

Fairytales, Folktales, and Fables Unit

30
Lessons

A fairy tales, folk tales, and fables close reading unit can make writing lesson plans a breeze and **ensures a deeper exploration into understanding stories while students provide text evidence from specified Mentor Texts** (a list is included!).

This interactive reading unit uses **three different genres** to teach deeper thinking about the main characters, the moral of the story, text structure, point of view, comparing and contrasting stories, and more. Graphic organizers are included and can be used with a **small group or the whole class.**

Fables

L What I Learned	
W What I Want to Know...	
D What I Don't Know...	

RL.5 Story Structure A (Compare Story Structure)

Name: _____ Date: _____

Title of the Book: _____ and _____

1	2	3	4
* Identify 2 stories from the same genre and 1 difference or 5 similarities in one area looking in one area	* Identify 2 stories from the same genre and 1 difference or 5 similarities in one area looking in one area	* Identify 2 stories from the same genre and 1 difference or 5 similarities in one area looking in one area	* Identify 2 stories from the same genre and 1 difference or 5 similarities in one area looking in one area

Choose 2 stories from the same genre. Then share some key similarities and differences to how the story is introduced, how the sequence of events is followed, and how the story is concluded.

Story Structure

Story 1: _____ Story 2: _____

Both Stories: _____

Folktales

Folktales are stories that have been passed down from one generation to another. These oral stories often take on the characteristics of the time and place in which they are told. Folktales represent universal themes and help to make sense of the world.



First Person

The character is telling the story.

It just wasn't my day. I was getting ready to cook myself a delicious...



Name: _____

My Thinking About Stone Soup By John J. Muth

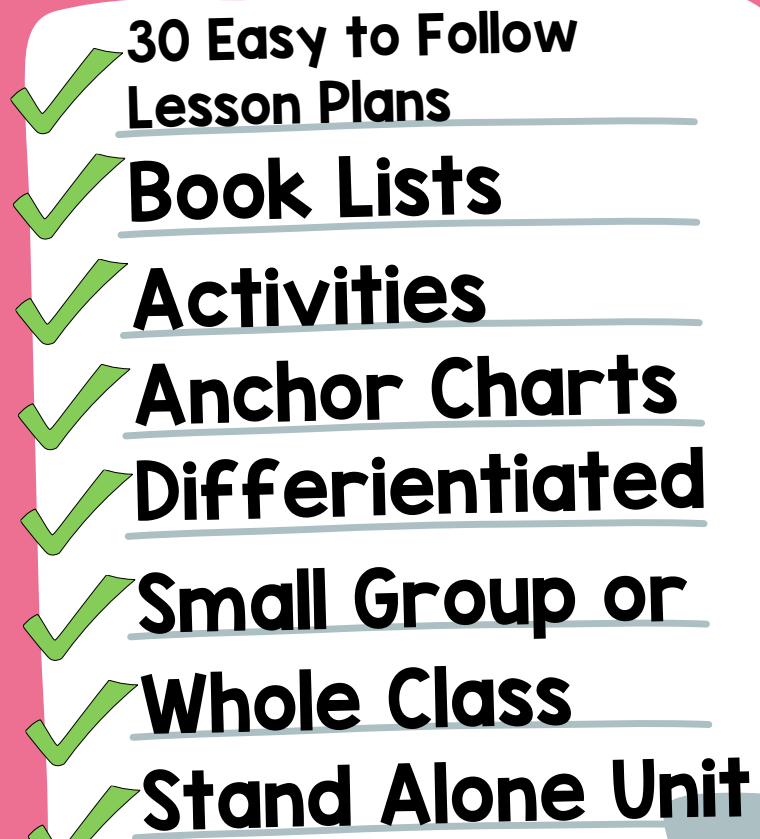
Think about the problem that occurred in the book Stone Soup. How was this problem solved? Be sure to include examples from the book in your answer. (write 2 parts of complete and detailed)

How is the problem (a town where the people only worry about themselves) solved?

↓ More

Fairytales, Folktales, and Fable

Close Reading & Read Aloud

- 
- ✓ 30 Easy to Follow Lesson Plans
 - ✓ Book Lists
 - ✓ Activities
 - ✓ Anchor Charts
 - ✓ Differentiated
 - ✓ Small Group or
 - ✓ Whole Class
 - ✓ Stand Alone Unit



Why Use a Reading Unit?

3-Saves You TONS of Time Planning

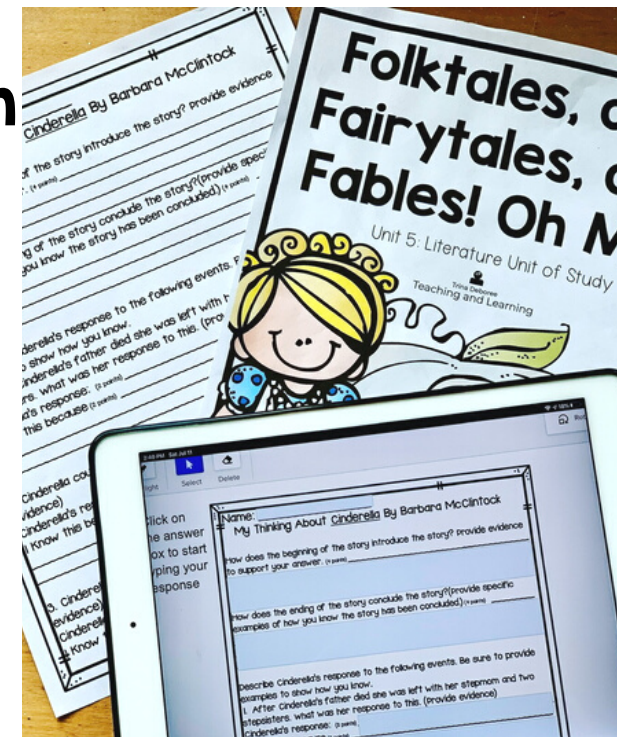
Stop lesson planning at home on the weekends. Give yourself the time you need to rest and recharge. This unit includes 30 done for you standards-based lesson plans.

2-Deepens Comprehension

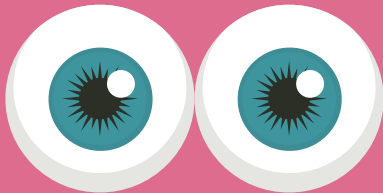
These lessons and activities have helped thousands of students deeply understand text.

1-Engage Students

These lessons and activities have excellent feedback from both teachers AND students. Kids LOVE learning with fairytales, folktales, and fables.



**Keep Scrolling to See
Inside!**



Print & Go

Lesson Plans and Activities

- Gradual Release Plans
- Activities for each book
- Differentiated Options

Point-Of-View

Names of Team Members:

Points of View, Different Versions, and Story Elements with Folk Tales, Fairy Tales, and Fables in Literary Text Common Core Standards:

College and Career Readiness Anchor Standard	Common Core Standard
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use information gained from the illustrations and words in a print or digital text to develop understanding of its content.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	

Listening Common Core Standard
4. Tell a story or recount an experience with appropriate fluency in coherent sentences.
8. Produce complete sentences when appropriate to task or situation.
Participate in collaborative conversations with diverse partners and adults in small and larger groups.
Recount or describe key ideas or details from a text read aloud or through other media.

Skill

Characters can be the different or the same in different versions.
Events can be the different or the same in different versions.
Problems can be the different or the same in different versions.

Essential Question -

What is the same or different about the characters in two different versions?
What is the same or different about the events in two different versions?
What is the same or different about the problems in two different versions?

Materials Needed:

- Essential questions
- Book for Interactive Read Aloud *Cinderella* by Barbara Karlin
- Text-based discussion questions (teacher)
- Chunks of text copied for students that answer the text-based questions. (1 p per student)
- Text to Text venn diagram (1 per student)
- Chart paper

Preparing the Activity-(Day 1 Cinderella Version 2 by Barbara Karlin)

Reading and Discussion

1. Review the essential questions.
2. Briefly review the compare and contrast work you have done previously from *Stone Soup*. Explain to students that you will be reading and watching and listening for the same elements.

Name: _____
vocabulary words for Stone Soup



Definition	Picture	Synonym (words that mean the same or nearly the same)
weary-		
spare-		
companions-		

My visualization

Title of book

Closer Look At Lesson Plans



Points of View, Different Versions, and Story Elements with FolkTales, Fairy Tales, and Fables in Literary Text Common Core Standards:

College and Career Readiness Anchor Standard	Common Core Standard Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Listening Common Core Standards Comprehension and Collaboration	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	

Skill
 Characters can be the different or the same in different versions of the same story.
 Events can be the different or the same in different versions of the same story.
 Problems can be the different or the same in different versions of the same story.

Essential Question -
 What is the same or different about the characters in two different versions of the same story?
 What is the same or different about the events in two different versions of the same story?
 What is the same or different about the problems in two different versions of the same story?

Materials Needed-
 Questions
 Interactive Read Aloud **Cinderella by Barbara Karlin**
 Discussion questions (teacher)
 Text copied for students that answer the text-based questions. (1 per student- not attached)
 Venn diagram (1 per student)
 Paper

Starting the Activity-(Day 1 Cinderella Version 2 by Barbara Karlin)
Engagement and Discussion
 Review the essential questions.
 Briefly review the compare and contrast work you have done previously with the venn diagram



Versitale

Point-Of-View

Names of Team Members: _____

By Barbara McClintock
produce the story? provide evidence

2:

story?

or sections to
view regarding
ow the
ces how the

Think about 3 different events that occurred that the main character(s). Describe the 3 events below and share how the event effected the character(s).

Event 1: _____
Response of the character: _____

Describe the ending of the story and how this ending created...

Fairytales

K
What I Know...

W
What I Want to Know...

L
What I Learned...

Name: _____

My Thinking About Stone Soup By John J. Muth

Think about the problem that occurred in the book Stone Soup. How was the problem solved? Be sure to include examples from the book in your response. (Worth 2 points if complete and detailed)

How is the problem (a town where the people only worry about themselves) solved?

(Worth 4 points if specific examples are provided and you are showing what you know based on text support)
How do you know? (provide examples from the book)

(Worth 2 points if complete and detailed)
Draw a sketch or illustration of how the problem was solved.

partner A



partner B

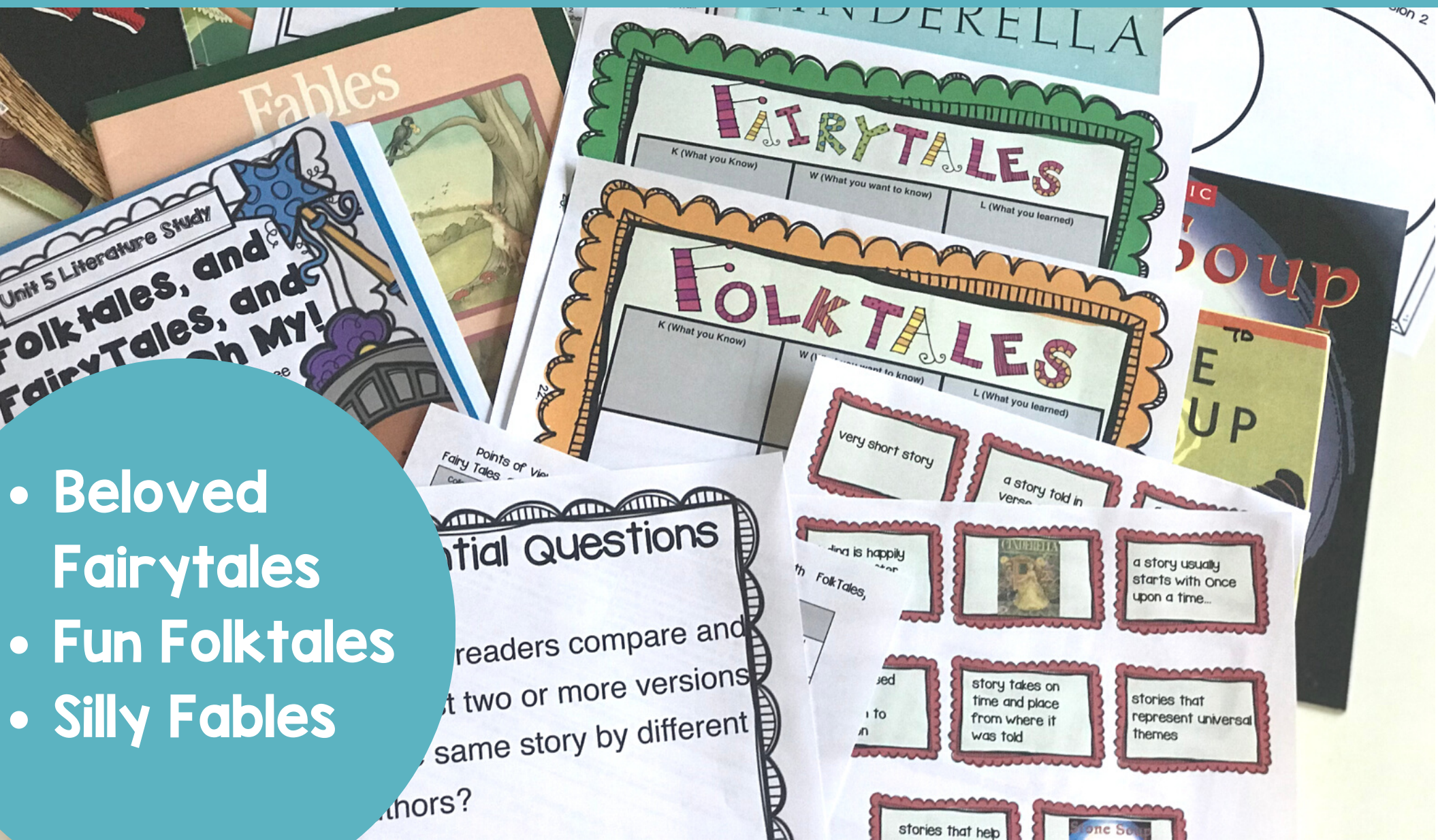
vocabulary words for Stone Soup

Partner	Definition	Picture
A	poked-	
	drifted-	

- Read Alouds
- Close Reading
- Small Group
- Sub Plans

Engaging Stories

- Beloved Fairytales
- Fun Folktales
- Silly Fables



Critical Questions

readers compare and contrast two or more versions of the same story by different authors?

very short story

a story told in verse

and is happily ever after

with FolkTales,

used

to

an

story takes on time and place from where it was told

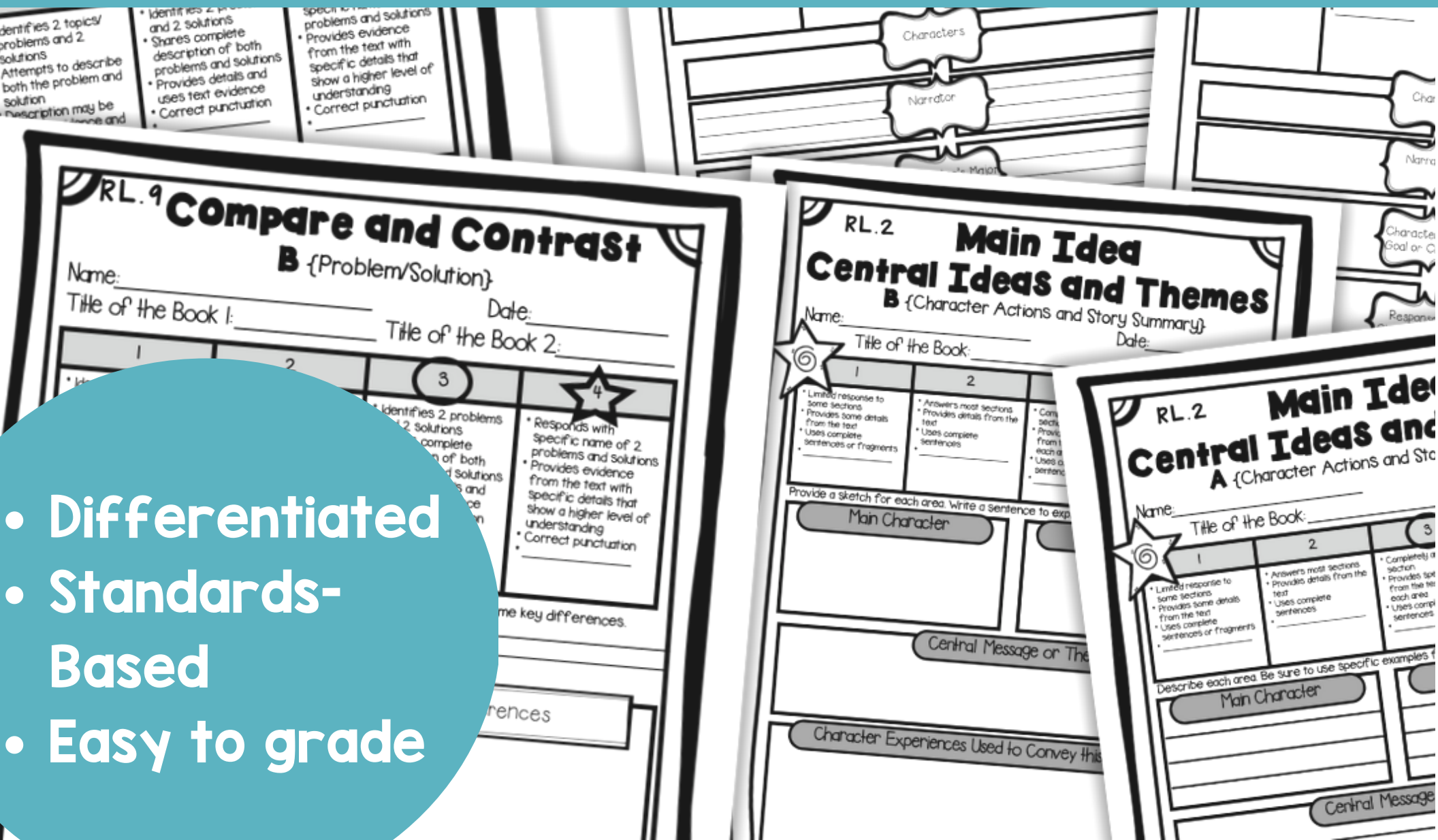
stories that represent universal themes

stories that help

one Soup

Differentiated

- Differentiated
- Standards-Based
- Easy to grade



A Closer Look at Differentiation

**Kid Friendly Rubric
Allows You to Go
Over the Criteria in
Advance**

RL.2 **Main Idea
Central Ideas and Themes**
B {Character Actions and Story

Name: _____

Title of the Book: _____

1	2	3	4
<ul style="list-style-type: none">Limited response to some sectionsProvides some details from the textUses complete sentences or fragments	<ul style="list-style-type: none">Answers most sectionsProvides details from the textUses complete sentences	<ul style="list-style-type: none">Completely answers each sectionProvides specific details from the text to support each areaUses complete sentences	<ul style="list-style-type: none">Completely answers each sectionProvides specific details from the text to support each areaShows higher level thinkingUses complete sentences

Provide a sketch for each area. Write a sentence to explain your sketch.

Main Character

Setting

Theme

Character Experiences Used to Convey this Theme

**Larger Lines or
Without Lines**

**Main Idea
Central Ideas and Themes**
A {Character Actions and Story Summary}

Date: _____

Title of the Book: _____

1	2	3	4
<ul style="list-style-type: none">Limited response to some sectionsProvides some details from the textUses complete sentences or fragments	<ul style="list-style-type: none">Answers most sectionsProvides details from the textUses complete sentences	<ul style="list-style-type: none">Completely answers each sectionProvides specific details from the text to support each areaUses complete sentences	<ul style="list-style-type: none">Completely answers each sectionProvides specific details from the text to support each areaShows higher level thinkingUses complete sentences

Describe each area. Be sure to use specific examples from the text.

Main Character

Setting

Central Message or Theme

Character Experiences Used to Convey this Theme

**Question Stems for
Support**

↓ More

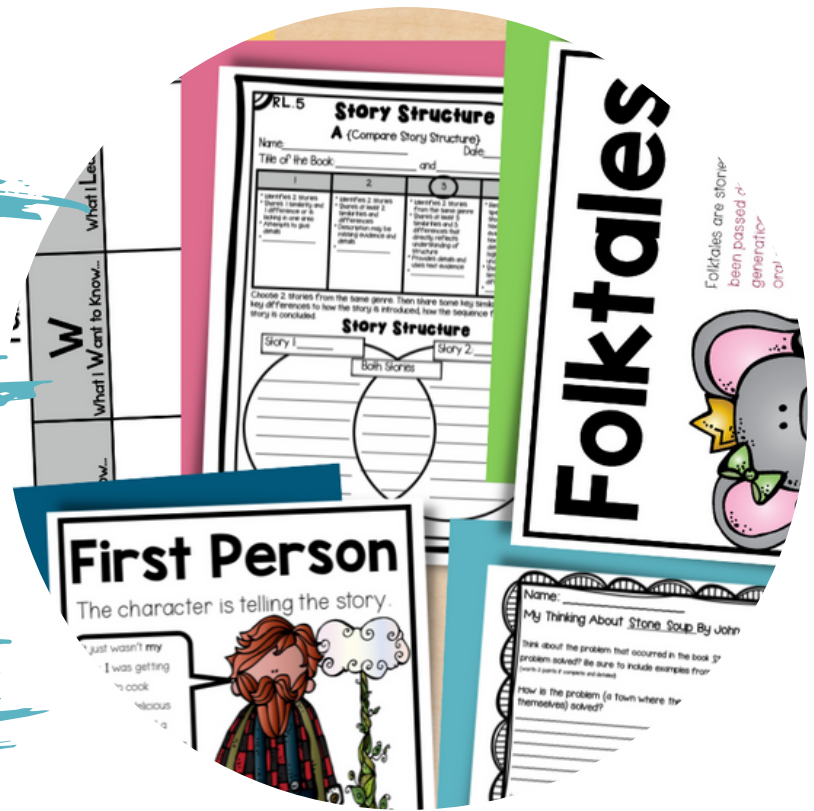
Supportive

- Offers Reader and Teacher Support With Anchor Charts



What Teachers Are Saying...

I enjoyed using these well-written lessons with very little prep. My students stayed engaged while enjoying them.
~Clara B.



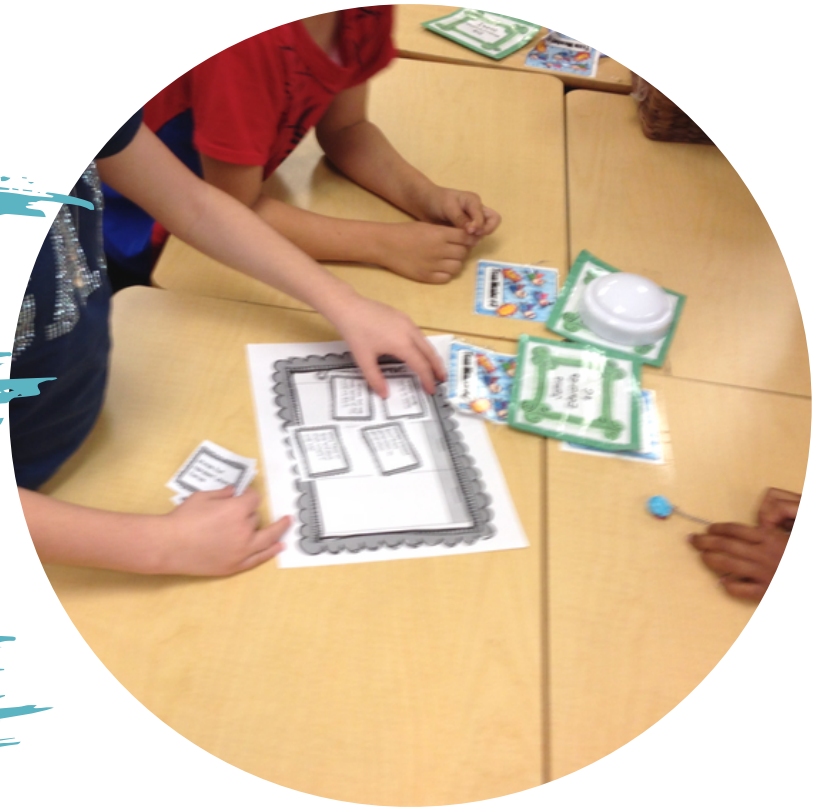
What Teachers Are Saying...

“

These lesson plans are very well planned out and organized. Everything you need is listed and included. Thank you for the great resource!

~Elise D.

”



Save 50% Here

Characters, Setting, and Events Reading Unit 1



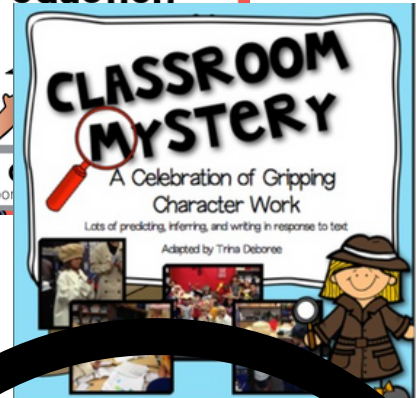
4 weeks of lesson plans
Trina Deboree Teaching and Learning

Nonfiction Reading Workshop Reading Unit 2



4 weeks of lesson plans
Trina Deboree Teaching and Learning

Reading Workshop Introduction



Inferences and Predictions With Mysteries Reading Workshop Unit 3



4 weeks of lesson plans
Trina Deboree Teaching and Learning

Nonfiction Reading Workshop Reading Unit 4



4 weeks of lesson plans
Trina Deboree Teaching and Learning

Folktales, and Fairytails, and Fables, Oh My! Reading Unit 5



4 weeks of lesson plans
Trina Deboree Teaching and Learning