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"Happily Ever After?" A Fairy Tale Unit [1st grade]

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Understanding by Design Curriculum Units

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2009

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: "Happily Ever After?" A Fairy Tale Unit

Grade Level: 1

Subject/Topic Area: Language Arts

Designed By: Audrey Tan

Time Frame: 15 days

School District: North East Independent School District

School: Hardy Oak Elementary

Brief Summary of Unit (Including curricular context and unit goals)

This unit is designed as a mid-year unit for 1ˢᵗ grade language arts. Students will have had some exposure to story elements and will have written a few stories independently.

The unit is designed around fairy tales. In this unit, students will explore the features that define fairy tales. They will learn how to recognize fairy tales. Students will understand that fairy tales are fantasy. The students will listen, compare, and analyze the characters of fairy tales.

Throughout the unit students will develop their idea of happiness. Their understanding will deepen through exposure and discussions. Students will also connect to the characters and think about their own happiness. Students will broaden their understanding of happiness by comparing fairy tales to real life.

Students will be asked at the end of the unit to rewrite a traditional fairy tale. Students will choose one of three fairytales and change events and characters. Students will use the features of fairy tales in the writing along with their understanding of happiness to demonstrate their learning. Their goal is with their new understanding of fairytales and happiness, they will be able to create a more realistic fairy tale, true to themselves.

Unit: "Happily Ever After?"A Fairy Tale Unit
Grade: 1st Grade

Stage 1: Desired Results

Understandings

Students will understand that...
- Fairy tales have common features such as royalty, magic, happy endings, ect.
- Fairy tales are fantasy and unrealistic.
- Traditional happiness is not the only way to be happy.

Essential Questions

1. What makes a fairy tale a fairy tale?
2. How would the characters feel in real life?
3. What does it mean to live "happily ever after"?
4. How do I live happily?

Knowledge	Skills
Students will know... Definition of *happiness* Common features of fairy tales	*Students will be able to...* 13D. connect ideas and themes across texts 14D. recognize the distinguishing features of familiar genres, including stories, poems, and traditional texts 14G. analyze characters, including their traits, feelings, relationships, and changes 18F. write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain

Stage 2: Assessment Evidence

Performance Task:
Students will choose one of three fairy tales after conferencing with the teacher. Students will then rewrite the fairy tale to demonstrate their understanding of the features of fairy tales and the idea of happiness. Students will be assessed using a rubric.

Other evidence:
6 boxes pre-assessment, fairy tale feature chart, character map, reader's response

Stage 3: Learning Activities

Day 1: Cinderella
- Pre-assessment-6 boxes activity

Tell me everything you know about **fairy tales**.	Ask me 1 question about **fairy tales**.	Draw a picture of a **fairy tale**.
Tell me everything you know about **happiness**.	Ask me 1 question about **happiness**.	Draw a picture of **happiness**.

- Students will brainstorm and create a class list of fairy tales.

- Read: Cinderella

Day 2: Snow White

- Students will retell Cinderella in their words

- Discussion: "What makes a fairy tale different from other stories?" **"What makes a fairy tale a fairy tale?"**

  o Create list of features and introduce chart-only write in the features they have named

Title of Fairy Tale	Special Words/Numbers Once upon, Happily ever, 3,7	Good Character	Evil Character	Royalty	Magic	Happiness What made the characters happy?

- Discussion: "Look at our fairy tale features list. What fairy tale features does Cinderella have?"

- Teacher will read Snow White

- Discussion: "Look at our fairy tale features list. What fairy tale features does Snow White have?" Lead students to add other features on the list.

- What is a fairy tale? Students will create a working definition of a fairy tale and write down their definition on vocabulary worksheet.

Day 3: <u>Sleeping Beauty</u>

- Student will retell <u>Snow White</u>

- Teacher will read <u>Sleeping Beauty</u>

- Discussion: "Look at our fairy tale features list. What fairy tale features does <u>Sleeping Beauty</u> have?" Lead students to add other features on the list.

  o Look over chart and discuss similarities between all three tales

  o "Could <u>Sleeping Beauty</u> ever happen? Why or why not?" **Think-Pair-Share**

    ▪ **Fairy tales are fantasy-it could never happen because of magic and unrealistic animals**

Day 4: <u>Rapunzel</u>

- Students will retell <u>Sleeping Beauty</u>

- Teacher will read <u>Rapunzel</u>

- Assessment-pass out paper copy of chart and students will fill in chart independently

- Bring students back to carpet and fill in class chart together

  o "Could <u>Rapunzel</u> ever happen?"

    ▪ **Fairy tales are fantasy-it could never happen because of magic and unrealistic animals**

Day 5: <u>Jack and the Beanstalk</u>

- Students will retell <u>Rapunzel</u>

- Teacher will read <u>Jack and the Beanstalk</u>

- Discussion: "Is <u>Jack and the Beanstalk</u> a fairy tale? Why or why not?"

  o Fairy tales do not have to have all the features to be a fairy tale.

- Discussion: "Look at our fairy tale features list. What fairy tale features does <u>Jack and the Beanstalk</u> have?"

- "What makes Jack happy in the end?"

Day 6: "Happily Ever After"

- Discussion: "How do most fairy tales end?"

  o Happily ever after-"**What does it mean to live "happily ever after?"**

- o Who is happy at the end of the tale? How do you know that they are happy? What makes them happy?

- o "What are some things that make you happy? Unhappy?"

  - ▪ Students will write and draw about things that make them happy and unhappy-use worksheet.

  - ▪ Students will create a working definition of happiness and write down their definition on their vocabulary worksheet.

- Teacher will show students <u>Cinder Edna</u>.

  - o Students will make predictions about the story using the cover.

  - o Teac her will read <u>Cinder Edna.</u>

- Discussion: "How does the story end?"

  - o "Who do you think is happy in the end? Why?"

  - o "Why is Cinder Ella not happy in the end? How can you tell?"

    - ▪ "Cinderella is happy in most fairy tales. **Do you think she'd be happy in real life**? Explain."

    - ▪ "What makes Cinder Edna happy?"

    - ▪ Fill in chart-emphasize happiness box

Day 7: <u>The Paperbag Princess</u>

- Discussion: "Tell me about the characters in the story <u>Cinder Edna</u> from yesterday."

  - o Venn Diagram-compare and contrast Cinder Edna and Cinder Ella

- Teacher will read <u>The Paperbag Princess</u>

  - o "Is this story a fairy tale? Why or why not?"

  - o "Was Elizabeth happy at the end of the fairy tale? How do you know?"

  - o Fill in chart-emphasize happiness box

Day 8:   <u>Princess Smartypants</u>

- Teacher will read <u>Princess Smartypants</u>

  - o "What kind of princess is Princess Smartypants? Let's think about her character."

    - ▪ Fill out character map

-

- Discussion: "Did this story have a happy ending?" "What made Princess Smartypants happy in the end?"

    o Fill in fairy tale features chart

    o "How are Cinder Edna, Elizabeth, and Princess Smarty Pants different from Cinderella, Snow White, and Sleeping Beauty?

        ▪ They are all princesses but what makes them truly happy in the end?

        ▪ Is there only one way to be happy?

Day 9: Real Princess? Fake Princess

- "We've been studying fairy tales for the past 2 weeks. Who can tell me what a fairy tale is? How are fairy tales different from fiction stories? Who are usually the characters in a fairy tale?"

- "I want you to draw me a picture of a royal character (king, queen, prince, princess)"

    o Teacher will give students 10 minutes to draw picture

    o Allow 5 minutes for a **gallery walk** (students will leave their drawing on desk and will walk around to look at peers' work)

- Students will return to carpet

    o Tell me what you saw on your gallery walk. What did your friends' drawings have in common? What were some differences?

    o "Does royalty (king, queen, prince, princess) exist in real life? Yes, I want you to meet some real life royalty."

    o Powerpoint presentation

        ▪ Point out differences from fairy tale characters and drawings

        ▪ Students will redraw character for real life

            • How did you change your drawing?

Day 10: The Little Mermaid

- Introduce the story and encourage students to help re-tell the story. May use a book as a guide.

- Play ending scene from Disney movie-King Triton sacrificing for Ariel, Prince Eric saving Ariel-Happy ending

    o "What about the ending was not realistic?"

- o "Does the prince always have to save the princess? What could Ariel have done to save herself?"

- o "What makes Ariel happy in the end? What else could make Ariel happy?"

- "I want you to rewrite the ending to the Little Mermaid."

    - o Make sure Ariel is happy in the end

    - o Teacher will give students 15 minutes to write a new ending.

Day 11: Performance Task

- "We have been studying about fairy tales and happiness for 2 weeks now. This week I want you to show me all that you've learned by writing a new ending to an old fairy tale."

- Today we're going to review our fairy tales and you will get to pick 3 that you'd like to change the ending to. (Cinderella, Sleeping Beauty, Snow White, Rapunzel, Jack and the Beanstalk)

    - o Review fairy tale plots and use books as a reminder to help students retell

    - o Fairy tales are fantasy-change it so it's more like real life.

    - o Are the characters really living happily ever after? Would you be happy if you were the character?

- "On your worksheet choose the 3 fairy tales you would be the most excited to change. Make sure you think about what you might want to change in each fairy tale. Pick 3 that you think you could really show me what you've learned."

- Teacher will conference with students to help choose one for their performance task.

    - o Use conference as a way to differentiate performance task for students

Day 12: Performance Task

- Teacher will finish student conferences.

- Pass out rubric and discuss elements with students.

    - o Remind students to make sure characters would be happy in real life

    - o "Think about what you would want to change. You are the author and your are in charge!"

- Pass out changes worksheet to help students organize changes.

- When students finish they may begin filling out fairy tale map worksheet to help organize thoughts.

Day 13: Writing

- Students will begin writing new fairy tale using fairy tale .map as a guide.

- Teacher will conference with students as they write.

Day 14: Writing

- Students will continue to write and edit their fairy tale.

- Teacher will continue to conference with students.

Day 15: Illustrating

- Students will finish up writing and editing their fairy tale.

- Students will create illustrations for their fairy tale if finished.

- Students can share fairy tales with each other.

Worksheets

| Tell me everything you know about fairy tales.	Ask me 1 question about fairy tales.	Draw a picture of a fairy tale.
Tell me everything you know about happiness.	Ask me 1 question about happiness.	Draw a picture of happiness.

Fairy Tale Features Chart

| Title of Fairy Tale | Special Words/Numbers

Once upon, Happily ever, 3,7 | Good Character | Evil Character | Royalty | Magic | Happiness

What made the characters happy? |
|---|---|---|---|---|---|---|
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Important Vocabulary

Fairy Tale:_____

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_____
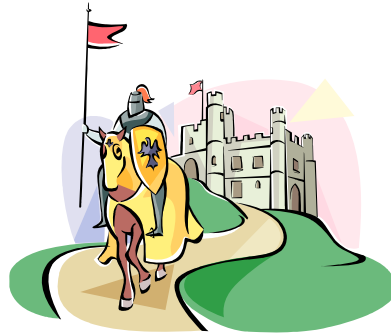
Happiness:_____

_____

_____

_____

_____

_____

Happy

List
1. _____
2. _____
3. _____
4. _____
5. _____

Picture

Unhappy

List
1. _____
2. _____
3. _____
4. _____
5. _____

Picture

Actions

_____

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Says

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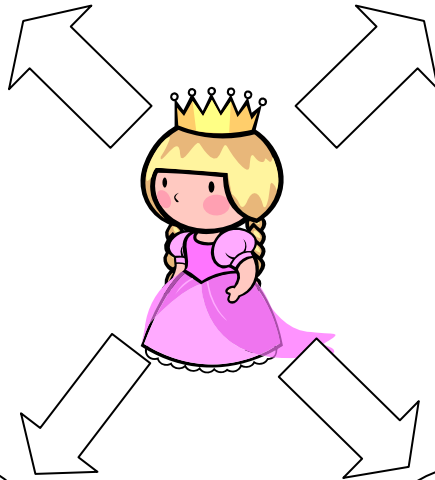
Feelings

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Appearance (Looks)

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Powerpoint Presentation

Double click to play Powerpoint presentation.

Name:_____   Date:_____

Fairy Tale Choices

Title of Fairy Tale	What I want to change	Ranking (1st ,2nd 3rd)

Fairy Tale Changes

	Old Fairy Tale	My Fairy Tale	
1			1
2			
3			
4			

Fairy Tale Map

Characters

1._____

2._____

3._____

4._____

Setting

My fairy tale takes place:

Where:_____

_____

When:_____

Problem and Solution

Problem:_____

_____

_____

Solution:_____

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_____

Beginning

In the beginning_____

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Middle

In the middle_____

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_____

End

In the end_____

_____

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_____

_____

_____

Name:_____   Title:_____

Fairy Tale Rubric

	Fairy Tale Features	Happiness	Editing
3	▪ 4-5 fairy tale features are included: ○ Magic ○ good character, ○ evil character, ○ special words/numbers ○ Royalty	▪ Author changes story so Characters are truly happy in the end (real life happy)	▪ Word wall words are spelled correctly ▪ Sentences begin capital letters ▪ Sentences end in correct punctuation
2	▪ 2-3 fairy tale features are included	▪ Author makes a few changes so Characters are happy in the end	▪ Some word wall words are spelled correctly ▪ Some sentences begin with capital letters ▪ Some sentences end in correct punctuation
1	▪ 0-1 fairy tale features are included	▪ Author makes no changes to story	▪ Few word wall words are spelled correctly ▪ Few sentences begin with capital letters ▪ Few sentenced end in correct punctuation

Comments:_____

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