideas)	Cinderella Scrapbook	The students will use a scrapbook page to describe the characters, setting, and plot of "Cinderella."	Music	My Cinderella Song	The students will work in small groups to create a short song that tells the story of Cinderella.
Viewing/Visually Representing	The Three Little Pigs	The students will determine the central message/moral of "The Three Little Pigs."	Art	Motivational Poster	The students will create and share motivational posters that show the moral of the story "The Three Little Pigs"
Reading (Craft & Structure)	Goldilocks Flip Book	The students will create a flip book to explain the the plot of "Goldilocks and the Three Bears" from beginning to middle to end.	Movement/Health	Lights! Camera! Action!	The students will collaborate in small groups to act out the story of Goldilocks and the Three Bears.
Writing	My Crazy Fairy Tale!	The students will write their own fairy tale narrative and recount well-elaborated sequences of events, include details, and provide a sense of closure.	Technology	Class Library	The students will do a voice-over reading of their story and publish it on the class blog to create a "library" of the students' fairy tales.

Week Overview

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read Aloud: "Jack & the Beanstalk"</p> <p>Guided Discussion</p> <p>Plant bean seeds/Prepare Science Journal</p>	<p>Water/Measure bean growth</p> <p>Read Aloud: "Cinderella"</p> <p>Create Ball Invites using details from Cinderella</p> <p>Use a map to give Cinderella directions to the ball</p>	<p>Water/Measure bean growth</p> <p>Review Cinderella Invitations</p> <p>Fill out Cinderella scrapbook page</p> <p>Create "My Cinderella Song"</p>	<p>Water/Measure bean growth</p> <p>Shared/Choral Reading: The 3 Little Pigs</p> <p>Guided Discussion over <i>morals</i></p> <p>"Three Little Pigs" Motivational Poster</p>	<p>Water/measure bean growth</p> <p>Read Aloud: Goldilocks & the Three Bears</p> <p>Story Structure Flip Books</p> <p>Lights! Camera! Action!</p>
<p>Next Week!</p>	<p>My Crazy Fairytale Writing Project!</p>			

Day 1+ – Reach for the Sky!

ELA Speaking/Listening Standard:

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELA Objective:

The students will participate in group discussions about what they think plants need to grow.

Resources: “Jack & the Beanstalk” by Steven Kellogg (read to students by the teacher)

Procedure: The teacher will read “Jack & the Beanstalk” to the class. The teacher will ask, “How long did it take Jack’s beanstalk to grow in the story? How long do you think it takes a real beanstalk to grow?” Students will then Think-Pair-Share for **oral language development** to answer the question, “What do you think a beanstalk needs to grow?” In small groups of 3-4 students, each student will then be given a cup and three beans. The students will fill the cups with soil provided by the teacher and plant their beans. They will then create castle on a cloud sticks (right) and place them in the soil so that they touch the bottom of the cup. In each group, two of the students’ cups should be watered everyday and placed in a location that receives plenty of sunlight. One cup should only be watered every couple of days. And one cup should be placed in a shaded location. Each day, the students will mark on the stick how tall their beans have grown, measure them, and record the data in their science journals. After the seeds have sufficiently grown, students will discuss their observations in small groups and determine what the beans needed to grow the tallest.

Assessment: The ELA assessment (formative) will be through teacher observation. During the group discussion time, the teacher will check off on a roster which students are participating. For the science standard, students will display mastery by drawing appropriate conclusions based off of their measurement data. For a summative assessment, the students will **write** 2-3 sentences about what plants need to grow; student answers should include at least water and sunlight.

NGSS Standard:

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Science Objective:

The students will plant beans and determine what they need to grow.



Day 2 -You're Invited!

ELA Reading (Key Ideas & Details) Standard:

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Social Studies Standard:

2.G Ideas: Concept of mapping, cardinal directions

ELA Objective:

The students will create an invitation to demonstrate understanding of key details in the story of Cinderella using who, what, when, where, why, and how.

Social Studies Objective:

The students will use a map to give Cinderella directions to the ball.

Resources: “Cinderella” by Barbara McClintock (read to the class by the teacher), Invitation graphic organizer, “How to Get There” map worksheet

Procedure: The teacher will activate students’ prior knowledge by asking students what they think a fairy tale is. The students will Think-Pair-Share to discuss this question. Next the teacher will explain that they are going to read a very famous fairy tale called “Cinderella” and students should pay close attention to what the story is about. After reading “Cinderella,” each student will be given an Invitation graphic organizer. On this graphic organizer, students should fill out the who, what, when, where, why, and how of the story to demonstrate their **comprehension**. After students finish filling out their Invitation, they should complete the “How to Get There” worksheet to give Cinderella directions to the ball. The teacher may need to review how to read cardinal directions on a map.

Assessment: The teacher will assess the students based on the content of their Invitation graphic organizers (ELA). The students should identify at least one aspect of the story for each component to accurately describe the story of “Cinderella” (Formative). For the “How to Get There” worksheet (SS), each direction written by the student should include a specific point on the map and a cardinal direction.

Day 2 -You're Invited! : Worksheets

 You're Invited! 

Who: _____

What: _____

When: _____

Where: _____

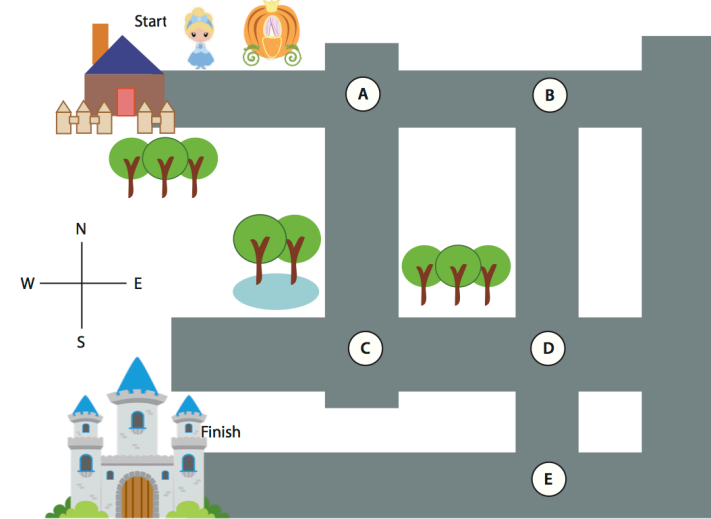
Why: _____

How to Arrive: _____

Science
Physical

How To Get There

Cinderella wants to go to the ball. Tell her how to get there by writing a list of instructions using north, south, east, and west. One example is done for you.



Go one block east to point A.

Day 3 – Cinderella Scrapbook

ELA Reading (Knowledge & Ideas) Standard:

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Music Standard:

Cr.1.2.a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

ELA Objective:

The students will use a scrapbook page graphic organizer to describe the characters, setting, and plot of “Cinderella.”

Music Objective:

The students will work in small groups to create a short song that tells the story of Cinderella.

Resources: “My Cinderella Scrapbook” graphic organizer, “Cinderella” as a student resource, “Interstellar Cinderella” by Deborah Underwood (read by students independently or in small groups), “Cinderella Musical” YouTube video

Procedure: The teacher will activate students’ prior knowledge by having them read aloud their invitations from the previous day to each other in small groups. The teacher will then introduce the new **vocabulary**, *characters*, *setting*, & *plot*. Students will then work in pairs to identify the characters, setting, and plot of “Cinderella.” The teacher will have one or more copies of “Cinderella” on hand in case any students need help remembering the content of the story. After they complete their graphic organizer, each pair of students will join another pair of students and together they will create a short song that tells the story of Cinderella. The teacher will show the first part of the “Cinderella Musical” YouTube video as an example. Each group will present their song to the class.

Extension Activity: Students who finish quickly can use the extra time to read “Interstellar Cinderella” and compare/contrast the story with the original fairytale using a Venn Diagram. Students will need to use their **fluency** to read this story independently or in small groups.

Assessment: The teacher will assess the students based on the content of their “My Cinderella Story” organizers (formative) and songs (summative). For mastery, the students’ graphic organizer should identify at least 2 characters, 2 characteristics of the setting, and at least 4-5 points in the plot. For the song, the students should include lyrics that accurately describe the main characters, the setting, and the plot.

Day 3 – Cinderella Scrapbook : Worksheet

My Cinderella
Scrapbook

Characters

Setting

Plot

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Day 4 - The Three Little Pigs

ELA Reading Standard:

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central lesson, or moral.

Art Standard:

VA:Cn10.1.2 Create works of art about events in home, school, or community life.

ELA Objective:

The students will determine the central message or moral of "The Three Little Pigs."

Art Objective:

The students will create and share motivational posters that show the moral of the story "The Three Little Pigs."

Resources: "The Three Little Pigs" by James Marshall (shared/choral reading), "Moral of the Story Motivational Poster"

Procedure: The teacher will use shared reading to engage the students in the story of "The Three Little Pigs." At appropriate times in the story, such as after the pigs deny the wolf entrance to their homes, the teacher will ask students to predict what happens next. The teacher will also have students choral read phrases that repeat throughout the story, such as "not by the hair of my chinny chin chin" and "I'll huff and I'll puff and I'll blow your house in." Here the teacher can also focus on **phonics** by pointing out and emphasizing the rhyming words. After reading the story, the teacher will discuss what a *moral* is with the students. Then, the students will create a motivational poster that visually represents the moral of "The Three Little Pigs." Students will also write 1-2 sentences on the back of the poster to describe the moral of the story. Students will then share their artwork and view each other's posters.

Extension Activity: Students will read "The True Story of the Three Little Pigs" by Jon Scieszka and discuss how the story changes when told from a different *point of view*.

Assessment: The teacher will assess the students based on the content of their motivational poster. For mastery, students should correctly identify and depict one of the morals of the story and include an accompanying statement to describe it.

Day 4 - The Three Little Pigs : Worksheet



Moral of the Story Motivation
Directions: Create a motivational poster that shows the moral of the story.



Day 5 – Lights! Camera! Action!

ELA Reading (Craft & Structure) Standard:

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Movement/Health Standard:

2.2 (a) The student applies movement concepts to a variety of basic skills.

ELA Objective:

The students will create a flipbook to explain the plot of “Goldilocks and the Three Bears” from beginning to middle to end.

Movement/Health Objective:

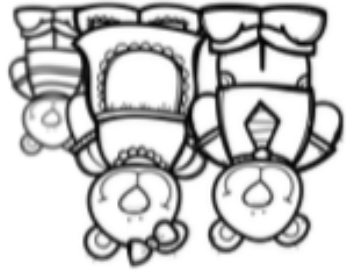
The students will collaborate in small groups to act out the story of Goldilocks and the Three Bears.

Resources: “Goldilocks and the Three Bears” by James Marshall (Read aloud by the teacher), Story Structure Flip Book

Procedure: Before reading the book, the teacher will help the students make meaningful connections by pointing out the author and illustrator of the book. The students should notice that is the same author and illustrator as “The Three Little Pigs” from the day before. As the teacher reads the story aloud to the students, she will guide them in acting out key actions in the story, such as eating porridge or sleeping. Not only will this aid student **comprehension**, it will help the students practice for the Lights! Camera! Action! activity. After the teacher finishes reading the book, each student will create a flipbook to organize the story into a beginning, middle, and end. Under each flap of the flipbook, the students will **write** a sentence or two about what happened during that point in the story. When students are finished, they will share their flipbooks in small groups of 3-4. The groups of students must then create a short skit to act out the story of “Goldilocks and the Three Bears,” focusing on the beginning, middle, and end. Each student must participate in the skit.

Assessment: The teacher will assess the students based on the content of their flipbooks (formative) and their group skits (summative). For mastery, students should correctly identify 1-2 plot points for each section of the flipbook. They must also act out at least one scene from the beginning, middle, and end of the story and use appropriate movements for a variety of different actions.

Day 5 – Lights! Camera! Action! : Worksheet



End



Middle



Beginning

Fold on the solid line. Cut on the dotted lines. Write or draw pictures to show what happened in the beginning, middle, and end of the story.

Name: _____

Day 6+ – My Crazy Fairy Tale!

ELA Writing Standard:

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Technology Standard:

13.1.2 The student uses telecommunications to publish with peers, experts, and other audiences.

ELA Objective:

The students will write their own fairy tale narratives with well-elaborated sequences of events, include details, and provide a sense of closure.

Technology Objective:

The students will do a voice-over reading of their story and publish it on the class blog to create a "library" of the students' fairy tales.

Resources: “My Crazy Fairytale” graphic organizers/worksheets, Ye Olde Fairy Tale Writing Prompts website

Procedure [project may take several days]: The teacher will begin by reviewing the different fairy tales the students have read throughout the week and the different components of stories, such as *characters*, *setting*, *plot*, and structure (*beginning*, *middle*, *end*). The teacher will then explain that the students will all be **writing** their own fairy tales! **Step 1:** The students will brainstorm their characters, setting, and problem/solution on the graphic organizer (for students struggling to come up with an idea, they may look for a prompt on the website listed above). **Step 2:** The students will draw and describe their setting. **Step 3:** The students will use a graphic organizer to write out the beginning, middle, and end of their story. **Step 4:** The students will write out their stories in one cohesive narrative on the worksheet provided. **Step 5:** Students will use Adobe Voice to record a voice-over of each of them reading their own story with **fluency**. The teacher will then upload the stories to the class blog to create a class “library” of fairytales.

Assessment: The teacher will assess the students based on the completion of their graphic organizers (formative) and the content of their fairy tales (summative). For mastery, students should sufficiently fill out every section of their graphic organizers. The final paper should show evidence of every component of a fairy tale: characters, setting, plot, and a clear beginning, middle and end.

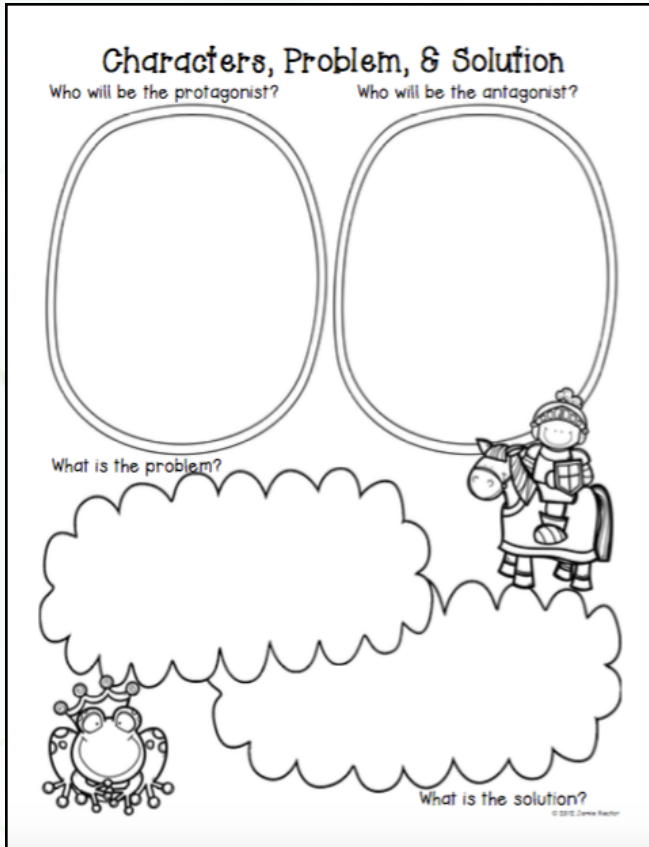
Day 6+ - My Crazy Fairy Tale! : Worksheets

Characters, Problem, & Solution

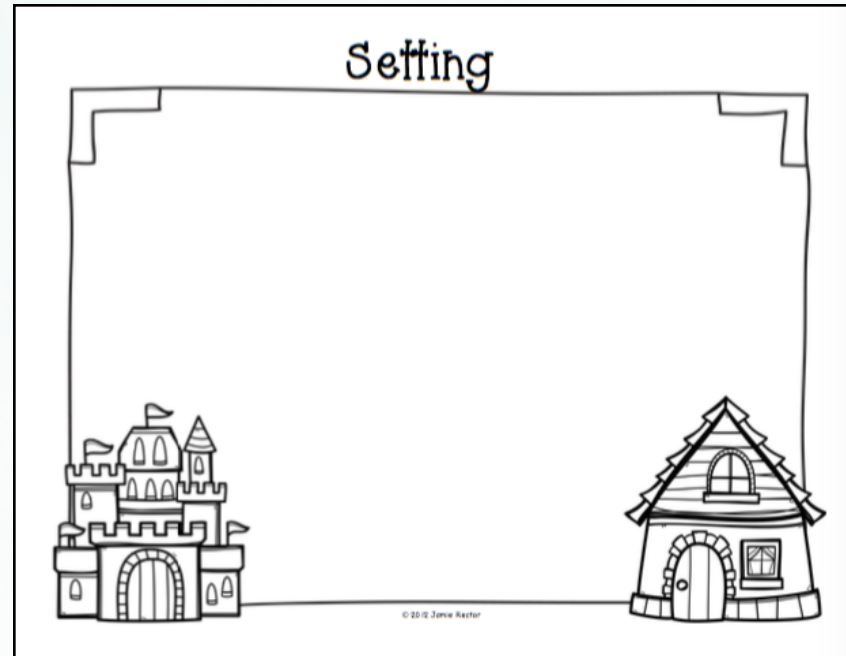
Who will be the protagonist? Who will be the antagonist?

What is the problem?

What is the solution?



Setting

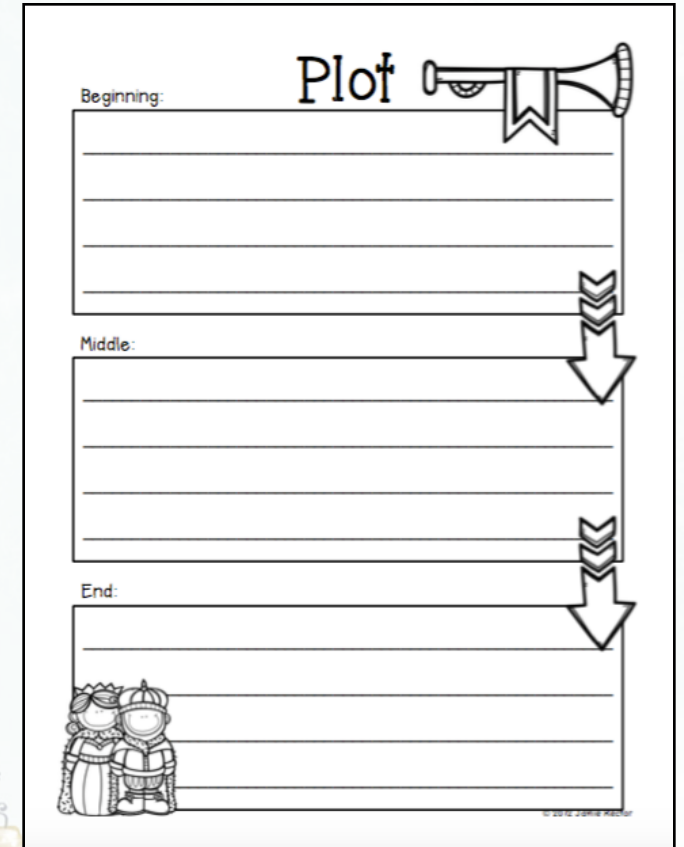


Plot 

Beginning:


Middle:

End:




Day 6+ - My Crazy Fairy Tale! : Worksheets

My Crazy Fairy Tale



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Parent/ Guardian Letter



Miss Yarrow's Once Upon a Week...



This Week's Schedule!

MONDAY

Literacy: Jack & the Beanstalk
Science: How Plants Grow

TUESDAY

Literacy: Cinderella
Social Studies: Directions to
the Ball!

WEDNESDAY

Literacy: Cinderella
Music: "My Cinderella Song"

THURSDAY

Literacy: The 3 Little Pigs
Art: 3 Pigs Motivational Poster

FRIDAY

Literacy: Goldilocks
Health: Lights! Camera! Action!

NEXT WEEK

My Crazy Fairytale Writing Project!

Dear Parents/Guardians,

This week we are starting an exciting new thematic literacy unit with fairy tales! Students will be focusing on improving their reading and writing by learning about topics such as characters, setting, & plot. In addition, they will also be learning content from other subjects such as Social Studies, Music, Science, Art, & Health! And next week, your student will be writing their very own fairy tale! We can't wait to see what they create!

What We're Reading!

"Jack & the Beanstalk" by Steven Kellogg

"Cinderella" by Barbara McClintock

"Interstellar Cinderella" by Deborah Underwood

"The 3 Little Pigs" by James Marshall

"The True Story of the 3 Little Pigs!" by Jon Scieszka

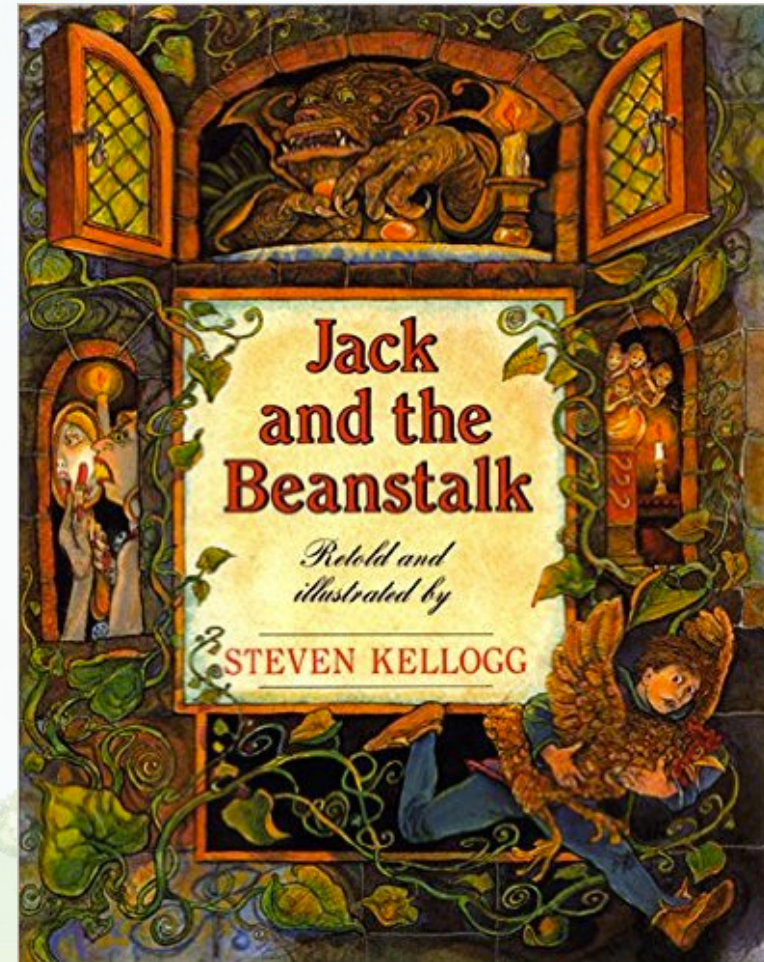
"Goldilocks & the 3 Bears" by James Marshall



Jack and the Beanstalk

Retold and Illustrated by Steven Kellogg

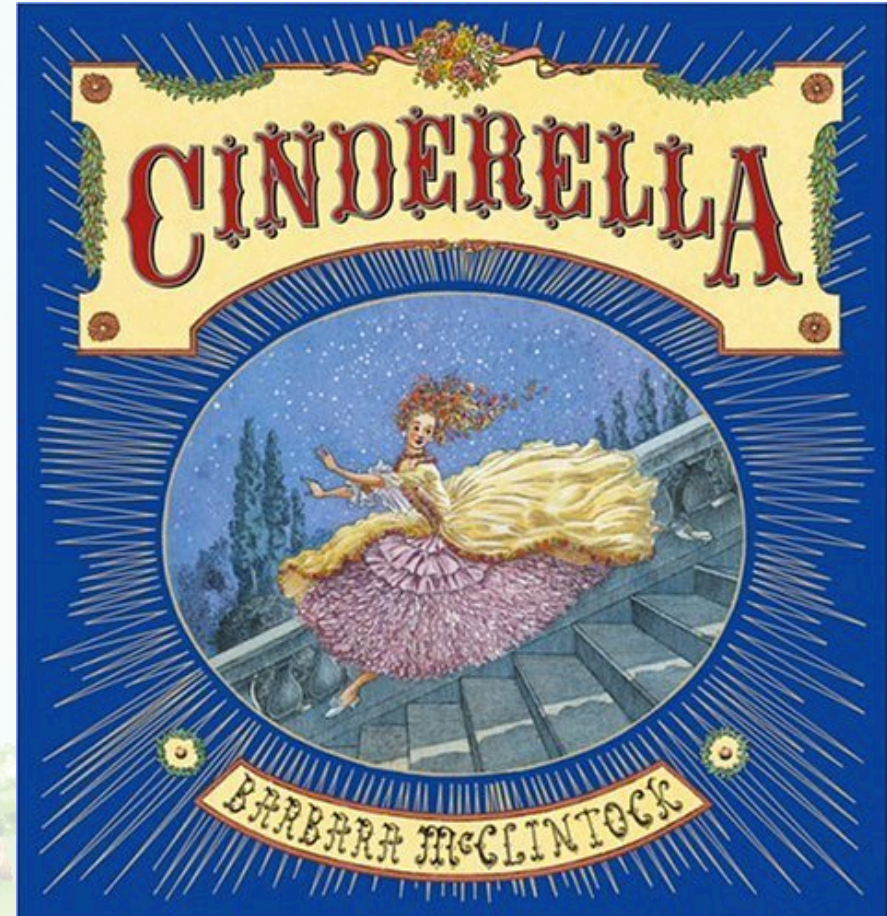
When a poor young boy named Jack foolishly trades his family's only cow for just five beans, his mother is understandably upset. But when those beans turn out to be magic and grow into a giant beanstalk, their fortunes may be just about to change! But that can only happen if the mischievous Jack manages avoid the wrath of the ogres living just at the top of his new beanstalk! This adventurous tale is sure to capture the students' attention and get them excited to plant their own beans and watch them grow!



Cinderella

Retold and Illustrated by Barbara McClintock

This is the traditional, timeless story of Cinderella, a kind young woman who is despised by her step-mother and sisters for her beauty. She is forced to work as a servant for them, but when the Prince throws a Royal Ball, all it takes is a little bit of magic to change her life forever! With rich illustrations that showcase the beauty of French culture, students are sure to be enchanted once again by a story that never gets old!



Interstellar Cinderella

Written by Deborah Underwood and Illustrated by Meg Hunt

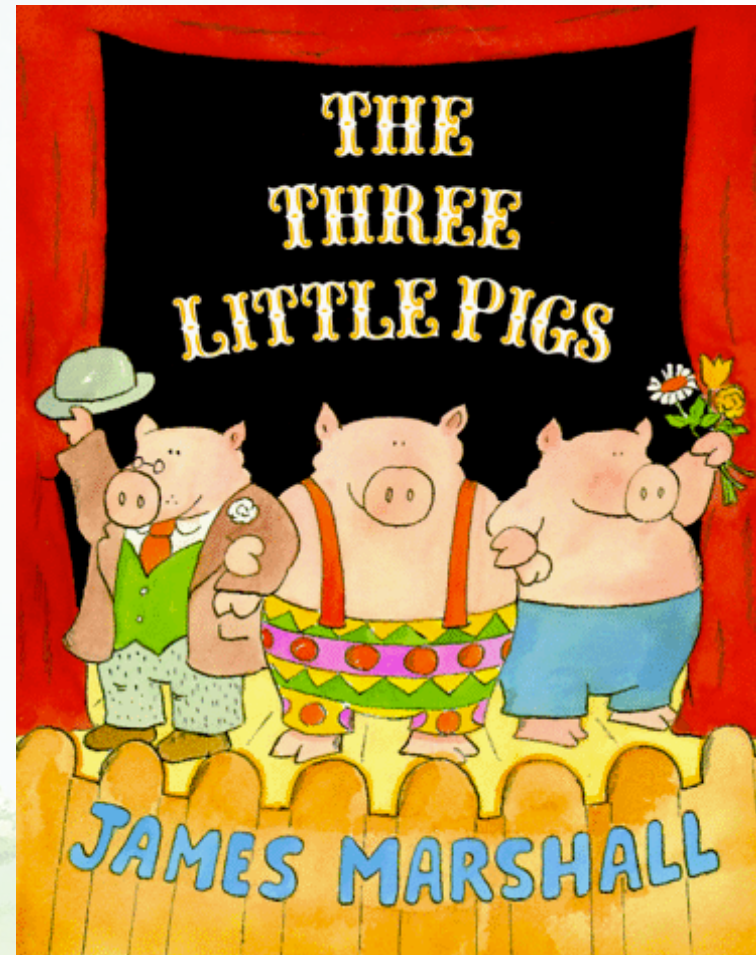
This science fiction fractured fairy tale puts a unique twist on a well known story. Interstellar Cinderella loves to fix rocket ships and wants nothing more than to go to the Prince's Royal Space Parade. But when her stepmother leaves her stranded with just a broken ship, a little help from her fairy godrobot may be just what she needs! The vibrant pictures, effortless rhymes, and the surprise ending of this story are sure to capture the imaginations of every student, and they'll have fun comparing this new version with the original fairy tale they know and love!



The Three Little Pigs

Retold and Illustrated by James Marshall

In retelling the story of “The Three Little Pigs,” James Marshall does a great job of staying true to the source material while also staying true to his signature wit and style! When the three little pigs leave home for the first time, they each go about building their own homes, one out of straw, one out of sticks, and one out of bricks. But when the big, bad wolf comes calling, they’ll quickly find out which little pig’s efforts paid off! The humorous style of this book is sure to entertain young readers, and it’s also a great book for teaching students about the morals and messages readers learn from books!



The True Story of the 3 Little Pigs!

Written by Jon Scieszka and Illustrated by Lane Smith

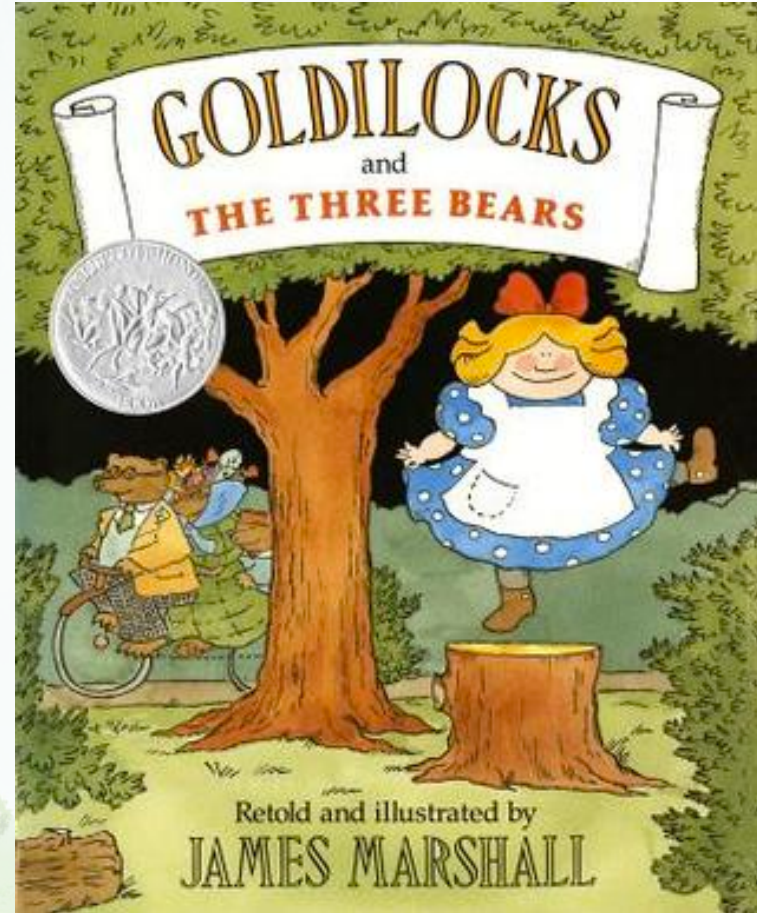
Readers may think they know the story of the three little pigs, but in this fractured fairytale, the wolf thinks it's time to tell HIS side of the story! Students will laugh out loud reading this humorous version of a classic fairy tale, and teachers will find it extremely useful for teaching students about point of view! It just goes to show that there's always two sides to every story!



Goldilocks and the Three Bears

Retold and Illustrated by James Marshall

In this retelling of “Goldilocks and the Three Bears,” Goldilocks is a little girl who is always up to no good! And when a small family of bears leaves home to go out for a walk, Goldilocks takes no time at all making herself comfortable in their home! This book works great for teaching students about plot structure and sequence, and students will enjoy reading about Goldilocks’ crazy antics!



Non-Literature Resources

1. **Fairy Tale Writing Worksheets:** This compilation of fairy tale themed graphic organizers and worksheets is specifically tailored to meet second grade standards. They are also designed to work with a Fractured Fairy Tales unit which would allow students to practice their critical thinking skills through comparing and contrasting similar pieces of literature!
2. **Adobe Voice iPad app:** This easy-to-use app is perfect for making students' work come alive! They can upload pictures from their iPad and quickly record voice-overs to create a unique video that is all their own!
3. **“Cinderella Musical” YouTube Video:** The beginning of this video will provide students with a great example of how they can take a familiar tune and create their own lyrics for it!
4. **Ye Olde Fairy Tale Writing Prompts:** For students who need a little help getting started with writing their own fairy tale, this website provides students with fun, unique prompts to get their creativity flowing!



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