

Tales to Live By

Grade Level: First Grade

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Length of Unit: Ten days

I. ABSTRACT

Tales to Live By is a unit that incorporates fairy tales as a tool to introduce a variety of basic values. Dramatic play, hands on activities, and creative art projects reinforce the areas of focus including respect, kindness, honesty, and trustworthiness. These themes are integrated throughout the unit to promote children's awareness of being independent decision makers.

II. OVERVIEW

A. Concept Objectives

1. Student understands characteristics of good citizenship as exemplified by characteristics in literature.
2. Student appreciates literature.
3. Student appreciates poetry.
4. Student becomes aware of being an independent decision maker.

B. Specific content from Core Knowledge Sequence

1. Fairy Tales

- a. *The Frog Prince*
- b. *Hansel and Gretel*
- c. *The Pied Piper of Hamelin*
- d. *The Princess and the Pea*
- e. *Rapunzel*
- f. *Rumpelstiltskin*
- g. *Sleeping Beauty*

C. Skills

1. Retell a story.
2. Make a prediction about a story.
3. Recall specific details from a story.
4. Discuss "how," "why," and "what if" questions about a story.
5. Read aloud.
6. Read independently.
7. Illustrate a story.
8. Create poem.
9. Sequence a story.
10. Compare fairy tales.
11. Present dramatic interpretation of a story.
12. Create art project.
13. Connect ideas and themes across stories.
14. Identify literary terms.
15. Analyze characters' feelings.
16. Identify conflict in a story.

17. Use problem solving and decision making skills.
18. Respond to literature.

III. BACKGROUND KNOWLEDGE (Resources to increase teacher's knowledge for teaching this unit)

A. For teachers:

1. Opie, Iona and Peter. *The Classic Fairy Tales*. Oxford, New York: Oxford University Press: 1974.
2. Hirsch, E.D. Jr. *A First Dictionary of Cultural Literacy*. New York: Scholastic: 1996.
3. Hirsch, E.D. Jr. *What Your First Grader Needs to Know*. New York: Doubleday: 1991.

IV. RESOURCES

A. Literature:

1. Andersen, Hans Christian. *The Princess and the Pea*. New York: Clarion Books, 1978.
2. Ehrlich, Amy. *Rapunzel*. New York: Dial Books, 1989.
3. Jose', Eduard. *Sleeping Beauty*. Spain: The Child's World Inc., 1988.
4. Garner, Alan. *Jack and the Beanstalk*. Newark: Doubleday, 1992.
5. Grimm, Brothers. *The Frog Prince*. Mahwah, NJ: Troll Associates, 1979.
6. Marshall, James. *Hansel and Gretel*. New York: Dial Books, 1990.
7. Storr, Catherine. *The Pied Piper of Hamelin*. Austin, Texas, Steck-Vaughn, 1992.
8. Zelinsky, Paul O. *Rumpelstiltskin*. New York, Dutton, 1986.

B. Videos:

1. "Jack and the Beanstalk." Platypus Productions Inc.: 1982. *Faerie Tale Theater*
2. "Hansel and Gretel." Platypus Productions Inc: 1982. *Faerie Tale Theater*
3. "Rapunzel." Platypus Productions Inc.: 1982. *Faerie Tale Theater*
4. "Rumpelstiltskin." Platypus Productions Inc.: 1982. *Faerie Tale Theater*
5. "Sleeping Beauty." Platypus Productions Inc.: 1983. *Faerie Tale Theater*

V. LESSONS

Lesson One: *Rapunzel*

A. Objectives:

1. Lesson Content: *Rapunzel*
2. Concept Objectives:
 - a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
3. Skill Objectives:
 - a. Make a prediction about a story.
 - b. Recall specific details.
 - c. Discuss using "how," "why," and "what if" questions.
 - d. Use knowledge of story to create a diorama of *Rapunzel*.
 - e. Identify literary terms.
 - f. Analyze characters' feelings.

g. Identify conflict in a story.

B. Materials:

1. *Rapunzel*
2. *Snow White*
3. sentence strips for vocabulary words
4. graphic organizer (Appendix A)
5. chart paper
6. puzzle pieces (Appendix D)
7. 1 shoe box per child wrapped in butcher paper
8. 1 12" x18" piece of construction paper rolled into a tube and stapled or taped
(Same color as the shoe box)
9. yellow yarn
10. construction paper
11. character patterns (Appendix B)
12. glue
13. scissors
14. crayons
15. (optional) castle cut-out (Appendix C)

C. Vocabulary:

1. tower - a high structure, often part of another building
2. skein - a quantity of thread or yarn in a coil
3. moral - lesson to be learned from a story

D. Procedures/Activities:

1. Teacher reads the beginning and ending of *Snow White*. Teacher asks students to identify the genre (fairy tales). Students brainstorm fairy tale characteristics (ex. fairies, witches, royalty, happily ever after, once upon a time). Teacher records student responses on chart paper. Teacher gives additional information as needed.
2. Introduce vocabulary: tower, skein, moral. Teacher writes vocabulary and definitions on sentence strips and posts them where students can see them daily.
3. Teacher shows class the book *Rapunzel*. Students make predictions about the story.
4. Teacher reads *Rapunzel* aloud to the class.
5. After listening to the story, students recall events and discuss the story. Teacher asks "how," "why," and "what if" questions; students respond orally.
6. Teacher begins a display of the morals which will be taught in this unit. To make this display the teacher writes the moral "Good wins over evil" on individual puzzle pieces (See Appendix D). Teacher distributes these 4 puzzle pieces to 4 students. Class discusses and decides the order of the pieces. Students holding the pieces stand in front of the group with the pieces in the correct order. Teacher glues the puzzle pieces onto the display.
7. Teacher fills in graphic organizer with appropriate information for each category as given by students (Appendix A).
8. Students will create a scene from *Rapunzel*. Cut a hole in the side of the shoe box to fit construction paper tube. Insert the tube into the hole. Students decorate shoe box and tower to look like Rapunzel's tower. Using characters (Appendix B), create scene from *Rapunzel*. Next, students take three 12" pieces of yarn and braid. Attach braid to tower next to Rapunzel's head to appear as if Rapunzel is letting her hair down.

E. Evaluation/Assessment:

1. Teacher will assess student's scene of Rapunzel and his/her ability to recreate scene appropriately.

F. Extension:

1. Create a good citizen display which will be ongoing throughout the unit to identify positive values. After each fairy tale is read the teacher asks students to identify positive traits and values of the main characters. Then the teacher writes students responses on castle cut-outs (Appendix C) and posts them on a bulletin board titled "Great Traits." As the teacher sees students displaying these traits the teacher puts a star on the cut-out stating that trait.
2. Physical education teacher will have children climb ropes in gym simulating climbing Rapunzel's hair.

Lesson 2: Sleeping Beauty

A. Objectives

1. Lesson Content: *Sleeping Beauty*
2. Concept Objectives:
 - a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
3. Skill Objectives:
 - a. Make a prediction about a story.
 - b. Recall specific details.
 - c. Discuss using "how," "why," and "what if" questions.
 - d. Read aloud.
 - e. Read independently.
 - f. Illustrate a story.
 - g. Compare fairy tales.
 - h. Identify literary terms.
 - i. Analyze characters' feelings.
 - j. Identify conflict in a story.
 - k. Sequencing
 - l. Connect ideas and themes across stories.

B. Materials:

1. *Sleeping Beauty*
2. sentence strips for vocabulary
3. graphic organizer (Appendix A)
4. 8 1/2" x 11" paper (3 per student)
5. sequenced sentence strips (Appendix F)
6. "Words to Live By" book (Appendix E)
7. scissors
8. crayons
9. glue
10. (optional) castle cut out (Appendix C)

C. Vocabulary:

1. prick - to stick with something sharp
2. spinning wheel - device used to spin wool into thread
3. fairy - a tiny person who has magical powers

D. Procedures/Activities

1. Introduce vocabulary: prick, spinning wheel, fairy. Teacher writes vocabulary and definitions on sentence strips and posts them along with vocabulary from previous lesson.
 2. Teacher shows class the book, *Sleeping Beauty*. Students make predictions about what will happen in the story.
 3. Teacher reads *Sleeping Beauty* aloud to class.
 4. After listening to the story, students recall events and discuss the story. Teacher asks “how,” “why,” and “what if” questions and students respond orally.
 5. Compare *Sleeping Beauty* to *Rapunzel* using Venn diagram.
 6. Teacher fills in graphic organizer with appropriate information for each category as given by students(Appendix A).
 7. Students will sequence and illustrate book. To make book, teacher folds 3 8 1/2 x 11 sheets of paper in half and staples. Give students copy of Appendix F . Students read sentences and put them in sequential order. Teacher checks to see if correct. If correct, then students glue sentences into *Sleeping Beauty* book and illustrate. If not correct, teacher guides student to correct sequence before student glues into the book.
 8. Regroup students and discuss the vocabulary word “moral.” Students compare *Rapunzel* and *Sleeping Beauty* . Students review moral from *Rapunzel*. Teacher asks students if they think the moral is the same in *Sleeping Beauty* as it is in *Rapunzel* (answer should be yes). Students will begin working in their “Words to Live By” book. Students write and illustrate the moral “Good wins over evil” in their “Words to Live By” book (Appendix E).
 9. Optional: add to good citizenship display (Appendix C)
- E. Evaluation/Assessment:
- 1.Students will be assessed on comprehension and sequencing skills.
- F. Extensions:
1. Students can have a pajama party and read their illustrated *Sleeping Beauty* books.
 2. Watch “Sleeping Beauty” video.
 3. Read *Sleeping Ugly*.

Lesson 3: *The Princess and the Pea*

A. Objectives

1. Lesson Content: *The Princess and the Pea*
2. Concept Objectives:
 - a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
3. Skill Objectives:
 - a. Retell a story.
 - b. Make a prediction about a story.
 - c. Recall specific details from a story.
 - d. Discuss “how,” “why,” and “what if” questions about a story.
 - e. Create art project.
 - f. Identify literary terms.
 - g. Analyze characters’ feelings.
 - h. Identify conflict in a story.

B. Materials:

1. *The Princess and the Pea*

2. sentence strips for vocabulary
3. graphic organizer (Appendix A)
4. puzzle pieces for “Fairy Tale Morals” display (Appendix D)
5. bag of dried peas
6. wallpaper samples or construction paper
7. 1 “12x18” piece of construction paper per student
8. character cut-out (Appendix G)
9. glue
10. scissors
11. crayons
12. (optional) castle cut-outs for good citizenship display (Appendix C)

C. Vocabulary:

1. kingdom: place where a king or queen lives

D. Procedures:

1. Before calling class to carpet, teacher hides one dried pea under the carpet for every student.
2. Introduce vocabulary: kingdom. Teacher writes vocabulary and definition on sentence strip and posts it along with other vocabulary from previous lessons.
3. Teacher shows class the book, *The Princess and the Pea*. Students make predictions about the story.
4. Teacher reads *The Princess and the Pea* aloud to the class.
5. After listening to the story, students recall events and discuss the story. Teacher asks “how,” “why,” and “what if” questions. Students respond orally.
6. Teacher has students look under carpet and find peas. Teacher asks students if anyone felt the pea.
7. Teacher fills in graphic organizer with appropriate information for each category as given by students (Appendix A).
8. Teacher distributes seven puzzle pieces with the moral “Don’t judge people by how they look.” written on them to seven students. Students discuss and sequence. Teacher adds to display (Appendix D).
9. Students will create a scene from *The Princess and The Pea*. Using pattern from Appendix G, students cut out 20 mattresses from a variety of wallpaper samples or construction paper. Students color and cut out princess and bed. Glue the bed to a 12x18 piece of paper. Glue a pea on the bed and then glue the 20 mattresses on top of the pea. Glue the princess on top of the mattresses to complete the scene.
10. (Optional) Add to good citizenship display (Appendix C).

E. Evaluation/Assessment: Students will be assessed on his/her ability to recreate the scene appropriately.

F. Extensions:

1. Teacher places a pea under a pillow and gives students an opportunity to sit on the pillow to see if they can feel the pea.
2. Read *The Cowboy and the Black Eyed Pea*.

Lesson Four: *The Frog Prince*

A. Objectives

1. Lesson Content: *The Frog Prince*
2. Concept Objectives:

- a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
 - c. Student becomes aware of being an independent decision maker.
3. Skill Objectives:
- a. Make a prediction about a story.
 - b. Recall specific details about a story.
 - c. Discuss “how,” “why,” and “what if” questions about a story.
 - d. Compare fairy tales.
 - e. Present a dramatic interpretation of a story.
 - f. Create art project.
 - g. Connect ideas and themes across stories.
 - h. Identify literary terms.
 - i. Analyze characters’ feelings.
 - j. Identify conflict in a story.
- B. Materials:
1. *The Frog Prince*
 2. sentence strips for vocabulary
 3. graphic organizer (Appendix A)
 4. “Words to Live By” book (Appendix E)
 5. patterns for frog puppet (Appendix H)
 6. 1 sock per student (dyed green)
 7. wiggle eyes - 2 large 2 small per student
 8. white and black felt -1/4 sheet each color per student
 9. red felt scraps
 10. 1 rubber band per child
 11. tacky glue and/or glue gun to be used by teacher
 12. scissors
 13. (optional) castle cut-out (Appendix C)
- C. Vocabulary:
1. well - a deep hole in the ground
 2. promise - something that you say you will do
- D. Procedures
1. Introduce vocabulary: well, promise. Teacher writes vocabulary and definitions on sentence strips and posts them along with other vocabulary from previous lessons.
 2. Teacher shows class the book, *The Frog Prince*. Students make predictions about what will happen in story.
 3. Teacher reads *The Frog Prince* aloud to class.
 4. After listening to the story, students recall events and discuss the story.
 5. Teacher asks “how,” “why,” and “what if” questions and students respond orally.
 6. Teacher fills in graphic organizer with appropriate information for each category as given by students (Appendix A).
 7. Compare *The Princess and the Pea* to *The Frog Prince* using Venn diagram.
 8. Regroup students. Students compare *The Princess and the Pea* and *The Frog Prince*. Students review moral from *The Princess and the Pea*. Teacher asks students if they think the moral is the same in *The Princess and the Pea* as it is in *The Frog Prince* (answer should be yes). Students will write and illustrate in their “Words to Live By” book (Appendix E) with the moral “Don’t judge people by how they look.”

9. Students will create reversible frog/prince puppet. Students place sock on hand, fold down fingers and place large wiggle eyes on knuckles. Wrap rubber band around fist between joint of thumb and index finger to create mouth. To make prince, remove rubber band and remove sock. Turn sock inside out. Using pattern (Appendix H), cut out face and hair from felt pieces. Cut mouth from red felt scraps. Lay sock flat. Position face and hair on top of sock and glue. Glue small eyes and mouth on to white felt face.
10. Using puppets students recreate scene from *The Frog Prince*.
11. (Optional) Add to good citizenship display (Appendix C).

E. Evaluation/Assessment: Student will be assessed on ability to write and illustrate in “Words to Live By” book.

F. Extensions:

1. Read *The Frog Prince Continued*.

Lesson Five: *Jack and the Beanstalk*

A: Objectives:

1. Lesson Content: *Jack and the Beanstalk*
2. Concept Objectives:
 - a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
 - c. Student appreciates poetry.
3. Skill Objectives:
 - a. Make a prediction about a story.
 - b. Read aloud.
 - c. Recall specific details about a story.
 - d. Discuss “how,” “why,” and “what if” questions about a story.
 - e. Create a poem.
 - f. Identifying literary terms.
 - g. Analyze characters’ feelings.
 - h. Identify conflict in a story.

B: Materials

1. *Jack and the Beanstalk*
2. class set of *Jack and the Beanstalk*
3. sentence strips for vocabulary
4. graphic organizer (Appendix A)
5. sentence strips for vocabulary
6. puzzle pieces for “Fairy Tales Morals” display (Appendix D)
7. (optional) castle cut-out (Appendix C)

C: Vocabulary:

- 1 stalk - large plant stem
2. market - place to buy goods
3. harp - stringed musical instrument
- 4 lullaby - bedtime song

D. Procedures:

1. Introduce vocabulary: stalk, market, harp, lullaby. Teacher writes vocabulary and definitions on sentence strips and posts them along with other vocabulary from previous lessons.
2. Students make predictions about what will happen in the story.

3. Students read *Jack and the Beanstalk* aloud.
4. After reading the story, students recall events and discuss the story. Teacher asks “how,” “why,” and “what if” questions. Students respond orally.
5. Teacher distributes four puzzle pieces with the moral “Always keep your promises.” written on them to four students. Students discuss and sequence. Teacher adds to “Fairy Tales Morals” display.
6. Teacher fills in graphic organizer with appropriate information for each category as given by students (Appendix A).
7. Students will create a poetry flip book. For each flip book you will need: a 12 x 18 sheet of construction paper and ten pieces of 2 1/8 x 2 3/4 (8 1/2 x 11 sheet of paper cut into fourths). Fold 12 x 18 sheet lengthwise. Open and staple five squares on the left and the other five on the right, leaving middle blank. On the first page of the left side, students write “Fe Fi Fo Fa.” On the second page, students write “Fe Fi Fo Fe.” On the third page, students write “Fe Fi Fo Fi.” On the fourth page, students write “Fe Fi Fo Fo.” On the fifth page, students write “Fe Fi Fo Fu.” In the middle section, which is blank, students write “I see a giant.” On the right section, students write a rhyming word for the corresponding page on the left (example: Fe Fi Fo Fa - today).
8. Students will make and decorate an invitation inviting their parents to the Fairy Tale Tea which will be the culminating activity.
9. (Optional) Add to good citizenship display (Appendix C).

E. Evaluation/Assessment

1. Teacher will assess student flip book to evaluate comprehension and application of rhyming words.

F. Extension:

1. As in *Rapunzel*, students will climb the ropes in P.E. to simulate climbing the beanstalk.

Lesson 6: *The Pied Piper of Hamelin*

A. Objectives:

1. Lesson Content: *The Pied Piper of Hamelin*
2. Concept Objectives:
 - a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
 - c. Student becomes aware of being an independent decision maker.
3. Skill Objectives:
 - a. Make a prediction about a story.
 - b. Recall specific details about a story.
 - c. Discuss “how,” “why,” and “what if” questions about a story.
 - d. Compare fairy tales.
 - e. Present dramatic interpretation of a story.
 - f. Create art project.
 - g. Connect ideas and themes across stories.
 - h. Identify literary terms.
 - i. Analyze characters feelings.
 - j. Identify conflict in a story.

B. Materials:

1. *The Pied Piper of Hamelin*

2. sentence strips for vocabulary
3. graphic organizer (Appendix A)
4. “Words to Live By” book (Appendix E)
5. recorder or flute
6. hat for Pied Piper (optional)
7. 9” paper plates (1 per student)
8. yarn
9. brown paint
10. brown butcher paper
11. brown and black construction paper
12. glue
13. scissors
14. crayons
15. (optional) castle cut out (Appendix C)

C. Vocabulary:

1. pied: covered with patches of color
2. piper: person who plays a tune on a flute or pipe
3. mayor: leader of a town

D. Procedures:

1. Introduce vocabulary: pied, piper, mayor. Teacher writes vocabulary and definitions on sentence strips and posts them along with other vocabulary from previous lessons.
2. Teacher shows class the book, *The Pied Piper of Hamelin*. Students make predictions about what will happen in the story.
3. Teacher reads aloud to class.
4. After listening to the story, students recall events and discuss the story. Teacher asks “how,” “why,” and “what if” questions about the story and students respond orally.
5. Teacher fills in graphic organizer with appropriate information for each category as given by students (Appendix A).
6. Compare *Jack and the Beanstalk* to *The Pied Piper of Hamelin* using Venn diagram.
7. Students compare *Jack and the Beanstalk* and *The Pied Piper of Hamelin*. Students review moral from *Jack and the Beanstalk*. Teacher asks students if they think the moral is the same in *Jack and the Beanstalk* as it is in *The Pied Piper of Hamelin* (answer should be yes). Students will write and illustrate in their “Words to Live By” book (Appendix E) with the moral “Always keep your promises.”
8. Students create mouse masks and tails. Color or paint a 9” paper plate brown. Attach brown construction paper ears. Cut out holes for eyes. Attach black whiskers and nose. Punch holes in sides and attach yarn to hold on mask. For tail, twist a long piece of brown butcher paper into a tail. Attach to back of student’s clothes. Optional: create or purchase a Pied Piper hat.
9. To recreate scene from the *The Pied Piper of Hamelin*, a “Pied Piper” will play flute and pick up “rats” (students) from each class and parade around the school yard.
10. (Optional) Add to good citizenship display (Appendix C).

E. Evaluation/Assessment: Students will be given a participation grade.

Lesson 7: Rumpelstiltskin

A. Objectives:

1. Lesson Content: *Rumpelstiltskin*
2. Concept Objectives:
 - a. Student understands characteristics of good citizenship as exemplified by characters in literature.
 - b. Student appreciates literature.
 - c. Student becomes aware of being an independent decision maker.
 - d. Student appreciates poetry.
3. Skill Objectives:
 - a. Make a prediction about a story.
 - b. Recall specific details about a story.
 - c. Discuss “how,” “why,” and “what if” questions about a story.
 - d. Create art project.
 - e. Identify literary terms.
 - f. Analyze characters’ feelings.
 - g. Identify conflict in a story.

B. Materials:

1. *Rumpelstiltskin*
2. sentence strips (for vocabulary and hats)
3. graphic organizer (Appendix A)
4. puzzle pieces with moral written on them (Appendix D)
5. blank name tags for students
6. pattern for Rumpelstiltskin’s hat (Appendix I, I)
7. construction paper
8. scissors
9. glue
10. crayons
11. (optional) castle cut-out (Appendix C)

C. Vocabulary:

1. miller - a person who grinds grain into flour
2. spin - to make thread
3. straw - hay

D. Procedures:

1. Introduce vocabulary: miller, spin, straw. Teacher writes vocabulary and definitions on sentence strips and posts them along with other vocabulary from previous lessons.
2. Teacher shows class the book, *Rumpelstiltskin*. Students make predictions about what will happen in a story.
3. After listening to the story, students recall events and discuss the story. Teacher asks “how,” “why,” and “what if” questions about the story.
4. Teacher fills in graphic organizer with appropriate information for each category as given by students. (Appendix A)
5. Teacher tells students she has changed her name for the day. Students must listen for clues to guess name. Give clues throughout the day and let students guess.
6. Teacher distributes six puzzle pieces with fairy tale moral “Be careful of who you trust.” written on them to six students. Students discuss and sequence. Teacher adds to Fairy Tales Morals display (Appendix D).
7. Students think of new name for themselves for the day and make name-tags to wear.
8. Teacher introduces name chant. The name chant is a variation of “Who Stole the Cookies from the Cookie Jar?” The students will chant:

Who knows the name of the little man?.

_____ knows the name of the little man.

Who me?

Yes you.

Couldn't be.

Then who?

_____ knows the name of the little man.(Repeat)

Continue chant until all students have had a chance to participate.

9. (Optional) Add to good citizenship display (Appendix C).

E. Evaluation/Assessment: Students will be evaluated on his/her participation in the Name

Chant.

F. Extensions:

1. Students make Rumpelstiltskin hats. (Appendix I, I)

2. Read *Rumpelstiltskin's Daughter*.

Lesson 8: *Hansel and Gretel*

A. Objectives:

1. Lesson Content: *Hansel and Gretel*

2. Concept Objectives:

a. Student understands characteristics of good citizenship as exemplified by characters in literature.

b. Student appreciates literature.

3. Skill Objectives:

a. Make a prediction about a story.

b. Recall specific details about a story.

c. Discuss "how," "why," and "what if" questions about a story.

d. Illustrate a story.

e. Create art project.

f. Identify literary terms.

g. Analyze characters' feelings.

h. Identify conflict in a story.

B. Materials:

1. *Hansel and Gretel*

2. sentence strips for vocabulary

3. graphic organizer (Appendix A)

4. "Words to Live By" book (Appendix E)

5. crayons

6. graham crackers (3 per student)

7. white icing

8. assorted candies for decorating gingerbread house, ie. m&ms, red hots, peppermints

9. plastic knives - 1 per student

10. paper plates - 1 per student

11. (optional) castle cut-out (Appendix C)

C. Vocabulary:

1. woodcutter- person who cuts down trees

2. trail - a path through a field or a forest

3. fatten - to eat a lot and gain weight

D. Procedures:

1. Introduce vocabulary: woodcutter, trail, fatten. Teacher writes vocabulary and definitions on sentence strips and posts them along with previous vocabulary.
 2. Teacher shows class the book, *Hansel and Gretel*. Students make predictions about what will happen in the story.
 3. Teacher reads *Hansel and Gretel* aloud to class.
 4. After listening to the story, students recall events and discuss the story. Teacher asks “how,” “why,” and “what if” questions about the story. Students respond orally.
 5. Teacher fills in graphic organizer with appropriate information for each category as given by students (Appendix A).
 6. Compare *Rumpelstiltskin* to *Hansel and Gretel* using Venn diagram.
 7. Students review moral from *Rumpelstiltskin*. Teacher asks students if they think the moral is the same in *Rumpelstiltskin* as it is in *Hansel and Gretel* (answer should be yes). Students will write and illustrate in their “Words to Live By” book (Appendix E) the moral “Be careful of who you trust.”
 8. (Optional) Add to good citizenship display. (Appendix C)
- E. Evaluation/Assessment: Students will be assessed on his/her ability to write and illustrate in “Words to Live By” book.

F. Extensions:

1. Student will make a gingerbread house. Students break graham crackers in half. Using icing, students assemble the squares to make a house. Using icing as glue, attach candies.
2. In music class, students listen to the opera “Hansel and Gretel” and learn the song “Hank and Georgie.”
3. Students make a bird feeder. Using a toilet paper tube, spread it with peanut butter and roll in birdseed. Tie yarn and hang it from a tree.

Lesson 9

A. Objectives:

1. Lesson Content: Unit Fairy Tales
2. Concept Objectives:
 - a. Students appreciate literature.
 - b. Students become aware of being independent decision makers.
3. Skill Objectives:
 - a. Write story.
 - b. Illustrate a story.
 - c. Identify literary terms.
 - d. Analyze characters’ feelings.
 - e. Create conflict in a story.
 - f. Students use problem solving and decision making skills.

B. Materials:

1. unit fairy tale books
2. story chart (Appendix J)
3. 3 containers for story prompts
4. story paper
5. assorted materials to make costumes (example: butcher and construction paper, yarn, etc.)
6. glue
7. crayons

8. scissors

C. Procedures/Activities:

1. Teacher cuts apart story prompts from Appendix J and places them in containers marked for each category. You will only need to have a container for the following categories: Character, Time, and Place.
2. Students pick prompts and write a story creating a problem and solution to their story.
3. Students illustrate their story.
4. Students create a costume for themselves depicting the main character in their story (example: for Rapunzel, students create a robe or gown and wig from butcher paper).

VI. CULMINATING ACTIVITY:

The culminating activity for this unit will be a Fairy Tale Tea in which their parents have been invited. Students will dress up in their costumes that they made the previous day. Students present their stories to the audience. After stories are presented, parents will view unit projects. Tea and pastries will be served.

VII. HANDOUTS:

- Appendix A: Graphic Organizer
- Appendix B: Rapunzel Character Cut-outs
- Appendix C: Castle Cut Outs
- Appendix D: Fairy Tale Display Puzzle Pieces
- Appendix E: “Words to Live By” book
- Appendix F: Sentence Strips for Sleeping Beauty
- Appendix G: The Princess and the Pea Cut Outs
- Appendix H: The Frog Prince puppet patterns
- Appendix I: Rumpelstiltskin hat pattern
- Appendix I: Rumpelstiltskin hat pattern
- Appendix J: Story Chart

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APPENDIX A

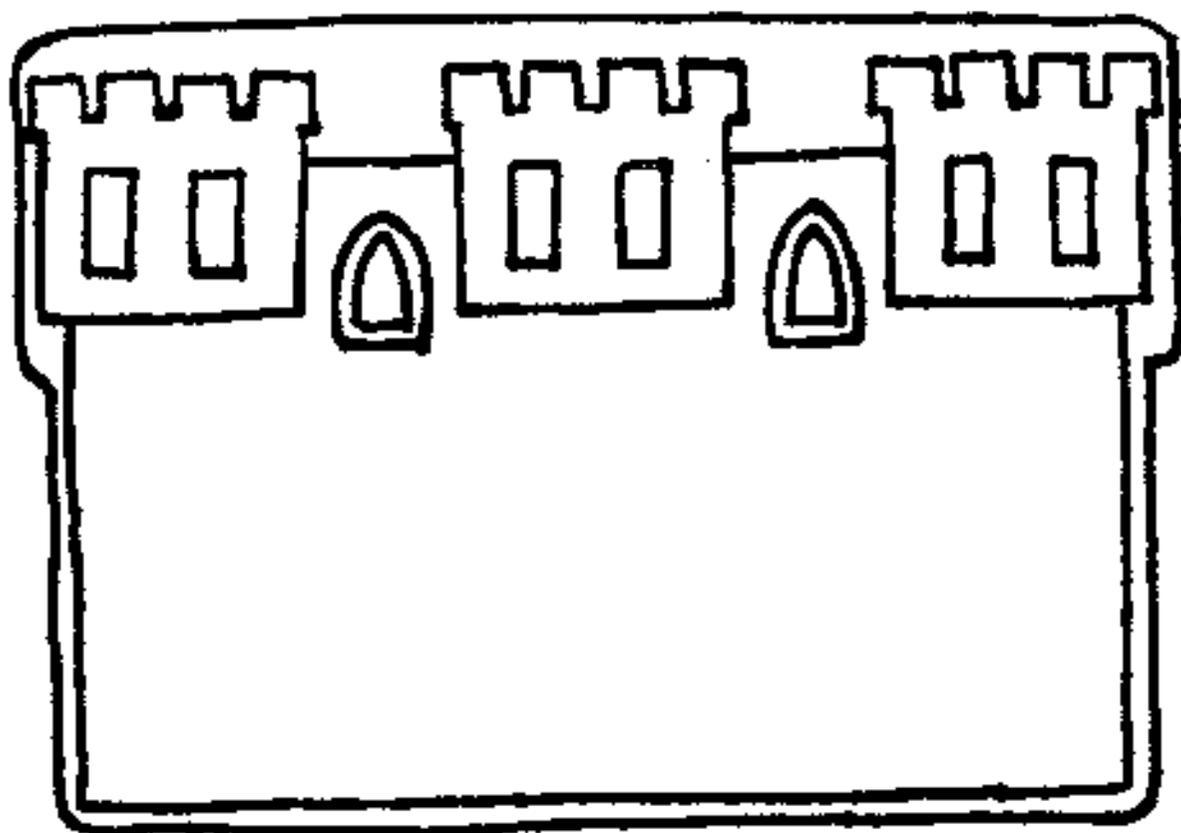
FAIRY TALE GRAPHIC ORGANIZER

FAIRY TALE	CHARACTERS	SETTING	PROBLEM	SOLUTION	MORAL

Appendix B



Appendix C

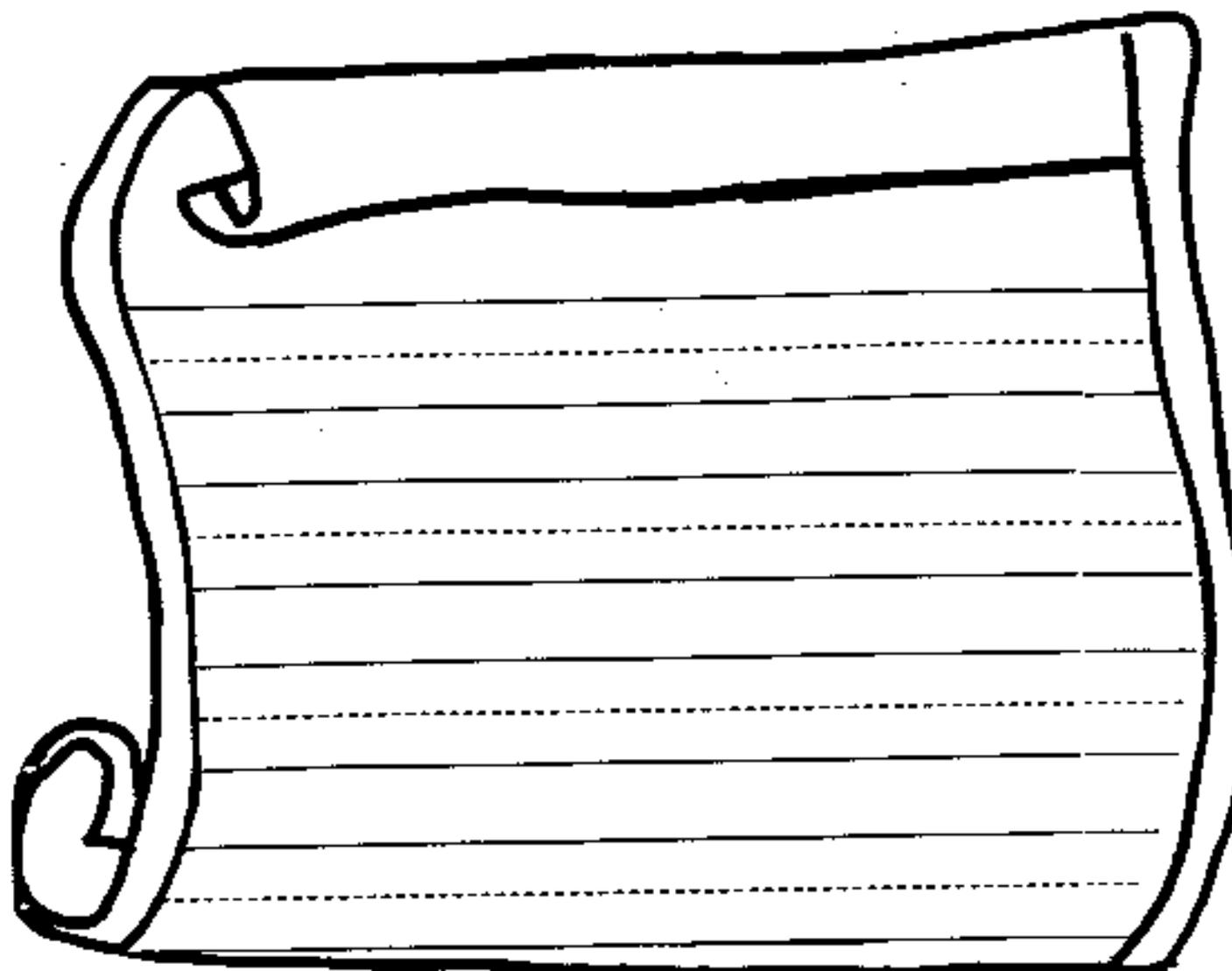


Appendix D

Always	Keep	your	promises.			
Don't	judge	people	by	how	they	look.
Good	wins	over	evil.			
Be	careful	of	who	you	trust.	

Appendix E

The Words to Live By book needs to be bound ahead of time. Run off 5 copies of Appendix E. Use 1 copy for the cover and the other 4 copies for the book.



APPENDIX F**SLEEPING BEAUTY**

A good fairy made the kingdom fall asleep with Sleeping Beauty.

A wicked fairy cast a spell on the princess.

Once upon a time a princess was born.

The princess went inside the castle and found Sleeping Beauty.

Sleeping Beauty and the Prince were married and they lived happily ever after.

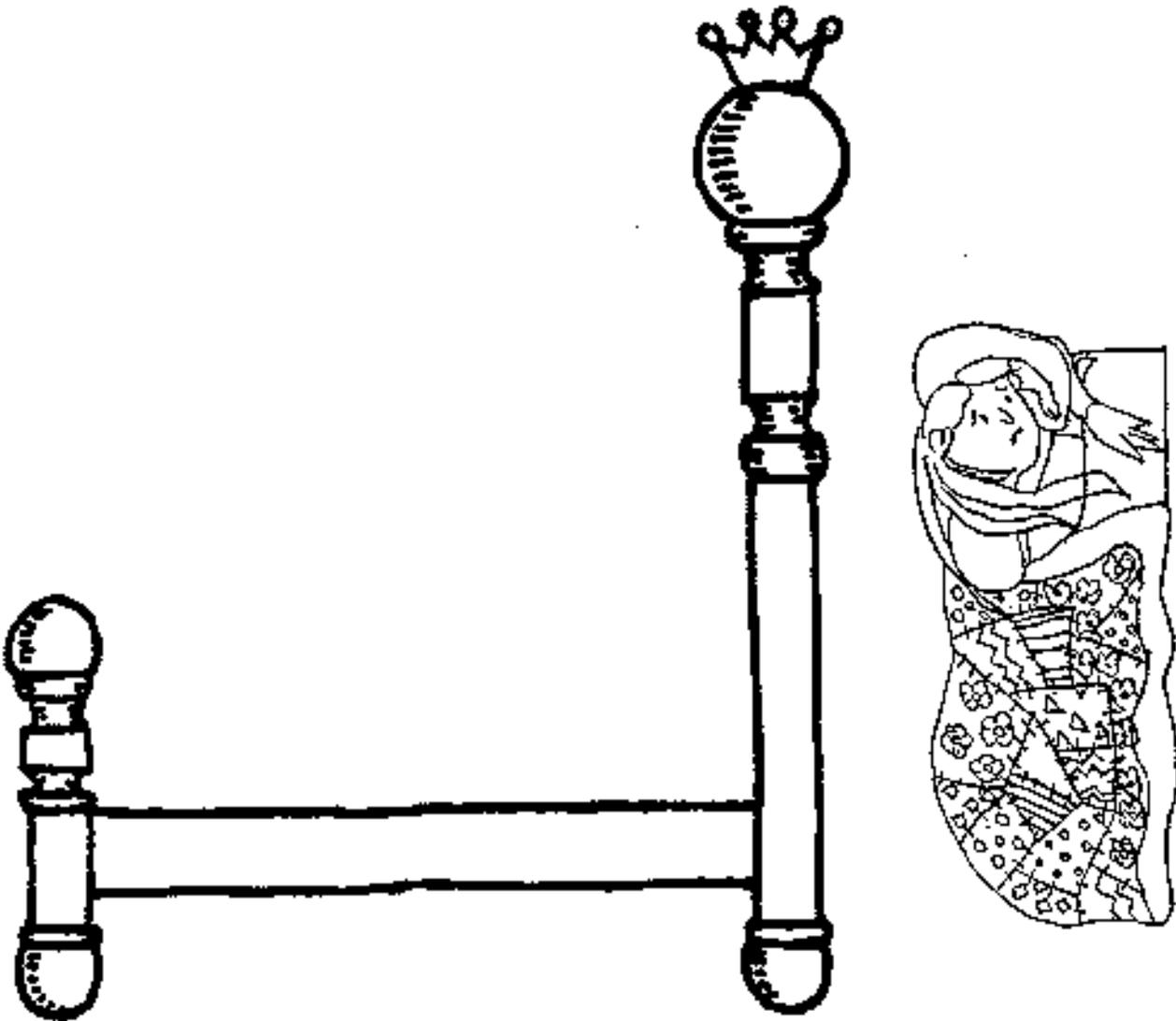
One hundred years later a prince found the castle.

Sleeping Beauty pricked her finger on a spinning wheel and fell into a deep sleep on her sixteenth birthday.

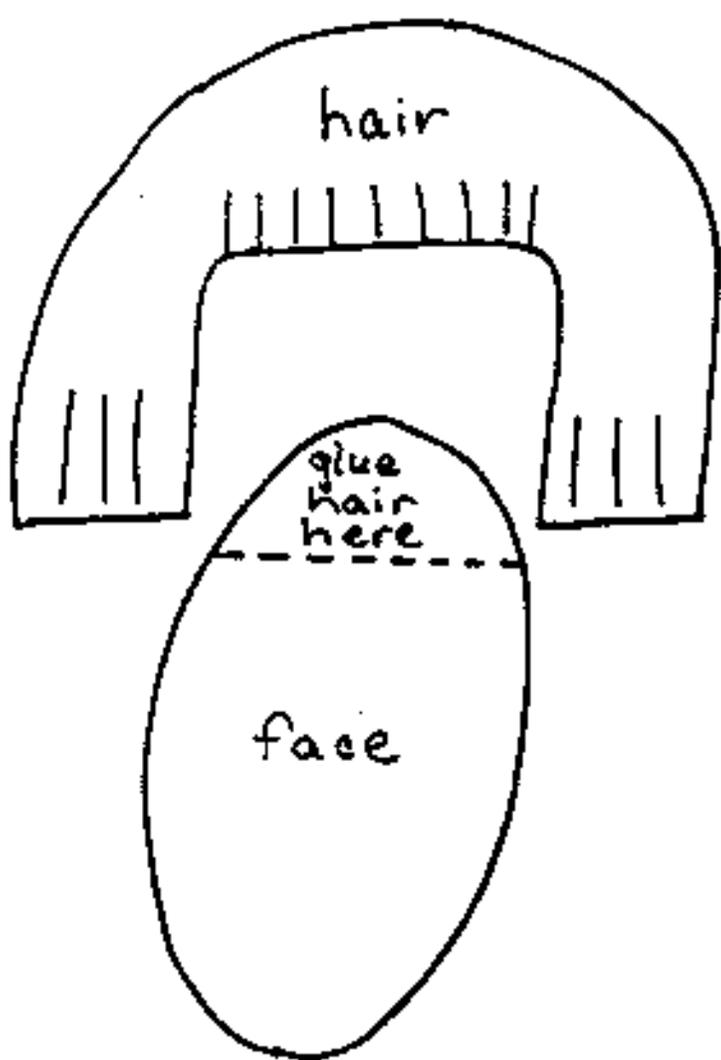
Seven fairies were invited to the castle to celebrate.

He bent down, kissed her and the spell was broken.

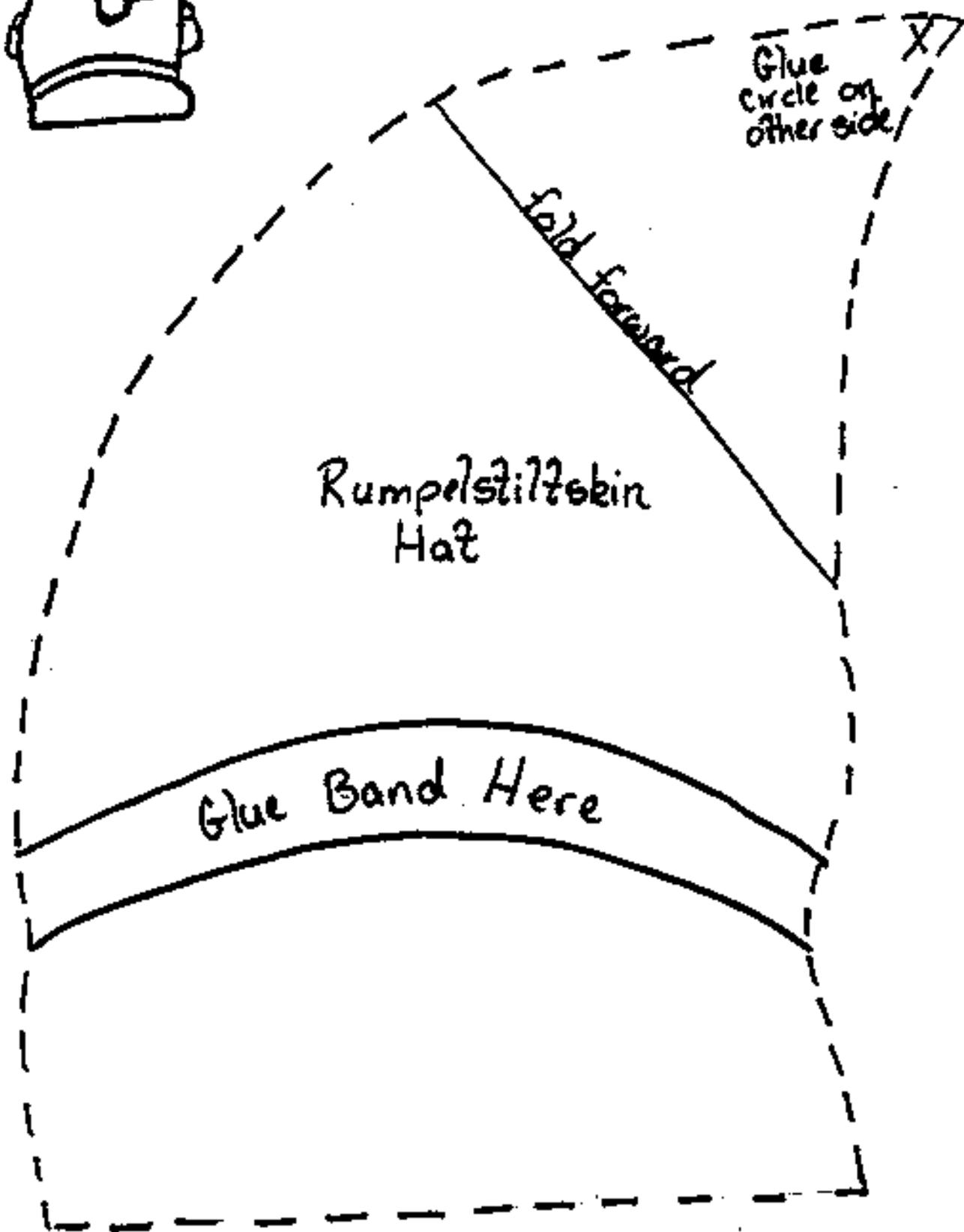
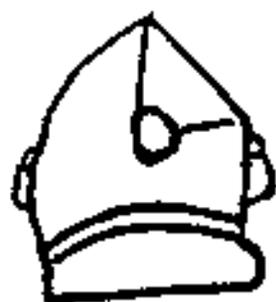
Appendix G



Appendix H

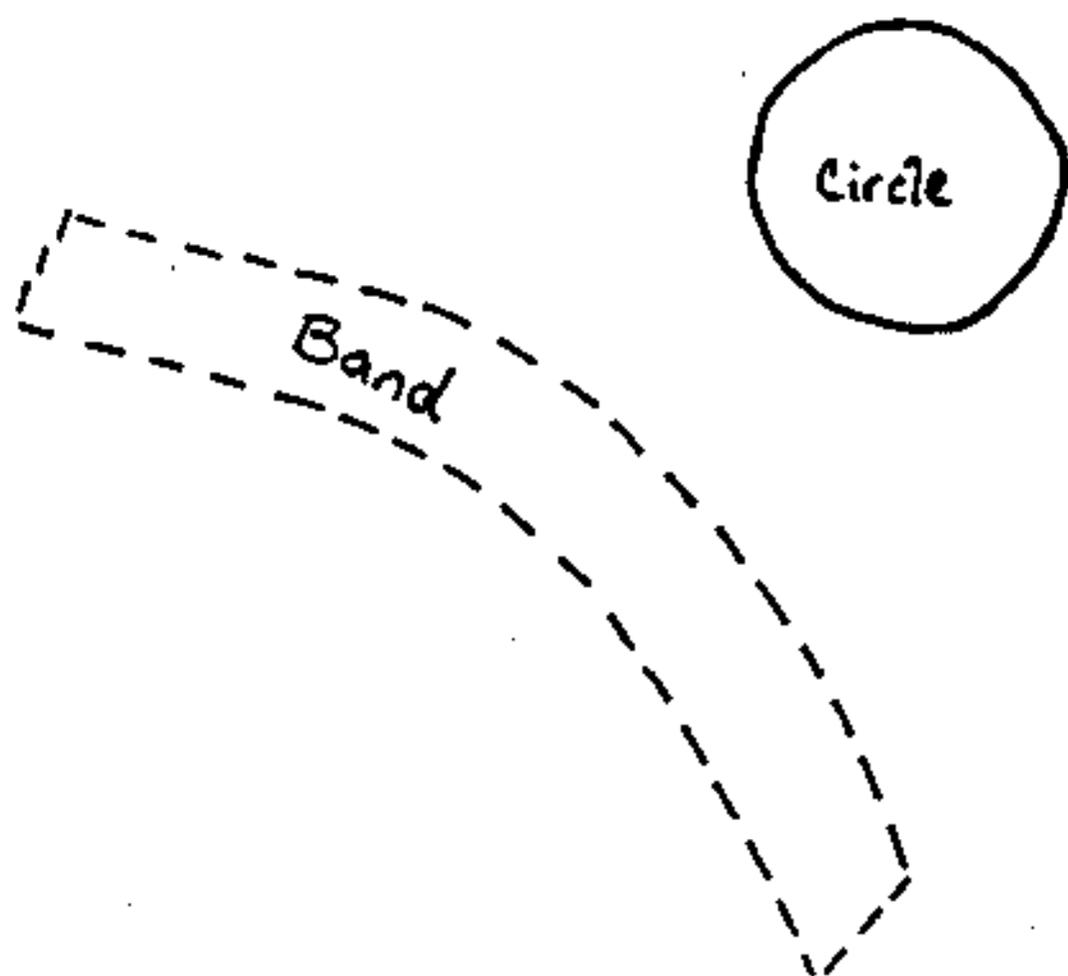


Appendix I

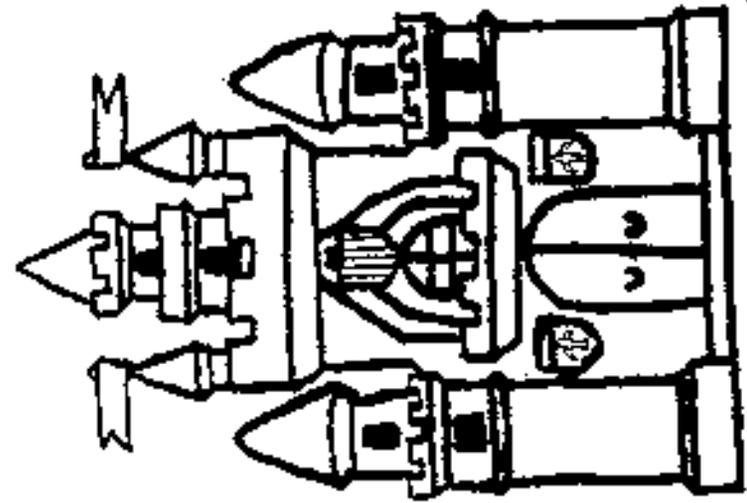


Appendix I

1. Cut out patterns.
2. Trace hat on construction paper, cut out. Draw lines as shown.
3. Trace hatband and circle on construction paper, cut out. Glue onto hat as shown.
4. Fold point of hat along line as shown.
5. Staple hat to 2" headband as shown.



Appendix J



Place

wooded forest
castle
tower
giant's castle
kingdom
village

Time

A long time ago
Once upon a time

Solution

You decide

Problem

You decide

Main Characters

Rumpelstiltskin	Miller's daughter	queen
Sleeping Beauty	Frog Prince	prince
Jack	Rapunzel	witch
Pied Piper	princess	king
Hansel	giant	
Gretel	wicked queen	
	wicked stepmother	