



Time To Know

Language Arts

Traditional and Classical Fairy Tales and Drama: Lesson 2

Teacher's Manual





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Study Unit Rationale

In this study unit, students inquire about the essential question, “Why does traditional and classical literature endure over time?” With a focus on the genre of the fairy tale, students read several fairy tales including the well-known Grimm fairy tales, “The Frog Prince,” “The Turnip,” and “Snowdrop” in the original language of the translation from German. As students learn about the structure of traditional and classical literature, they identify the message of the fairy tales. In addition, they sequence the events; they write a summary of the plot; they compare and contrast the adventures of different characters; they identify the themes and the cause and effect relationships.

Using their knowledge of the structural elements of a drama learned in a previous unit, students identify the following elements in the plot: introduction, rising action, climax, falling action, and resolution. Students apply their knowledge of these elements by rewriting a well-known fairy tale in the form of a play, which they may perform as a puppet play. This process reinforces the following writing skills: pre-writing, drafting, revising, editing, and publishing.

Students work independently, with partners, and in small groups to complete computer-based and non-computer-based learning activities that strengthen the relevant reading, writing, speaking, and listening skills.

This study unit is divided into ten lessons. An additional section provides the teacher with the following support materials:

- The Teacher's Manual: Unit Rationale, Unit TEKS, Lesson Flow Chart, Lesson Objectives, Icon Key, Teacher Instructions for Implementation, PAL Words;
- Printables: print materials from the lesson;
- Passages: all passages found in the lesson.

Texas Essential Knowledge and Skills for English Language Arts and Reading

This study unit meets the following standards for English Language Arts and Reading, Grade 4 beginning with School Year 2009-2010, adopted for 2009-2010 (section 110.15 pages 26-32).

19 TAC Chapter 110: Reading/Comprehension skills.

RC.4 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected passages based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of passage; (D) make inferences about passage and use textual evidence to support understanding;

(b) Knowledge and Skills

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male: _____ or girl: woman as boy :_____).

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme; and (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person.

(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.

(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting.

(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (B) use the complete subject and the complete predicate in a sentence; and (C) use complete simple and compound sentences with correct subject-verb agreement.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) write legibly by selecting cursive script or manuscript printing as appropriate; (B) use capitalization for: (i) titles of books, stories, and essays; and (C) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding-es);(ii) irregular plurals(e.g., man/men, foot/feet child/children);(iii) double consonants in middle of words;(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and(v) silent letters (e.g., knee, wring);

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Lesson Flow Chart









Learning Activity / Activity Item	Grouping	Estimated Duration
Story Elements		
Projectable: Plot Graph	Class	15 minutes
Plotting “The Persian King’s Daughter and the Genie”	Class	15 minutes
Events from “The Alaskan Prince and His Three Sisters”	Individual	10 minutes
“The Frog Prince”		
Royal Reading	Individual	20 minutes
Extras: Wait, There’s More!		
Listen to a Fairy Tale	Individual	Optional Activity
Fairy Tale Facts	Individual	Optional Activity
Once Upon a Time	Individual	Optional Activity
Crossword Puzzle	Individual	Optional Activity
Fairy Tale Ups and Downs	Individual	Optional Activity
Menu: Traditional and Classical Fairy Tales and Drama	Individual	Optional Activity

Lesson Objectives

The students will:

- identify the structure and elements of literary fiction;
- sequence the main events of a fairy tale;
- read a Grimm fairy tale, “The Frog Prince”; and
- determine the meaning of words using context clues.

Icons and Acronyms

Icon	Acronym	Term
	LA	Learning Activity
	DLA	Differentiated Learning Activity
	AI	Activity Item
		Extra
		Individual Activity
		Partner Activity
		Group Activity
		Class Activity

Suggestions for Implementing Unit Learning Activities

Story Elements

Projectable: Plot Graph

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Class	To identify the structure and elements of literary fiction	110.15.6.A (4.6.A)	Projectable: Plot graph	15 minutes

- Review the elements of fairy tales that were discussed in Lesson 1.
- Explain that fairy tales have their own specific elements and also contain the elements of stories.
- Review the following elements of a story or ask students to generate the elements:
 - Characters: the people, animals, or animate objects in a story
 - Setting: where the story takes place
 - Plot: the events that happen in the beginning, middle, and end of a story
 - Theme: the message of a story.
- Explain that the plot structure can be broken down into the following five elements: Introduction, Rising Action, Climax, Falling Action, and Resolution.
- Project the Plot Graph and explain each element as it is gradually exposed.
- As you discuss each element, refer to different stories that are familiar to students. Ask students to identify the events in the stories that represent each element.

Screen 1

- Explain the Plot Graph that appears on screen. (A Plot Graph shows how a story is organized. It maps the significant events in the story.)
- Discuss the significance of the graph's shape, and how the events of a story build up to a climax and then conclude with the resolution.

Screen 2

- Explain the Introduction (The Introduction is the beginning of the story. It introduces the characters and the setting.)

Screen 3

- Explain the Rising Action (The Rising Action is the events of a story that move the plot forward. These events involve conflicts and build toward the climax.)
- Point out that the number of events in the Rising Action may vary according to the story.

Screen 4

- Explain the Climax. The Climax is the turning point of the story. (It is the high point of interest.)


Screen 5

- Explain the Falling Action. (The Falling Action is the events of a story that follow the climax. These events describe what happened after the climax and how any problems were solved.)

Screen 6

- Explain the Resolution. (The Resolution is the final outcome of the story. It describes how the story ended.)
- Point out that every story is structured according to the five elements on the graph. However, explain that because different stories are different lengths, the number of events in each category will vary.
- Explain that writing a good story is like baking a cake. In order to write a story or bake a cake, you need to follow a recipe and include certain ingredients. The recipe of a cake is like the structure of the events in a story and the ingredients are like the elements of a story. The cake's ingredients are like the details of the story such as the development of the characters and the conflicts.
- For Your Information: It is important for students to understand the concept of the structure of a story, or how a story is organized in order to enhance comprehension. Optional: Distribute the Plot Graph printable for students to use as a reference.

Plotting “The Persian King’s Daughter and the Genie”

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Class	To participate in a class discussion about the main events of a fairy tale	110.15.6.A (4.6.A) 110.15.27.A (4.27.A)	Projectable: Plot Graph	15 minutes

- Tell students to take out the printable from Lesson 1: “The Persian King’s Daughter and the Genie.”
- Ask for student volunteers to name the characters in the story and describe its setting.
- Tell students to highlight the main events of the story on their printable.
- Project the Plot Graph onto the board and explain that students will work together as a class to map out the events from the story on the Plot Graph.
- Point to the Introduction of the story and elicit the events that occur in the Introduction. List students’ suggestions on the board. Continue to elicit the events for each subsequent category and discuss the student suggestions and the rationale behind them.
- Students may suggest different events that make up the Climax. Conduct a class discussion about each suggestion and decide together, as a class, which event is the turning point of the story.
- Remind students that because stories have different plots and storylines, different stories will have a different amount of events listed under each story element. For example, one story might have four events in Rising Action and another story might have three or five events.

Suggestions for plotting the events of “The Persian King’s Daughter and the Genie”
 Introduction:

- A Persian princess, who is very well liked, lives with her family in a palace.

Rising Action:

- The princess buys a teapot at the market.
- A genie appears and grants the princess wishes.
- The princess flies on a magic carpet and befriends magical trees and creatures.
- The princess worries about the evil force that is causing the spread of disease in the land.

Climax:

- The princess realizes that her genie is an evil dragon.


Falling Action:

- The princess asks the whispering trees for help.
- The trees blow the dragon away.

Resolution:

- The princess helps less fortunate people.
- The princess marries a handsome prince and they live happily ever after.


Events from “The Alaskan Prince and His Three Sisters”

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Group	To identify the common elements in two different fairy tales	RC. 4.A RC. 4.B RC. 4.D	Reading two fairy tales and identifying their common elements	10 minutes

- Tell students to take out the printable from Lesson 1: “The Alaskan Prince and His Three Sisters.”
- Conduct a class discussion about the fairy tale.
- Suggested Questions:
 - Who are the characters in the story?
 - Where does the story take place?
 - How would you describe the setting of the story?
- Ask for student volunteers to retell the events from the beginning, middle, and end of the story.
- Tell students to work on their printable to sequence the events from the story and then match the events to the correct story elements.
- Conduct a discussion about the correct answers.

“The Frog Prince”

Royal Reading

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	<ul style="list-style-type: none"> To read a Grimm fairy tale To use context clues to determine the meanings of unfamiliar words 	110.15.2.B (4.2.B) RC. 4.A	Text Reader Live Text Multiple choice questions	20 minutes

- Instruct students to read the fairy tale, “The Frog Prince.”
- Explain that “The Frog Prince” was written by the Grimm Brothers in the 1800s. Some of the language may seem odd or difficult but it provides a typical example of the written language of the 1800s.
- Tell students to think about the elements on the Plot Graph while they read the fairy tale.

★ Wait, There's More!


The following enrichment activities provide the students with the opportunity to review and expand their knowledge.

Listen to a Fairy Tale

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	<ul style="list-style-type: none"> To listen to the narration of a fairy tale To answer questions about the plot 		Listening activity Multiple choice activity	Optional Activity


Tell students to listen to the fairy tale and answer the multiple choice questions about the plot.

Fairy Tale Facts

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	To answer true and false questions about fairy tales		Multiple choice activity	Optional Activity


Tell students to answer the true and false questions about fairy tales and fairy tale authors.

Once Upon A Time

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	To answer questions based on a timeline		Multiple choice activity	Optional Activity

Tell students to answer the questions based on the timeline.

Crossword Puzzle

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	To match words from the study unit to the correct definitions		Crossword puzzle	Optional Activity


Tell students to complete the crossword puzzle by matching the words from the study unit with their definitions.

Fairy Tales Ups and Downs

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	To answer questions about fairy tales and fairy tale authors		Multiple choice game	Optional Activity

Tell students to answer questions about fairy tales and fairy tale authors.

Menu: Traditional and Classical Fairy Tales and Drama

Instructional Grouping	Objectives	TEKS	Description	Estimated Duration
 Individual	To select extension and enrichment activities from a menu of optional activities		Printable: Fairy Tale and Drama Menu	Optional Activity

Distribute copies of the Printable Menu: Traditional and Classical Fairy Tales and Drama. This menu contains extension and enrichment activities to assign to students who finish their assigned work. Tell students they may work on these activities individually, or with partners, over the course of several days. Allot class time for students to share their work.

PAL Words

Word (s)	First appears in the following lesson:
Pre Level	
1. envy	Lesson 7
2. pitied	Lesson 7
3. rage	Lesson 7
4. vain	Lesson 7
5. flocks	Lesson 8
6. cleverly	Lesson 8
7. frightened	Lesson 2
8. bonnet	Lesson 2
9. classical	Lesson 1
10. traditional	Lesson 1
11. handsome	Lesson 2
12. cruel	Lesson 2
On Level	
1. meddling	Lesson 7
2. consented	Lesson 7
3. betrayed	Lesson 7
4. enchanted	Lesson 2
5. coach	Lesson 2
6. bitterly	Lesson 2
7. grasped	Lesson 1
8. respond	Lesson 1
9. awaken	Lesson 1
10. firmly	Lesson 1
11. shaman	Lesson 1
12. fierce	Lesson 1

Above Level	
1. malice	Lesson 7
2. trampling	Lesson 8
3. ebony	Lesson 7
4. bewail	Lesson 3
5. spite	Lesson 8
6. according	Lesson 2
7. thrashed	Lesson 1
8. merriment	Lesson 1
9. till	Lesson 2
10. abide	Lesson 8
11. misfortunes	Lesson 2
12. miserable	Lesson 1

Printables

Plot Graph

Passages

“The Frog Prince”



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