

# Literature Response for Home-School Connections: Fairy Tales

**Grade Level or Special Area:** First Grade

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**Length of Unit:** Ten lessons (nine weeks): 20 minutes home and 30 minute school Segments

## I. ABSTRACT

This unit provides schools and teachers an opportunity to take Core Knowledge to the next level by not only supporting the learning that is going on in the classroom, but also by building family literacy and learning at home. The hope is that all students, K-6<sup>th</sup> grade, have a copy of *What Your \_\_\_Grader Needs to Know* at home to review and respond to topics studied in the classroom, while allowing families to learn with and support their child's education. In this unit, first grade teachers will build home-school connections by enriching students' exposure to first grade Core Knowledge Fairy Tales. These lessons should be used in conjunction with, not as a substitute for, regular classroom instruction. The lessons include an opening session with the teacher reviewing skills that will be practiced at home, a six-part home assignment which includes: Read aloud by family, written connection response by student, spelling practice by student (one-syllable words from the story text), letter formation practice by student, fairy tale element identification by student, and a follow-up closure by teacher during which students play phonemic awareness games(one-syllable words from the story text) and draw a fractured fairy tale scene based on familiar characters and actions.

## II. OVERVIEW

### A. Concept Objectives

1. Colorado Reading and Writing Standard 1: Students recognize how to read and understand a variety of materials.
2. Colorado Reading and Writing Standard 2: Students understand how to read and write for a variety of purposes and audiences.
3. Colorado Reading and Writing Standard 3: Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
4. Colorado Reading and Writing Standard 4: Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
5. Colorado Reading and Writing Standard 6: Students understand how to read and recognize literature as a record of human experience.

### B. Content from the *Core Knowledge Sequence*

1. First Grade Language Arts: Reading and Writing: Phonemic Awareness (p. 23)
  - a. Count the number of syllables in a word.
  - b. Isolate the initial or final consonant sound or the medial sound of a one-syllable word.
  - c. Orally blend the phonemes of a one-syllable word.
  - d. Orally segment one-syllable words into phonemes.
  - e. Orally delete initial and final phonemes in one-syllable words.
  - f. Orally substitute the initial or final consonant sound or the medial vowel sound in one-syllable words.
2. First Grade Language Arts: Reading and Writing: Decoding, Word Recognition, and Oral Reading (p. 23)
  - a. Accurately decode simple one-syllable nonsense words.

- b. Decode common initial digraphs, such as ch, qu, th and ending digraph ng.
  - 3. First Grade Language Arts: Reading and Writing: Reading Comprehension and Response (p. 24)
    - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
    - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
    - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - 4. First Grade Language Arts: Reading and Writing: Spelling Grammar, and Usage (p. 24)
    - a. Spell words from oral dictation composed of the phonemes studied so far.
    - b. Correctly spell three- and four-letter short vowel words.
    - c. Use knowledge of letter-sound correspondence to spell independently.
  - 5. First Grade Language Arts: Fiction: Stories (p. 25)
    - a. *The Frog Prince*
    - b. *Hansel and Gretel*
    - c. *Jack and the Beanstalk*
    - d. *The Pied Piper of Hamelin*
    - e. *The Princess and the Pea*
    - f. *Puss-in-Boots*
    - g. *Rapunzel*
    - h. *Rumpelstiltskin*
    - i. *Sleeping Beauty*
  - 6. First Grade Language Arts: Fiction: Literary Terms (p. 26)
    - a. Characters, heroes, and heroines
- C. Skill Objectives
  - 1. Students will listen to fairy tales read aloud.
  - 2. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - 3. Students will respond orally and in writing to Core Knowledge fairy tales.
  - 4. Students will identify fairy tale elements.
  - 5. Students will write sentences with a complete thought, capital letter and end mark.
  - 6. Students will spell and write three- and four-letter words with short vowels.
  - 7. Students will practice handwriting skills.
  - 8. Students will practice print formation of the letters of k, i, j, d, e, l, n, q, and u; both upper and lower case.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. “Lesson 1: *How to Make Literature Connections* from Literature Response for Home-School Connections: Poetry, Core Knowledge First Grade Unit
  - 2. *Dreaming of Fairy Tales*, Available at:  
<http://www.burke.k12.nc.us/instructionaltech/webquests/fairytales/>
- B. For Students
  - 1. Kindergarten: Language Arts: Reading and Writing: Book and Print Awareness (p. 7)

2. Kindergarten: Language Arts: Reading and Writing: Phonemic Awareness (p. 7)
3. Kindergarten: Language Arts: Reading and Writing: Reading and Language Comprehension (p. 8)
4. Kindergarten: Language Arts: Reading and Writing: Writing and Spelling (p. 8)
5. Grade 1: Language Arts: Reading and Writing: Phonemic Awareness (p. 23)
6. Grade 1: Language Arts: Reading and Writing: Decoding, Word Recognition, and Oral Reading (p. 23)
7. Grade 1: Language Arts: Reading and Writing: Reading Comprehension and Response (p. 24)
8. Grade 1: Language Arts: Reading and Writing: Spelling, Grammar, and Usage (p. 24)
9. Grade 1: Language Arts: Fiction: Stories (p. 25)
10. Grade 1: Language Arts: Fiction: Literary Terms (p. 26)

#### IV. RESOURCES

- A. *What Your First Grader Needs to Know* by E.D. Hirsch (Lessons Two-Ten)
- B. *Core Knowledge Text Resources Grade 1* by Core Knowledge Foundation (Lesson Two-Ten)
- C. *Shrek 2*, DreamWorks Pictures (Culminating Activity)

#### V. LESSONS

**Note: Before starting this unit review the following: For information and techniques on teaching text-me, text-world, and text-text literature connections - See Lesson One -“Learn Who to Make Literature Connections,” *Literature Response for Home-School Connections: Poetry*; First Grade Core Knowledge Unit**

**Lesson One: Learn How to Identify Fairy Tale Elements (one lesson, 30 minutes)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
    - b. Discuss how, why and what-if questions about both fiction and non-fiction texts.
  3. Skill Objective(s)
    - a. Students will identify fairy tale elements.
- B. *Materials*
  1. White board
  2. Dry erase markers
- C. *Key Vocabulary*
  1. An *element* is a characteristic.
  2. A *fairy tale* is a story that has some or all of following elements: the number three, animals act like humans, magic, once upon a time, royal characters, good and evil characters, good wins over evil, and happily ever after.
- D. *Procedures/Activities*
  1. Explain to students, *Today we are going to talk about the titles of fairy tales that you already know and what makes these stories fairy tales.*

2. Explain to students, *To begin I want you to think of the titles or names of the fairy tales that you have heard before. I will give you one minute to share with your partner one fairy tale that you have heard.* As students discuss their titles, the teacher should make three columns on the white board. One labeled 'Titles', one labeled 'Fairy Tale Elements', and one labeled 'Clues'.
3. Call on several partnerships to tell the name of the fairy tale they came up with. Note five or six titles on the board.
4. Explain to students, *Now that we have a list of the fairy tales we have already read, I want you to think about why these stories are called fairy tales. These stories are categorized as fairy tales because they all have certain elements. An element is a fancy word for characteristic. We categorize stories that we see and hear in a theater as movies. There are certain characteristics that make them movies. We see a recorded film on a big screen. We hear the characters talk and we see them do actions. We also know it is a movie because it is dark inside the theater and many times we eat popcorn while we watch it! Well, fairy tales also have characteristics or elements that signal to us it is categorized as a fairy tale. Today we are going to learn what those elements are.*
5. The teacher will use *The Three Little Pigs* as an example for this lesson. If it was not listed in the initial fairy tale list the students came up with, the teacher should write it up as her choice.
6. Explain to students, *I am going to use the story of the Three Little Pigs as an example to help you understand what elements make a fairy tale. We don't need all the elements we are going to talk about, but the more elements a story has, the more clues we have in proving it is a fairy tale.*
7. Write 'the number three' in the fairy tale elements column. Explain, *The first element we are going to talk about is the number three. Many times, a fairy tale has the number three in it. Can you think of any part of the story The Three Little Pigs that has to do with the number three?* Have children discuss and note their responses under the 'Clues' column (i.e.: title has three in it, there were three pigs, and the wolf huffed and puffed three times). *Give me a thumbs up if you think the story of The Three Little Pigs has the element of three.* Teacher does a quick observation to see if students are on track. Note: Fairy tales may also have the number seven in them; however, for first graders the number three is enough to remember. The presence of the number seven can be taught in later grades.
8. Write 'animals act like humans' in the fairy tale elements column. Explain, *The second element that can make a story a fairy tale is the fact that animal characters in the story act more like humans than animals. Can you think of any part of the story The Three Little Pigs where the animal characters acted like humans?* Have children discuss and note their responses under the 'Clues' column (i.e.: pigs dressed in clothes, pigs built house, pigs and wolf talked). *Give me a thumbs up if you think the story The Three Little Pigs has the element of animals act like humans.* Teacher again does a quick observation of answers.
9. Write 'magic' under the elements column. Explain, *The third element is magic in the story. Do you remember any magic in the story of the Three Little Pigs? No, there isn't magic in the story so we don't have any clues to prove that element is present. Do we give that element a thumbs up or thumbs down? That's right. A thumbs down because that element is not present in this story.*
10. Write 'starts with once upon a time' in the element column. Explain, *The next element that can prove a story is a fairy tale is the story starts with 'once upon a time'. Think back to when the story of the Three Little Pigs was read to you.*

*How did it start? Yes, it starts with 'once upon a time' so that is another clue for our clue column.*

11. Write 'royal characters' under the elements column. Explain to students, *The fourth element that can make a story a fairy tale is that royal characters are present in the story. Royal characters are kings, queens, princes or princesses. Does the story of the Three Little Pigs have royal characters in it? No those types of characters are not in the story so we can't count that as a clue, and so that element is not present.*
12. Write 'good characters and evil characters' under the elements column. Explain, *The next element also has to do with characters. In fairy tales there are always both good and evil characters in the story. Think about the story of the Three Little Pigs. Who are the good characters? Who is the evil character? Can we count this as a clue? Note responses under the clues column. Give me a thumbs up if you think the story The Three Little Pigs has both good and evil characters. Teacher observes student responses.*
13. Explain to students, *Let's stop for a moment and look at the elements we have so far. We have decided that the story of The Three Little Pigs has four elements so far - the number three, animals act like humans, starts with once upon a time and good and evil characters. Make a prediction with your partner. Do you think this story will end up being categorized as a fairy tale or not? Give students time to discuss their ideas.*
14. Write 'good wins over evil' in the elements column. Explain, *The next element is the fact that the good characters and situations in the story win or beat the evil characters and situations in the story. In the story of the Three Little Pigs, does good or evil win? Note responses that good wins under the clues column. Which good characters win?*
15. Write 'ends with happily ever after'. Explain, *The last element that can prove a story is a fairy tale is the fact that it ends with 'happily ever after'. Did the story of the Three Little Pigs end with happily ever after? Note student responses under the 'Clues' column.*
16. Explain to students, *We have decided that six out of the eight fairy tale elements are present in the story of the Three Little Pigs: the number three, animals act like humans, starts with 'once upon a time', both good and evil characters, good wins over evil, and ends with 'happily ever after'. So, does this prove the story is a fairy tale or not. It does prove it. Go over clues once again that are noted on the board. Hand out the Fairy Tale Element Quiz (Appendix C).*

E. *Assessment/Evaluation*

1. The teacher will read each question on the Fairy Tale Element Quiz (Appendix C) to the class. Students will check off any elements that prove a story is a fairy tale. Teacher then grades according to the following scale:
  - a. Checked at least 8, 7, or 6 fairy tale elements - proficient
  - b. Checked at least 5 fairy tale elements - partially proficient
  - c. Checked less than 5 fairy tale elements - unsatisfactoryAny misunderstandings should be addressed with the student.

**Special Needs Accommodation:** For children who will struggle taking the assessment, the teacher may allow the student to check off at least 5 fairy tale elements to be proficient.

**Note: The following lessons can be done in any order throughout the year; however, make sure the family note found in Appendix A is given to families before any fairy tale response sheets are assigned. Background information and lessons on literature connections can be found in Lesson One in *Literature Response for Home-School Connections: Poetry*. In addition, these lessons should only be assigned AFTER the content has been covered in the classroom. The lessons are intended to enrich learning and allow for practice, not serve as a substitute for regular teacher instruction in the classroom.**

**Lesson Two: *The Frog Prince* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students recognize how to read and understand a variety of materials.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Correctly spell three- and four-letter short vowel words.
  - f. Use knowledge of letter-sound correspondence to spell independently.
  - g. Characters, heroes, and heroines
  - h. Count the number of syllables in a word.
  - i. *The Frog Prince*
3. Skill Objective(s)
  - a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will develop a story scene using a familiar character and action.
  - g. Students will spell and write words with rimes of 'un', 'an', 'og', 'and', 'old', 'at', 'ig', 'ob', 'ed', 'elt', 'ump', 'ag', 'ad', 'ock', 'ong', 'ing', 'in', 'ent', 'ift', and 'ep'.
  - h. Students will practice handwriting skills.
  - i. Students will practice print formation of the letters k, i, j, d, e, l, n, q, and u; both upper and lowercase.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *The Frog Prince* from *Core Knowledge Text Resources Grade 1* (p. 31)
2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Frog Prince* (Appendix D) for each student
3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
4. White board
5. Dry erase markers
6. Pencils and crayons for students

C. *Key Vocabulary*

1. A *text-me connection* is a connection that I make between a piece of text and my life.
2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
3. A *scene* is a portion of a story.
4. A *character* is a person or thing that does the action in a story.

D. *Procedures/Activities*

1. **Segment 1** (15 minutes at school): To open the lesson, Explain, *We have read and discussed The Frog Prince in class. This week you will read the story again at home and make a text-me connection. You will also write about the connection that you make on a response sheet. Tell your partner what a text-me connection is.*
2. Explain to students, *On your response sheet, you will practice spelling words by sounding out the letters you hear in the word. Today, we are going to practice spelling words that similar to the words you will practice spelling at home. To do that we are going play a game.*
3. Explain to students that the name of the game is Sparkle. Allow children to sit on top of the desks to play the game. Choose words for the class to spell with the rime of ‘an’, ‘un’ and ‘og’. Possible suggestions are: bun, spun, fun, can, van, fan, plan, dog, fog, smog, clog, jog, and log. Announce a word to the class. Each student says one letter. When the word has been spelled correctly, the next person is ‘sparkled’ and sits down. For example, tell the class to spell the word “frog.” The first student says “f” second says “r” third says “o” fourth says “g,” then the class announces ‘sparkle’ and the fifth student has to sit down. Students can get out by also saying an incorrect letter. The last student remaining wins.  
**Special Needs Accommodation:** The teacher may write the letters on the board as the students say them to help those in the class who need a visual cue.
4. Give each student a copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Assignment Sheet - *The Frog Prince* (Appendix D). Explain to students, *In addition to making connections and spelling, I also want you to practice writing the letter ‘k’. Let’s put our pointy finger in the air and write a lowercase ‘k’.* Instruct students with the stroke: Long stroke down, lift, kick in, kick out. Remind students to use the top line, mid line and base line correctly while writing.
5. Tell students they will also identify the fairy tale elements they find in the story *The Frog Prince*. *At the bottom of the page, I want you to check off the fairy tale elements you think are in the story.*
6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Frog Prince* (Appendix D) and a copy of the fairy tale if needed.

7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Frog Prince* (Appendix D).
8. **Segment 3** (10 minutes at school): To close the lesson, conduct a short phonemic awareness activity for one-syllable words. Ask children to hold up one fist. Say a word and the class sounds out the word, holding up one finger for each sound they hear. Use the following words: sun-3, ran-3, grunt-5, frog-4, tan-3, and an-2.
9. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Frog Prince* (Appendix D) that was completed at home. The teacher will model how to make text-me connections and then check over the response forms.
10. Explain to students, *While I read this story I made a text-me connection. I remember promising I wouldn't tell what my mom's birthday and Christmas presents were before time to open them. However, I would get so excited that I would almost break my promise by giving away too many clues. I will give you one minute to share your text-me connection with your partner. Remember to answer in a complete sentence such as 'It was hard for me to keep a promise when...'*
11. Explain to students, *While I check over your response sheet, you are going to create a scene from a fractured fairy tale. When we fracture a fairy tale, we break or fracture the parts of the story up and put it with different stories. An example would be the three bears meeting a big bad wolf. We are taking Goldilocks and the Three Bears and putting it with Little Red Riding Hood. By doing that, it also twists the plot in the story. A scene is a part of the story; like the beginning scene is what happens first, the middle scene happens second, and the last scene happens third.* Give each student a copy of Fracture a Fairy Tale! sheet (Appendix C).
12. Explain to students, *Find the name of fairy tale character you just read at home and make a checkmark next to the name. You should have checked the word princess. What action did the princess do in this fairy tale? She kissed a frog! Now you are going to choose a different action for the princess and draw a new fractured fairy tale scene in the bottom box.* The teacher should read the actions to the students from the right hand column. **Special Needs Accommodation:** To help keep kids on track, go ahead and pick the action for them.
13. Collect the Fracture A Fairy Tale! sheets when complete for use later with Fractured Fairy Tale assessment (Appendix M).

E. *Assessment/Evaluation*

1. The teacher should look over the response sheet (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>The Frog Prince</i> (Appendix D).	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'k', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem issues should be addressed with the student.

**Lesson Three: *Hansel and Gretel* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Correctly spell three- and four-letter short vowel words.
  - e. Use knowledge of letter-sound correspondence to spell independently.
  - f. Characters, heroes, and heroines.
  - g. Isolate the initial or final consonant sound or the medial vowel sound of a one-syllable word.
  - h. *Hansel and Gretel*
3. Skill Objective(s)
  - a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will develop a story scene using a familiar character and action.
  - g. Students will practice print formation of the letters k, i, j, d, e, l, n, q, and u; both upper and lowercase.
  - h. Students will practice handwriting skills.
  - i. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *Hansel and Gretel* from *Core Knowledge Text Resources Grade 1* (p. 40)
2. One copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel* for each student (Appendix E)
3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
4. Small white boards for each student

5. Dry erase markers for each student
  6. Facial tissue erasers for each student
  7. Pencils and crayons for students
- C. *Key Vocabulary*
1. A *text-world connection* is a connection that I make between the text and the outside world.
  2. A *hero* is a boy character that saves and helps others.
  3. A *heroine* is a girl character that saves and helps others.
  4. A *character* is the person or thing that does the action in a story.
  5. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
  6. A *scene* is a portion of a story.
- D. *Procedures/Activities*
1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story Hansel and Gretel in class. This week at home, you will read the story again with your family. You and your family will make a text-world connection and write a sentence about that connection on a response sheet. Tell your partner what a text-world connection is. Give students a moment to come up with their ideas. Explain, The text-world connection you will make also has to do with a heroine. The word heroine means a girl character that saves and helps others. A hero is a boy character that saves and helps others. I want you to think, not say, who would the heroine might be in the story Hansel and Gretel.*
  2. Explain to students, *On your response sheet you will practice spelling words by sounding out the letters you hear in the word. Today, we are going to play a game to practice spelling some words similar to the words you will need to work on at home.*
  3. Explain to students that the name of the game is Last Student Standing. All students need a white board, tissue eraser and a dry erase marker. Have all students stand up. The teacher gives a spelling word with rimes of ‘and’, ‘old’ or ‘at’. Possible suggestions are: stand, hand, land, sand, band, bold, sold, told, cold, hat, mat, sat, and rat. Students must write the word on the board and keep it hidden until the teacher says ‘show me’. If a student has misspelled a word, they must sit down. Although they are still out, they still must spell the words and help the teacher look for misspelled words. The last student standing wins.  
**Special Needs Accommodation:** For those children who struggle with simple spelling, allow them to be the ‘teachers helper’ to find misspelled words. This will allow these students a visual cue for the words written correctly.
  4. Give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel* (Appendix E). Explain to students, *In addition to making connections and spelling, I also want you to practice writing the letter ‘i’. Let’s put our pointy finger in the air and write a lowercase ‘i’.* Instruct students with the stroke: Short stroke down, lift and dot. Remind students to use the top line, mid line and base line correctly while writing.
  5. Tell students they will also identify the fairy tale elements they find in the story *Hansel and Gretel*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
  6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel* (Appendix E) and a copy of the fairy tale if needed.
  7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel*

(Appendix E). **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.

8. **Segment 3** (15 minutes at school): To close the lesson, conduct a phonemic awareness activity. Ask the class to identify the letter sound they hear at the beginning, middle, or end of the word. Use the following words: hand (beginning), land (beginning) old (end), set (middle), fat (middle), cat (end).
9. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel* (Appendix E) that was completed at home. The teacher will model how to make text-word connections and then check over the response forms while students create a fractured fairy tale scene.
10. Explain to students, *While I read this fairy tale, I made a text-world connection. I know that a heroine is a person who helps and saves people. Gretel was very brave when she pushed the witch into the oven. Her bravery helped save Hansel. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'I think Gretel is a heroine because...'*
11. Explain to students, *While I check over your response sheets you are going to create a scene from a fractured fairy tale. Remember, a fractured fairy tale has scenes or portions of different fairy tales mixed together which twists the story. Give each student a copy of Fracture a Fairy Tale! sheet (Appendix C).*
12. Explain to students, *Find Hansel and Gretel and make a check mark next to it. Now think about the action they did. They ate a candy house. You are now going to pick a different action, put a check mark next to it, and then draw a new fractured fairy tale scene in the bottom box.* The teacher should read the actions to the students from the right hand column. **Special Needs Accommodation:** To help keep students on track, go ahead and pick the action for them.
13. Collect the Fracture A Fairy Tale! sheets when complete for use later with Fractured Fairy Tale assessment (Appendix M).

E. *Assessment/Evaluation*

1. The teacher should look over the response sheets (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>Hansel and Gretel</i> (Appendix E)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'i', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem issues should be addressed with the student.

**Lesson Four: *Jack and the Beanstalk* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.

- c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
- a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Correctly spell three- and four-letter short vowel words.
  - f. Use knowledge of letter-sound correspondence to spell independently.
  - g. Orally segment one syllable words into phonemes.
  - h. Characters, heroes, heroines.
  - i. *Jack and the Beanstalk*
3. Skill Objective(s)
- a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will develop a story scene using a familiar character and action.
  - g. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
  - h. Students will practice print formation of the letter k, i, j, d, e, l, n, q and u; both upper and lowercase.
  - i. Students will practice handwriting skills.

B. *Materials*

- 1. *What Your First Grader Needs to Know* book for each student OR a copy *Jack and the Beanstalk* (p. 93) from *Core Knowledge Text Resources Grade 1*
- 2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk* (Appendix F)
- 3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
- 4. Pencils and crayons for students
- 5. Scrap paper
- 6. White board
- 7. Dry erase markers

C. *Key Vocabulary*

- 1. A *text-world connection* is a connection that I make between a piece of text the outside world.

2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
  3. A *scene* is a portion of a story.
- D. *Procedures/Activities*
1. **Segment 1** (15 minutes at school): To open the lesson explain, *We have read and discussed the story Jack and the Beanstalk in class. This week at home, you and your family will read the story again and make a text-world connection. You will also write a sentence about the connection you made on a response sheet. Tell your partner what a text-world connection is.*
  2. Explain to students, *On your response sheet, you will practice spelling words by sounding out the letters you hear in the word. Today, we are going to practice spelling words that are similar to the words you will practice spelling at home. To do that we are going to play a game called Heart Attack.*
  3. Explain the rules of the game to students. The teacher will divide the class into four or five teams. Have each team arrange desks in a straight line and give each team one piece of scrap paper. Give a pencil to each student. The teacher calls out a spelling word with the rimes ‘an’, ‘ig’, or ‘old’. Suggestions are: plan, man, can, Stan, wig, pig, dig, bold, hold, and old. The teacher signals go and the first student in each team row writes the word on the paper. The student then passes the paper behind them to the next player in line. That student writes the word on the paper and passes it behind them; continuing in this manner until each student has written the word. Members of the team then raise their hands. Check the paper of the team that finished first to make sure the word was spelled correctly by each team member. If all spellings are correct, the team earns a point. Play several rounds of the game.
  4. Give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk* (Appendix F). Explain to students, *In addition to making connections and spelling, I also want you to practice writing the letter ‘j’. Let’s put our pointy finger in the air and write a lowercase ‘j’.* Have children practice air writing using the following stroke: Straight down, hook left, lift and dot. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly.
  5. Tell students they will also identify the fairy tale elements they find in the story *Jack and the Beanstalk*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
  6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk* (Appendix F) and a copy of the fairy tale if needed.
  7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk* (Appendix F) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  8. **Segment 3** (15 minutes at school): To close the lesson, conduct a quick phonemic awareness activity to practice segmenting phonemes. Say a word and have the class break it up into each individual phoneme. Use the words: red - r/e/d, big - b/i/g, man - m/a/n, hug - h/u/g, rig - r/i/g, tan - t/a/n, and hand - h/a/n/d (hand can be separated in to three or four phonemes - h/a/n/d or if the children have learned /nd/, h/a/nd).
  9. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk* (Appendix F) that was completed at home. The teacher will model how to make text-world connections and check

- over the response sheets while students create a new fairy tale scene using the Fracture a Fairy Tale! sheet (Appendix C).
10. Explain to students, *While I read this story I made a text-world connection. I think that Jack should have traded the cow for food because he and his mother were so hungry. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as I think Jack...*
  11. Hand out a Fracture a Fairy Tale! sheet (Appendix C). Explain to students, *While I check over your response sheet you are going to create a scene from a fractured fairy tale. Remember, a fractured fairy tale is a story that has parts of different fairy tales put together or twists the story. Find the name Jack on your paper and put a check next to it. Now think about the action Jack did in the story. He cut down a beanstalk. You are going to pick a new action for Jack to do from the list and put a check next to it. Then illustrate your new scene in the bottom box.* The teacher should read the actions from the list in the right hand column. **Special Needs Accommodation:** To help keep students on track, go ahead and pick the action for them.
  12. After complete, collect all the Fracture a Fairy Tale! sheets for use later with the assessment found in Appendix M.

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk* (Appendix F) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding marks. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>Jack and the Beanstalk</i> (Appendix F)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'j', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

**Lesson Five: *The Pied Piper of Hamelin* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.

2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Correctly spell three- and four-letter short vowels.
  - f. Use knowledge of letter-sound correspondence to spell independently.
  - g. Characters, heroes, heroines.
  - h. Orally blend phonemes of a one-syllable word.
  - i. *The Pied Piper of Hamelin*
3. Skill Objective(s)
  - a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will develop a story scene using a familiar character and action.
  - g. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
  - h. Students will practice print formation of the letters k, i, j, d, e, l, n, q, and u; both upper and lowercase.
  - i. Students will practice handwriting skills.

B. *Materials*

1. *What Your First Grader Needs to Know* book for each student OR a copy of *The Pied Piper of Hamelin* (p. 109) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin* (Appendix G)
3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
4. Pencils and crayons for students
5. White board
6. Dry erase markers

C. *Key Vocabulary*

1. A *text-world connection* is a connection that I make between a piece of text the outside world.
2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
3. A *scene* is a portion of a story.

D. *Procedures/Activities*

1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story The Pied Piper in class. This week at home, you and your family will read the story again and make a text-world connection. You will also write a sentence about the connection you made on a response sheet. Tell your partner what a text-world connection is.*

2. Explain to students, *On the response sheet you will practice spelling words by sounding out the letters you hear in the word. Today, we are going to practice spelling words similar to those you will work at home by playing a game called Password.*
3. Explain the rules of the game to students. The teacher will divide the class into two teams. Choose two players from Team A. One will stand at the front of the room with their back to the chalkboard. The other Team A player will stand facing the first Team A player. Write a word on the board with the rimes 'at', 'ob', or 'ed'. Possible suggestions are: hat, sat, flat, bat, rob, cob, snob, bed, red, and wed. The player facing the board gives clues to help their teammate guess the word written on the board. If the player correctly guesses and spells the word, their team earns the same number of points as letters in the word. If incorrect, erase one letter from the word and let the partner give another clue. Continue until the word is identified or the entire word has been erased. If the player facing the board runs out clues, allow the team to help. Move onto Team B. Play several rounds.
4. Give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin* (Appendix G). Explain to students, *In addition to making connections and spelling, I also want you to practice writing the letter 'd'. Let's put our pointy finger in the air and write a lowercase 'd'.* Have children practice air writing using the following stroke: Circle left, way up, back down. Also, remind students to use the top, mid, and base lines correctly.
5. Tell students they will also identify the fairy tale elements they find in the story *The Pied Piper of Hamelin*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin* (Appendix G) and a copy of the fairy tale if needed.
7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin* (Appendix G). **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
8. **Segment 3** (15 minutes at school): To close the lesson, conduct a quick phonemic awareness activity to practice blending phonemes together. The teacher will break down a word into individual phonemes and then have the class say the word. Use the words: r/a/t - rat, j/o/b - job, l/e/d - led, h/a/t - hat, and t/e/d - Ted.
9. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin* (Appendix G) that was completed at home. The teacher will model how to make text-world connections and then check over the response sheets while students create a fractured fairy tale scene.
10. Explain to students, *While I read this story I made a text-world connection. One of the consequences that the mayor and townspeople had to face was becoming a group of people who could not be trusted because they went back on their word. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'The mayor and townspeople had to face the consequence of...'*
11. Explain to students, *While I check over response sheet you are going to create a fractured fairy tale scene. Give each student a copy of Fracture a Fairy Tale! sheet (Appendix C). Find the name Pied Piper and put a check mark next to it. What action did he do? He led the rats out of town. Now you are going to pick a*

*different action for the Pied Piper and draw a new fractured fairy tale scene in the bottom box.* The teacher should read the actions to the students from the right hand column. **Special Needs Accommodation:** To help keep students on track, go ahead and pick the action for them.

12. Collect the Fracture A Fairy Tale! sheets when complete for use later with Fractured Fairy Tale assessment (Appendix M).

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin* (Appendix G) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>The Pied Piper of Hamelin</i> (Appendix G)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'd', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

**Lesson Six: *The Princess and the Pea* Response (three segments - 15 minutes at school, 20 minutes at home, and 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Correctly spell three- and four-letter short vowel words.
  - f. Use knowledge of letter-sound correspondence to spell independently.
  - g. Characters, heroes, and heroines
  - h. *The Princess and the Pea*
3. Skill Objective(s)
  - a. Students will listen to fairy tales read aloud.

- b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
- c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
- d. Students will write sentences with a complete thought, capital letter and end mark.
- e. Students will develop a story scene using a familiar character and action.
- f. Student will identify fairy tale elements.
- g. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
- h. Students will practice print formation of the letter k, i, j, d, e, l, n, q, and u; both upper and lowercase.
- i. Students will practice handwriting skills.

B. *Materials*

- 1. *What Your First Grader Needs to Know* book for each student OR a copy of *The Princess and the Pea* (p. 128) from *Core Knowledge Text Resources Grade 1*
- 2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea* (Appendix H)
- 3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
- 4. Pencils and crayons for students
- 5. Scrap paper for students
- 6. Game die
- 7. White board
- 8. Dry erase markers

C. *Key Vocabulary*

- 1. A *text-me connection* is a connection that I make between a piece of text and my life.
- 2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
- 3. A *scene* is a portion of the story.

D. *Procedures/Activities*

- 1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story The Princess and the Pea in class. This week at home you and your family will read the story again and make a text-me connection. You will also write a sentence about the connection you made on a response sheet. Tell your partner what a text-me connection is.*
- 2. Explain to students, *On your response sheet you will practice spelling words by sounding out the letters you hear in the word. Today, we are going to play a game to practice spelling words similar to those you will work on at home. The name of the game Spell and Roll.*
- 3. Explain to students the rules of the game. The teacher divides the class into two teams. The teacher calls out a spelling word with the rime of ‘ed’, ‘elt’, or ‘ump’. Suggestions for words are: red, led, fed, melt, belt, bump, stump, and dump. All students write the word on a paper. Select a student from Team A to spell the word aloud. If correct, the student rolls a die and adds the number rolled to their team’s score. For example, if the team had 3 points and the student spelled the words correctly and rolled a 2, then that team would have 5 points. If incorrect, the opposing team gets a chance to spell the word and roll the die. Play several rounds.

4. Give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea* (Appendix H). Explain to students, *In addition to making connections and spelling, I also want you to practice writing the letter 'e'. Let's put our pointy finger in the air and write a lowercase 'e'.* Have children practice air writing using the following stroke: Straight line across, curve up and around. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly.
  5. Tell students they will also identify the fairy tale elements they find in the story *The Princess and the Pea*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
  6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea* (Appendix H) and a copy of the fairy tale if needed.
  7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea* (Appendix H) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  8. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea* (Appendix H) that was completed at home. The teacher will model how to make text-me connections and then check over the response sheet while students create a fractured fairy tale scene.
  9. Explain to students, *While I read this story I made a text-me connection. Reading the story The Princess and the Pea made me think about the night before the first day of a new school year. I always have a hard time falling asleep because I am excited about meeting my new students. I will give you one minute to share with your partner the text-me connection you made with your family. Make sure you explain in a complete sentence, such as 'I have a hard time falling asleep when...'*
  10. Explain to students, *While I check over your response sheet you are going to create a fractured fairy tale scene.* Give each student a copy of *Fracture a Fairy Tale!* sheet (Appendix C). *Find the name Princess and put a check mark next to it. What action did she do? She slept on a pea. Now you are going to pick a different action for the Princess and draw a new fractured fairy tale scene in the bottom box.* The teacher should read the actions to the students from the right hand column. **Special Needs Accommodation:** To help keep students on track, go ahead and pick the action for them.
  11. Collect the *Fracture A Fairy Tale* sheets when complete for use later with *Fractured Fairy Tale* assessment (Appendix M).
- E. *Assessment/Evaluation*
1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea* (Appendix H) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>The Princess and the Pea</i> (Appendix H)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'e', Fairy Tale elements	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

**Lesson Seven: *Puss 'n Boots* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - c. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - d. Spell words from oral dictation composed for the phonemes studied so far.
  - e. Orally substitute the initial or final consonant sound or the medial vowel sound in one-syllable words.
  - f. Correctly spell three- and four-letter short vowel words.
  - g. Use knowledge of letter-sound correspondence to spell independently.
  - h. Characters, heroes, and heroines
  - i. *Puss in Boots*
3. Skill Objective(s)
  - a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will practice writing sentences with a complete thought, capital letter and end mark.
  - f. Students will practice print formation of letter k, i, j, d, e, l, n, q, and u; both upper and lowercase.

- g. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
- h. Student will practice handwriting skills.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *Puss in Boots* (p. 131) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots* (Appendix I)
3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
4. White board
5. Dry erase markers
6. Pencils and crayons for students

C. *Key Vocabulary*

1. A *text-text connection* is a connection that I make between two different pieces of text.
2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
3. A *scene* is a portion of a story.

D. *Procedures/Activities*

1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story Puss in Boots in class. This week at home, you will read the story again with your family. You and your family will make a text-text connection and write a sentence about that connection on a response form. Tell your partner what a text-text connection is.* Give students a moment to discuss with their partner.
2. Explain to students, *On your response sheet you will practice spelling words by sounding out the letters you hear in the word. Today, we are going to play a game to practice spelling words similar to those you will work on at home. The name of the game is Tic-Tac-Toe Spelling.*
3. Explain to students the rules of the game. Divide the class into two teams; the X and O teams. The teacher draws a tic-tac-toe grid on the white board. The teacher calls out a spelling word with the rime of ‘ad’, ‘ag’, or ‘at’. Suggestions for possible words are: mad, tad, fad, lad, nag, rag, sag, and flat, fat, sat. If the team spells the word correctly, the team places its X or O on the grid. If spelled incorrectly, the word is given to other team to spell. If that team is spelled correctly, they get to put the X or O on the grid. The team that gets tic-tac-toe first wins. Play several rounds.
4. Give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots* (Appendix I). Explain to students, *In addition to making connections and spelling, I also want you to practice writing the letter ‘l’.* Let’s put our pointy finger in the air and write a lowercase ‘l’. Have children practice writing the letter in the air using the following stroke: One stroke down and stop. Also remind students to practice neat handwriting using the top, mid, and base lines correctly.
5. Tell students they will also identify the fairy tale elements they find in the story *Puss in Boots*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots* (Appendix I) and a copy of the fairy tale if needed.

7. **Segment 2** (20 minutes at home): Student has one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots* (Appendix I) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
8. **Segment 3** (15 minutes at school): To close the lesson, conduct a phonemic awareness activity to practice substituting phonemes. Start with a word and then either add or remove letters to create a new word. Have the class read the new words. Use the following words: sad - sag - bag - bat - cat.
9. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots* (Appendix I) that was completed at home. The teacher will model text-text connections and then check over the response sheets while students create a fractured fairy tale scene.
10. Explain, *While I read this story, I made a text-text connection. I thought of the movie that came out about an ogre falling in love called Shrek. The second movie in that series had Puss in Boots in it. It also had many other fairy tale characters.* The teacher might also want to revisit the term hero. Puss in Boots was the hero of the story because he helped his master gain wealth and a wife.
11. Explain to students, *While I check over your response sheet you are going to create a fractured fairy tale scene. Remember, a fractured fairy tale has different parts of fairy tales mixed together that changes the story somewhat.* Give each student a copy of Fracture a Fairy Tale! sheet (Appendix C).
12. Explain to students, *Find the name of Puss in Boots and put a check mark next to it. What action did Puss and Boots do in this story? He wore boots. You are now going to think of a new action for Puss in Boots to do and draw a fractured fairy tale scene in the bottom box.* The teacher should read the actions to the students from the right hand column. **Special Needs Accommodation:** To help keep students on track, go ahead and pick the action for them.
13. Collect the Fracture a Fairy Tale! sheets (Appendix C) for use later with the fairy tale assessment (Appendix M).

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots* (Appendix I) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>Puss in Boots</i> (Appendix I)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'I', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

**Lesson Eight: *Rapunzel* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.

- b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
- a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Correctly spell three- and four-letter short vowel words.
  - f. Use knowledge of letter-sound correspondence to spell independently.
  - g. Characters, heroes, heroines.
  - h. Decode common initial digraphs such as ch, qu, th, and ending digraph ng.
  - i. *Rapunzel*
3. Skill Objective(s)
- a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will practice print formation of the letter k, i, j, d, e, l, n, q, and u; both upper and lower case.
  - g. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
  - h. Students will practice handwriting skills.

B. *Materials*

1. *What Your First Grader Needs to Know* book for each child at home OR a copy of Rapunzel (p. 139) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel* (Appendix J)
3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
4. Scrap paper
5. Tape
6. Wastebasket
7. Sticky Notes
8. Pencils and crayons for students

C. *Key Vocabulary*

1. A *text-world connection* is a connection that I make between a piece of text and the outside world.
2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
3. A *scene* is a portion of a story.

D. *Procedures/Activities*

1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story Rapunzel in class. This week at home, you will read the story again with your family. You will also make a text-world connection and write a complete sentence about that connection on a response sheet. Tell your partner way a text-world connection is.*
2. Explain to students, *On the response sheet you will practice spelling words by sounding out the letters that you hear in the word. Today we are going play a game called Spelling Basketball to practice spelling words that are similar to the words you will work on a home.*
3. Explain to the students the rules of the game. The teacher will divide the class into two teams and place an empty wastebasket against a door or wall. Put sticky notes on the floor at three different distances from the wastebasket. The mark closest to the wastebasket is the one-point mark, the middle mark is worth two points, and the furthest mark is the three point mark. Wrap tape around a large wad of paper to make a ball. Take turns by asking a team member to spell a word with the rimes of ‘ock’, ‘ong’, or ‘ing’. Suggestions for possible words are: rock, tock, clock, sock, song, tong, dong, wing, sing, and wing. If correct, the player earns a chance to score points for their team by shooting a basket from the line of their choice. If they make the basket, their team gets the point or points. If he or she misses, no points are rewarded and play continues to the other team. Play several rounds.
4. Explain, *In addition to making connections and spelling, I also want you do practice writing the letter ‘n’. Let’s put our pointy finger in the air and write a lowercase ‘n’.* Have children practice writing the letter in the air using the following stroke: Short stroke down, back up and a bump. Also, remind students to write neatly and to use the top, mid, and base lines correctly.
5. Tell students they will also identify the fairy tale elements they find in the story *Rapunzel*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel* (Appendix J) and a copy of the fairy tale if needed.
7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel* (Appendix J) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
8. **Segment 3** (15 minutes): To close the lesson, conduct a quick decoding activity with the class. Write the following words on the board and underline the digraphs, then ask the class to decode the digraphs. Use the words: ng - king, ng - long, th - that, ch - chat, chi - chin, th, ng - thing.
9. Ask each student to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel* (Appendix J). The teacher will model how to make text-world connections and then check over the response sheets while the students create a fractured fairy tale scene.

10. Explain to students, *While I read this story I made a text-world connection. I thought about how the family's problems started when the husband stole the Rapunzel from the old woman's garden. It would have been better if he would have asked first, even though the wife wanted it right then. Stealing can cause many problems just as it did in this fairy tale. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'I think stealing is wrong because ...'* The teacher may want to take this opportunity to explain what 'because you can get caught or in trouble' is not a good answer. Children need to understand that stealing is wrong because it hurts people's feelings, it is an easy way to acquire items rather than working for them the right way, it makes the person who steals untrustworthy, it causes people to be suspicious of others etc.
11. Explain to students, *While I check over your response sheet you are going to create a fractured fairy tale scene. Remember A fractured fairy tale is a story that has different parts of fairy tales mixed together or changes the story plot. Give each child a copy of the Fracture a Fairy Tale! sheet (Appendix C). Explain, Find the name Rapunzel on your sheet and put a check next to it. What action did Rapunzel do? She let down her long hair. Now pick a different action for Rapunzel and create a fractured fairy tale scene in the bottom box. The teacher should read the actions to the students from the right hand column.*  
**Special Needs Accommodation:** To help keep students on track, go ahead and pick the new action for them.
12. Collect the Fracture a Fairy Tale! sheets (Appendix C) for use later with the fairy tale assessment (Appendix M).

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel* (Appendix J) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their sheets.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>Rapunzel</i> (Appendix J)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'n', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

**Lesson Nine: *Rumplestiltskin* Response (three segments - 15 minutes at school, 20 minutes at home, and 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

- d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
- a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Use knowledge of letter-sound correspondence to spell independently.
  - f. Correctly spell three- and four-letter short vowel words.
  - g. Characters, heroes, heroines.
  - h. Accurately decode simple one-syllable nonsense words.
  - i. *Rumpelstiltskin*
3. Skill Objective(s)
- a. Students will listen to fairy tales read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
  - d. Students will identify fairy tale elements.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will practice print formation of the letters k, i, j, d, e, l, n, q, and u; both upper and lower case.
  - g. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
  - h. Students will practice handwriting skills.
- B. *Materials*
- 1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *Rumpelstiltskin* (p. 145) from *Core Knowledge Text Resources Grade 1*
  - 2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumpelstiltskin* (Appendix K)
  - 3. One copy of Fracture A Fairy Tale (Appendix C) for each student.
  - 4. White board
  - 5. Dry erase markers
  - 6. Pencils and crayons for students
- C. *Key Vocabulary*
- 1. A *text-me connection* is a connection that I make between a piece of text and my life.
  - 2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
  - 3. A *scene* is a portion of a story.
- D. *Procedures/Activities*
- 1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story Rumpelstiltskin in class. This week at home, you will*

- read the story again with your family at home. You and your family will make a text-me connection and write a sentence about that connection on a response sheet. Tell your partner what a text-me connection is.*
2. Explain to students, *On the response sheet you will practice spelling words by sounding out the letters you hear in the word. Today we are going to play a game called Back to Back Spelling to practice spelling words similar to the words you will work on at home.*
  3. Explain the rules of the game to students. Divide the class into pairs. The teacher calls out a word with the rimes of 'in', 'ing', or 'ent'. Suggestions for possible words are: win, in, tin, chin, thing, sing, king, tent, rent, went. One member of each pair uses a finger to spell the word on his partner's back. The partner must think about the letters being formed, identify the word spelled and then spell the word aloud to his partner.
  4. Give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumpelstiltskin* (Appendix K). Explain to students, *I also want you to practice writing the letter 'q'. I want you to think about the letter q for a moment. What letter ALWAYS goes next to a 'q' in words? Tell your partner. Good, the letter 'u' always goes next to the letter 'q' in words. Let's put our pointy finger in the air and write a lowercase 'q'. Have students practice writing the letter in the air using the following stroke: Circle left, up, down, hook right. Also, remind students to use neat handwriting and use the top, mid, and base lines correctly.*
  5. Tell students they will also identify the fairy tale elements they find in the story *Rumpelstiltskin*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
  6. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumpelstiltskin* (Appendix K) and a copy of the fairy tale if needed.
  7. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumpelstiltskin* (Appendix K) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  8. **Segment 3** (15 minutes at school): To close the lesson, conduct a brief decoding activity to work on sounding out words. Write the following words on the board and have the class sound them out: hin, mup, ting, pent, rin, nin, ling, and fent.
  9. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumpelstiltskin* (Appendix K). The teacher will model how to make text-me connections and then check over the response sheets while students create a fractured fairy tale scene.
  10. Explain to students, *While I read this story, I made a text-me connection. I once knew a man named Shirley. I thought that was a strange name for a man. I will give you one minute to share with your partner the text-me connection you made with your family. Make sure you explain in a complete sentence, such as 'The strangest name I have heard is...'*
  11. Explain to students, *While I check over your response sheet you are going to create a fractured fairy tale scene. Remember A fractured fairy tale is a story that has different parts of fairy tales mixed together or changes the story plot.* Hand out a copy of the Fracture a Fairy Tale! Sheet (Appendix C) to each student. Explain, *Find the name Rumpelstiltskin on the page and put a check mark next to it. Think about the action that Rumpelstiltskin did. He changed straw into gold. You are now going to choose a different action, put a check*

mark next to it, and draw a fractured fairy tale scene in the bottom box. The teacher should read the actions to the students from the right hand column.

**Special Needs Accommodation:** To keep students on track, go ahead and pick the action for them.

12. Collect the Fracture a Fairy Tale! sheets (Appendix C) for use later with the fairy tale assessment (Appendix M).

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumplestiltskin* (Appendix K) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their sheets.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>Rumplestiltskin</i> (Appendix K)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'q', Fairy tale elements	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

**Lesson Ten: *Sleeping Beauty* Response (three segments - 15 minutes at school, 20 minutes at home, and 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Spell words from oral dictation composed of the phonemes studied so far.
  - e. Correctly spell three- and four-letter short vowel words.
  - f. Use knowledge of letter-sound correspondence to spell independently.
  - g. Characters, heroes, and heroines.
  - h. Orally delete initial and final phonemes in one-syllable words.
  - i. *Sleeping Beauty*

3. Skill Objective(s)
    - a. Students will listen to fairy tales read aloud.
    - b. Students will make text-world connections through listening to literature.
    - c. Students will respond orally and in writing to Core Knowledge Sequence fairy tales.
    - d. Students will identify fairy tale elements.
    - e. Students will practice writing complete sentences with a complete thought, capital letter and end mark.
    - f. Students will spell and write words with rimes of ‘un’, ‘an’, ‘og’, ‘and’, ‘old’, ‘at’, ‘ig’, ‘ob’, ‘ed’, ‘elt’, ‘ump’, ‘ag’, ‘ad’, ‘ock’, ‘ong’, ‘ing’, ‘in’, ‘ent’, ‘ift’, and ‘ep’.
    - g. Students will practice print formation of the letter k, i, j, d, e, l, n, q, and u; both upper and lower case.
    - h. Students will practice handwriting skills.
- B. *Materials*
1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *Sleeping Beauty* (p. 151) from *Core Knowledge Text Resources Grade 1*
  2. One copy of 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty* (Appendix L)
  3. One copy of Fracture a Fairy Tale! sheet (Appendix C) for each student
  4. Canned shaving Cream
  5. Paper towels
  6. Water
- C. *Key Vocabulary*
1. A *text-text connection* is a connection that I make between two different pieces of text.
  2. A fractured fairy tale is a story that has different parts of fairy tales mixed together and changes the original plot.
  3. A *scene* is a portion of a story.
- D. *Procedures/Activities*
1. **Segment 1** (15 minutes at school): To open the lesson, explain, *We have read and discussed the story Sleeping Beauty in class. This week at home, you will read the story again with your family. You and your family will make a text-text connection and write a sentence about the connection that you make on a response sheet. Tell your partner what a text-text connection is.*
  2. Explain to students, *You will also practice spelling words by sounding out the letters you hear in the word. Today, we are going to practice spelling words that are similar to the words you will work on home. To do this you are going clean the desks!* Students will be confused at first. Tell them to put their hands in their laps and wait for instructions. Spray a small mound of shaving foam onto each student’s desk. Then explain and demonstrate how to smooth the foam out to make a thick layer and write words in it. They then can smooth out the foam again to write the next word. Warn them not to rub the shaving foam too much because it will dry up and then they won’t be able to play. Explain that once finished they will receive a wet paper towel to clean off the desk. Give words that have the rimes of ‘ift’, ‘old’ or ‘og’. Suggestions for words are: sift, lift, gold, told, sold, frog, fog, bog.
  3. After cleaning the desks, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty* (Appendix L). Explain, *In addition to making written connections and spelling, I also want you to practice writing the letter ‘u’. Let’s put our pointy finger in the air and write a lowercase ‘u’.*

Have students practice writing the letter in the air using the following stroke: Straight down, curve up, back down. Also, remind them to write neatly and use the top, mid, and base lines correctly.

4. Tell students they will also identify the fairy tale elements they find in the story *Sleeping Beauty*. *At the bottom of the page, I want you and your family to check off the fairy tale elements you think are in the story.*
  5. Send home the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty* (Appendix L) and a copy of the fairy tale if needed.
  6. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty* (Appendix L) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  7. **Segment 3** (15 minutes at school): To close the lesson, conduct a quick phonemic awareness activity to practice deleting phonemes. Say a word and tell the class to delete the beginning or ending phoneme and have them say the new word. Use the words: gold - remove /g/, becomes old; mat - remove /m/ becomes at; sit - remove /s/, becomes it; ran - remove /r/, becomes an.
  8. Ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty* (Appendix L). The teacher will model how to make text-text connections and then check over the response forms while the students create a fractured fairy tale scene.
  9. Explain to students, *While I read this story, I made a text-text connection. I thought about some of the other fairy tales that I have read and remember one that has a princess in it is The Twelve Dancing Princesses. I will give you one minute to share with your partner the text-text connection you made with your family. Make sure you explain in a complete sentence, such as 'Another story with a princess in it is...'*
  10. Explain to students, *While I check over your response sheet you are going to create a scene from a fractured fairy tale. Remember A fractured fairy tale is a story that has different parts of fairy tales mixed together or changes the story plot.* Give each student a copy of the Fracture a Fairy Tale! sheet (Appendix C).
  11. Explain to students, *Find the name Sleeping Beauty and put a check mark next to it. What action did Sleeping Beauty do? She pricked her finger. Now pick a different action, check it, and then draw a fractured fairy tale scene in the bottom box.* The teacher should read the actions to the students from the right hand column. **Special Needs Accommodation:** To help keep student on track go ahead and pick the action for them.
  12. Collect the Fracture a Fairy Tale! sheets (Appendix C) for use later with the fairy tale assessment (Appendix M).
- E. *Assessment/Evaluation*
1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty* (Appendix L) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their sheets.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - <i>Sleeping Beauty</i> (Appendix L)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'u', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

## VI. CULMINATING ACTIVITY

- A. The teacher will distribute 'Write A Fractured Fairy Tale' assessment (Appendix M) after all stories have been covered. The teacher will also randomly distribute two Fracture a Fairy Tale! sheets to each student completed in the above lessons (any two are fine). The child will choose one scene to develop into his or her own fractured fairy tale. Collect the Fracture a Fairy Tale! sheet they chose not to use to avoid confusion. Explain to students that they will write the name of the character and action that they have chosen on the paper. They will also need to choose one fairy tale element to include in their story in addition to 'Once upon a time' and 'Happily ever after.' Using the lines provided, instruct students to take the character, the new action and the fairy tale element they choose and write a new story. To begin their story they will use "Once upon a time..." and to end their story they will use "They lived happily ever after." When completed they will create a title for the fairy tale and illustrate the story if time allows. Use the rubric in Appendix M to grade the stories. **Special Needs Accommodation:** For children who will struggle writing a story, have them dictate their story.
- B. Host a Fractured Fairy Tale Party and allow children to bring snacks that relate to fairy tales (princess punch, froggy fruits etc) and allow them to watch the movie *Shrek 2*. (See Appendix M for parental permission slip due to the PG rating.) (For copyright information on using movies in the classroom, see: <http://www.teachwithmovies.net/copyright.html>). While students are watching have them fill out Fairy Tale Characters I See in the Movie *Shrek 2* (Appendix N). They can write the names of any fairy tale characters they are familiar with and see in the movie. Movie characters include: Prince Charming, Big Bad Wolf, Pinocchio, Puss in Boots, King, Queen, Fairy God Mother, Gingerbread Man, Magic Mirror, Dragon, Ogre, Three Little Pigs, Frog Prince, Thumbelina, Tom Thumb, Hansel and Gretel, Sleeping Beauty. For a read aloud after viewing the film, read the book *Shrek* by William Steig to students as well.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Family letter
- B. Appendix B: Fairy Tale Element Quiz
- C. Appendix C: Fracture a Fairy Tale! Sheet
- D. Appendix D: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Frog Prince*
- E. Appendix E: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel*
- F. Appendix F: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk*
- G. Appendix G: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper*
- H. Appendix H: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Princess and the Pea*
- I. Appendix I: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots*

- J. Appendix J: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel*
- K. Appendix K: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumpelstiltskin*
- L. Appendix L: 1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty*
- M. Appendix M: Write a Fractured Fairy Tale! assessment
- N. Appendix N: Fairy Tale Characters in the Movie *Shrek 2*
- O. Appendix O: \_\_\_\_\_'s Classroom *Shrek 2* Viewing Permission Form for Parents

### VIII. BIBLIOGRAPHY

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## Appendix A

Date: \_\_\_\_\_ Adult Signature: \_\_\_\_\_

Dear First Grade Families,

This year your child will bring home Core Knowledge fairy tale reading response assignments to be completed with assistance. Your help completing these assignments is crucial. Your child will practice several different skills, which are not yet mastered, and will need your guidance. These stories have been read in class; however repeated exposure to pieces of text leads to better comprehension; therefore, you are asked to revisit the stories with your child. Please note the due date (usually one week after assigned) as well as the line for an adult signature. The assignments should take about 20 minutes. Papers without a signature will be returned for completion.

The assignments have several parts. First, your child will write his or her name (first and last if there is room). You will read the story that is noted on the assignment sheet to your child and then have him or her respond in writing to the prompt included. Your child is asked to make a text-me, text-world, or text-text connection. This simply means your child is connecting the text to himself (text-me), the world around him (text-world), or another piece of text (text-text). Making connections not only helps your child understand the story better, but also makes the reading more meaningful. When writing the response, please help your child formulate one simple, but complete sentence. Students have been taught that a sentence is a complete thought with a capital at the beginning and an end mark at the end. Please allow your child to do the actual writing. It is good handwriting practice.

Example: for money.

This is NOT a complete sentence because it leaves a hanging thought, and there is no beginning capital letter.

Example: I think Jack should have traded the cow for money.

This IS a proper sentence because there is complete thought included as well as a capital letter at the beginning and a period at the end.

The homework paper also includes a spelling section. You will read the noted words and have your child write the words by sounding out all the letters that they hear. This is practice, so it doesn't have to be perfect; as long as they are trying to get all the sounds in.

Then, your child will practice writing one letter. The child will write two capital and three lowercase letters. Please remember capital letters and tall lowercase letters (t, k, b, d etc) start at the solid top line. Lowercase letters are usually short (m, o, n) and start on or near the dotted mid line. Letters with tails (q, g, y etc.) will start on or near the dotted mid line and extend below the base line at the bottom.

To finish, your child will practice identifying fairy tale elements. The stories that fall into the fairy tale genre have certain elements present to make the story a 'fairy tale'. Your child has learned these elements in class. Read the elements and have your child put a check mark next to those that he or she feels are present in the story.

If you have any questions, please don't hesitate to ask. Thanks for helping your child have a successful school year!

Appendix B

## Fairy Tale Element Quiz

Put a check mark (✓) next to the elements that prove a story is a fairy tale.

Hint: There are eight elements.

Name: \_\_\_\_\_

- The number three is in the story.
- The number six is in the story.
- Animals act like humans in the story.
- Magic is in the story.
- The setting takes place in outer space.
- The heroine of the story always has red hair.
- The story starts with 'Once upon a time'.
- The story has royal characters in it.
- The middle of the story has 'climbed a tall tower' in it.
- The story has both good and evil characters.
- Good wins over evil in the story.
- One of the characters throws water on another character.
- The story ends with 'happily ever after'.
- The story always has a mean ogre in it.

Appendix C

## Fracture A Fairy Tale!

Choose the character from the fairy tale you just read.

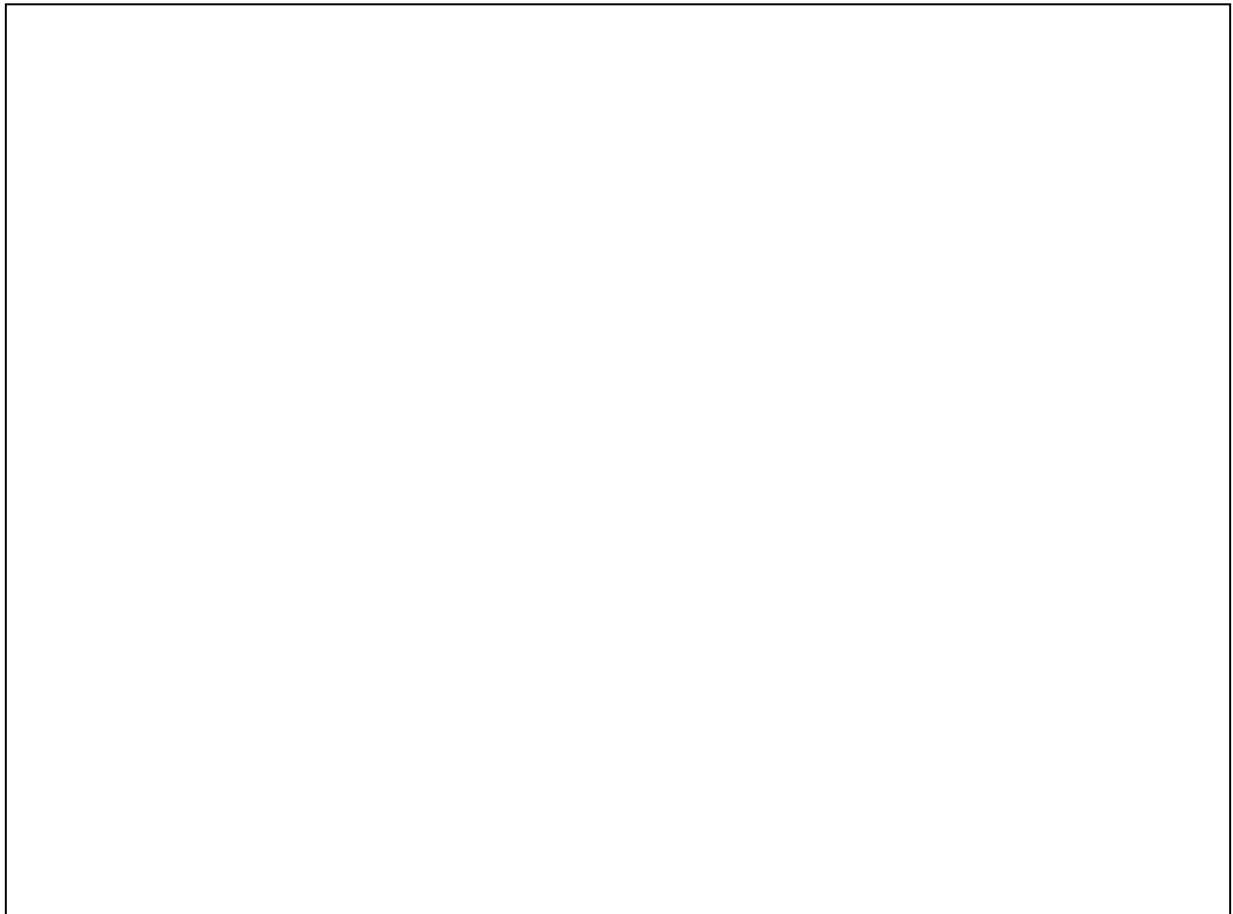
Now pick a DIFFERENT fairy tale action, and draw a fractured fairy tale scene!

Characters

- Princess
- Hansel and Gretel
- Jack
- Princess
- Puss
- Rapunzel
- Rumpelstiltskin
- Sleeping Beauty
- Pied Piper

Actions

- Kissed a frog.
- Ate a candy house.
- Cut down a beanstalk.
- Slept on a pea.
- Wore a pair of boots.
- Let down long hair
- Changed straw into gold.
- Pricked a finger on a spindle.
- Led rats out of town



Appendix D

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Frog Prince*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *The Frog Prince*.

Make a text-me connection and write one sentence explaining about a time when it was difficult for you to keep a promise. Remember to write neatly and use correct punctuation.

Spell and write the words 'sun', 'ran' and 'frog' once without looking. Sound out the words.

Practice writing the letter 'k'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

\_\_\_ The number three is in the story.

\_\_\_ Royal characters are in the story.

\_\_\_ Animals act like humans.

\_\_\_ Good wins over evil in the story.

\_\_\_ Magic is in the story.

\_\_\_ Has both good and evil characters.

\_\_\_ Starts with "Once upon a time..."

\_\_\_ Ends with "Happily Ever After..."

Appendix E

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Hansel and Gretel*

Name: \_\_\_\_\_

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\_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *Hansel and Gretel*.

A heroine saves and helps others. Make a text-world connection and write one sentence explaining why Gretel is a heroine. Remember to write neatly and use correct punctuation.

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\_\_\_\_\_

Spell and write the words 'land', 'old' and 'fat' once without looking. Sound out the words.

\_\_\_\_\_

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\_\_\_\_\_

Practice writing the letter 'i'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

\_\_\_\_\_

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\_\_\_\_\_

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

\_\_\_ The number three is in the story.

\_\_\_ Royal characters are in the story.

\_\_\_ Animals act like humans.

\_\_\_ Good wins over evil in the story.

\_\_\_ Magic is in the story.

\_\_\_ Has both good and evil characters.

\_\_\_ Starts with "Once upon a time..."

\_\_\_ Ends with "Happily Ever After..."

Appendix F

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Jack and the Beanstalk*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *Jack and the Beanstalk*.

Make a text-world connection and write one sentence explaining a different trade Jack could have made for the cow. Remember to write neatly and use correct punctuation.

Spell and write the words 'man', 'big' and 'gold' once without looking. Sound out the words.

Practice writing the letter 'j'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

- |  |   |
|--|---|
| <input type="checkbox"/> The number three is in the story. | <input type="checkbox"/> Royal characters are in the story. |
| <input type="checkbox"/> Animals act like humans.          | <input type="checkbox"/> Good wins over evil in the story.  |
| <input type="checkbox"/> Magic is in the story.            | <input type="checkbox"/> Has both good and evil characters. |
| <input type="checkbox"/> Starts with "Once upon a time..." | <input type="checkbox"/> Ends with "Happily Ever After..."  |

Appendix G

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *The Pied Piper of Hamelin*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *The Pied Piper of Hamelin*.

Make a text-world connection and write one sentence explaining the consequence the mayor and townspeople had to face after they didn't keep their agreement with the piper.

Spell and write the words 'rat', 'job' and 'led' once without looking. Sound out the words.

Practice writing the letter 'd'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

- |  |   |
|--|---|
| <input type="checkbox"/> The number three is in the story. | <input type="checkbox"/> Royal characters are in the story. |
| <input type="checkbox"/> Animals act like humans.          | <input type="checkbox"/> Good wins over evil in the story.  |
| <input type="checkbox"/> Magic is in the story.            | <input type="checkbox"/> Has both good and evil characters. |
| <input type="checkbox"/> Starts with "Once upon a time..." | <input type="checkbox"/> Ends with "Happily Ever After..."  |

Appendix H

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet- *The Princess and the Pea*

Name: \_\_\_\_\_

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\_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *The Princess and the Pea*.

Make a text-me connection and write one sentence explaining a time when you had a hard time getting to sleep. Remember to write neatly and use correct punctuation.

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Spell and write the words 'bed', 'felt' and 'lump' once without looking. Sound out the words.

\_\_\_\_\_

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\_\_\_\_\_

Practice writing the letter 'e'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

\_\_\_\_\_

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\_\_\_\_\_

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

- |  |   |
|--|---|
| <input type="checkbox"/> The number three is in the story. | <input type="checkbox"/> Royal characters are in the story. |
| <input type="checkbox"/> Animals act like humans.          | <input type="checkbox"/> Good wins over evil in the story.  |
| <input type="checkbox"/> Magic is in the story.            | <input type="checkbox"/> Has both good and evil characters. |
| <input type="checkbox"/> Starts with "Once upon a time..." | <input type="checkbox"/> Ends with "Happily Ever After..."  |

Appendix I

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Puss in Boots*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *Puss in Boots*.

Make a text-text connection and write one sentence explaining another story or movie that has the character Puss in Boots. Remember to write neatly and use correct punctuation.

Spell and write the words 'sad', 'bag' and 'cat' once without looking. Sound out the words.

Practice writing the letter 'l'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

- |  |   |
|--|---|
| <input type="checkbox"/> The number three is in the story. | <input type="checkbox"/> Royal characters are in the story. |
| <input type="checkbox"/> Animals act like humans.          | <input type="checkbox"/> Good wins over evil in the story.  |
| <input type="checkbox"/> Magic is in the story.            | <input type="checkbox"/> Has both good and evil characters. |
| <input type="checkbox"/> Starts with "Once upon a time..." | <input type="checkbox"/> Ends with "Happily Ever After..."  |

Appendix J

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rapunzel*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *Rapunzel*.

Make a text-world connection and write one sentence explaining why it is wrong to steal from others. Remember to write neatly and use correct punctuation.

Spell and write the words 'lock', 'long' and 'king' once without looking. Sound out the words.

Practice writing the letter 'n'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

\_\_\_ The number three is in the story.

\_\_\_ Royal characters are in the story.

\_\_\_ Animals act like humans.

\_\_\_ Good wins over evil in the story.

\_\_\_ Magic is in the story.

\_\_\_ Has both good and evil characters.

\_\_\_ Starts with "Once upon a time..."

\_\_\_ Ends with "Happily Ever After..."

Appendix K

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Rumplestiltskin*

Name: \_\_\_\_\_

-----  
\_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *Rumplestiltskin*.

Make a text-me connection and write one sentence explaining the strangest name you have every heard. Remember to write neatly and use correct punctuation.

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Spell and write the words 'spin', 'ring' and 'sent' once without looking. Sound out the words.

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\_\_\_\_\_

Practice writing the letter 'q'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

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\_\_\_\_\_

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

- |  |   |
|--|---|
| <input type="checkbox"/> The number three is in the story. | <input type="checkbox"/> Royal characters are in the story. |
| <input type="checkbox"/> Animals act like humans.          | <input type="checkbox"/> Good wins over evil in the story.  |
| <input type="checkbox"/> Magic is in the story.            | <input type="checkbox"/> Has both good and evil characters. |
| <input type="checkbox"/> Starts with "Once upon a time..." | <input type="checkbox"/> Ends with "Happily Ever After..."  |

Appendix L

1<sup>st</sup> Grade Core Knowledge Fairy Tale Response Sheet - *Sleeping Beauty*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the fairy tale *Sleeping Beauty*.

Make a text-text connection and write one sentence explaining another fairy tale that has a princess as a character. Remember to write neatly and use correct punctuation.

Spell and write the words 'gift', 'old' and 'dog' once without looking. Sound out the words.

Practice writing the letter 'u'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Think about the fairy tale you read. Check off (✓) the fairy tale elements you think are in the story.

\_\_\_ The number three is in the story.

\_\_\_ Royal characters are in the story.

\_\_\_ Animals act like humans.

\_\_\_ Good wins over evil in the story.

\_\_\_ Magic is in the story.

\_\_\_ Has both good and evil characters.

\_\_\_ Starts with "Once upon a time..."

\_\_\_ Ends with "Happily Ever After..."

# Write a Fractured Fairy Tale! Assessment

My name: \_\_\_\_\_

My Character's name: \_\_\_\_\_

My Character's action: \_\_\_\_\_

Three fairy tale elements I will use. Two elements have been chosen. You check (✓) a third element.

The number three is in the story.

Animals act like humans.

Magic is in the story.

Starts with "Once upon a time..."

Royal characters are in the story.

Good wins over evil in the story.

Has both good and evil characters.

Ends with "Happily Ever After..."

Title

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**Appendix M, page 2**

The page contains 12 sets of horizontal lines for writing. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a template for handwriting practice.

## Rubric for Fractured Fairy Tale Assessment

Student Name: \_\_\_\_\_

	<b>5</b>	<b>3</b>	<b>1</b>	<b>Score</b>
<b>Character name, action and fairy tale element noted</b>	Three out of three are noted	Two out of three are noted	One out of three are noted	
<b>Title given</b>	Title gives a clear understanding of what the story is about.	Title gives a somewhat clear understanding of what the story is about.	Title does not help understand what the story will be about.	
<b>Capitals and end marks used for names beginning of sentences and end of sentences</b>	Capitals/end marks are used correctly in the entire story.	Capitals/end marks are used correctly in some of the story.	Capitals/end marks are used correctly in very little of the story.	
<b>Spelling of three- and four- letter words with short vowels</b>	Words are spelled correctly in the entire story.	Words are spelled correctly in some of the story.	Words are spelled correctly in very little of the story.	
<b>Fairy tale uses 'Once upon a time', 'Happily ever after', and the student chosen element</b>	Three out of three are used in the story.	Two out of three are used in the story.	One out of the three are used in the story.	
<b>Student uses neat handwriting</b>	Student handwriting is very neat.	Student handwriting is acceptable.	Student handwriting is poor.	
			<b>Total Score:</b>	

1. 5 = 100%, 3 = 80%, 1 = 60%
2. Add up all percentages and divide by 6 to get an overall percentage grade.
3. 100% - 80% = Proficient; 79% - 70% = Partially Proficient; Below 70% = Unsatisfactory
4. Example:  
Marks: 5, 3, 5, 5, 3, 1, Percents:  $100+80+100+100+80+60 = 520/6 = 86\%$  Proficient

Appendix N

**Fairy Tale Characters in the Movie *Shrek 2***

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

Appendix O

\_\_\_\_\_ 's Classroom  
***Shrek 2* Viewing Permission Form for Parents**

Request Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Name of Film: *Shrek 2*

Rating on Film: PG

Reason for showing the film:

Our class has been studying the fairy tale genre. Throughout our study of fairy tales, we have also learned about fractured fairy tales. A fractured fairy tale is a story that has different fairy tale characters, settings, and elements combined to create a new story. *Shrek 2* is an example of a fractured fairy tale. While your child watches this film, he or she will list the different fairy tale characters that are used to create this new story.

If you do not want your child to view this film, an alternate activity will be provided for them in a different room.

Date of viewing: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Parent/Guardian Approval: \_\_\_\_\_