

Fairytales

Unit of Work

Ideas for a K/1/2 class

This unit of work was designed to be used in a combined K/1/2 class.

It is expected this Unit would be studied for 4 – 6 weeks. Teachers are given the option to individualise their program according to their class and the particular outcomes they aim to focus on.

The stories this Unit is based on are:
Goldilocks and the Three Bears
The Three Little Pigs

Teachers are encouraged to alter and/or use activities to suit any fairytale style story.

Resources are acknowledged to the original author or source where applicable.

Goldilocks and the Three Bears

Talking and Listening

Lesson 1 – Orientate students to the story. Ask if they have heard of the story and discuss characters and setting. Read an original version of the story to the class. When reading ask the children to lay down with their eyes closed and visualise the characters in the story. Following the reading ask them to describe the characters they visualised including what they look like, how they would feel if they were touched, what they would smell like and what their voices would sound like. Talk about how there is the expectation each child's visualisation would be different.

Lesson 2 – Discuss how the Bears would express themselves ie. voice, facial expressions, whole body language. Role play being bears in different situations ie. sleeping, greeting each other in a forest, family of bears around the dinner table, meeting Goldilocks after she had been to their house. Discuss why different expression and voice would be used for different situations.

Lesson 3 – Make puppets for story of The Three Bears then role play story in small groups focusing on appropriate use of voice and whole body language.

A more detailed description of a role play lesson can be found here – http://www.drjean.org/html/monthly_act/act_2009/02_Feb/pg05.html . This site also includes a template for puppets to colour and stick on a paddlepop stick. Alternative templates can be found by googling 'three bears puppets'. Felt puppets can be purchased from a variety of sources rather than making own puppets if desired.

Talking and Listening

Lesson 4 – Print out a set of pictures that illustrate the story. Muddle them up then sort back into correct sequence for the story. Retell the story in own words orally with one grammatically correct sentence for each picture. Print outs for Goldilocks and the Three Bears can be found at –

<http://teacherweb.com/CT/MilfordSchoolDistrict/KindergartenResources/storysequence.pdf>

Lesson 5 – Discuss the orientation, complication and resolution to the story. As a whole class put into own words with no more than two sentences for each part of the story. Place three chairs in the front of the classroom – one for orientation, one for complication and one for resolution. One student sits in each chair and says the pre constructed sentence for each one. Swap the student over with another who can change the pre constructed sentence to one of their own that still fits with being in the correct part of the story but turns the story into another version from the original.

Lesson 6 – Retell and recreate story using Smartboard video and recording software. Students can use characters from the Smartboard gallery or draw their own to go with a version they have written themselves. A pre drawn notebook file containing images of characters and different scenes that can be used to manipulate own story by Karen Ambrose can be found here – <http://www.primaryresources.co.uk/english/englishC4.htm>

Lesson 7 – Bring in dressups so can dress up as actual character and perform the story as a play. Nelson Publishing sells books which contain a copy of the ‘traditional tale’ as well as a script for a play. They can be found at – <http://www.nelsonprimary.com.au/>

Talking and Listening

Lesson 8 – Talk about how Goldilocks enters the Three Bears house while they are not home. Discuss appropriateness of this. Role play what people normally do when entering a house ie. knock on the door or ring doorbell, greet each other. Twist role play to what would be an inappropriate way to enter a house.

Lesson 9 – Listen to alternative versions of Goldilocks and The Three Bears. They could include – Roald Dahl's revolting Rhymes or Beware of the Bears! Written by Alan MacDonald and Gwyneth Williamson, published by Koala Books 1998. Discuss differences in setting, characters and storyline.

Goldilocks and the Three Bears

Reading and Comprehension

Lesson 1 - Take a double page scrapbook. Draw all the different locations that the story happens ie. the woods, kitchen, bedroom etc. Link the pictures together with arrows to indicate how the story develops. Use the story map to tell the story orally in logical order.

Lesson 2 - Read Smartboard version of the book from <http://www.bbc.co.uk/wales/snapdragon/yesflash/story.htm>. Cover words with a black card to predict text.

Lesson 3 - Jointly fill in the story map - proforma attached.

Lesson 4 - Complete cloze activity - proforma attached.

Lesson 5 - Cut out and correctly put words to story in correct sequence - proforma attached.

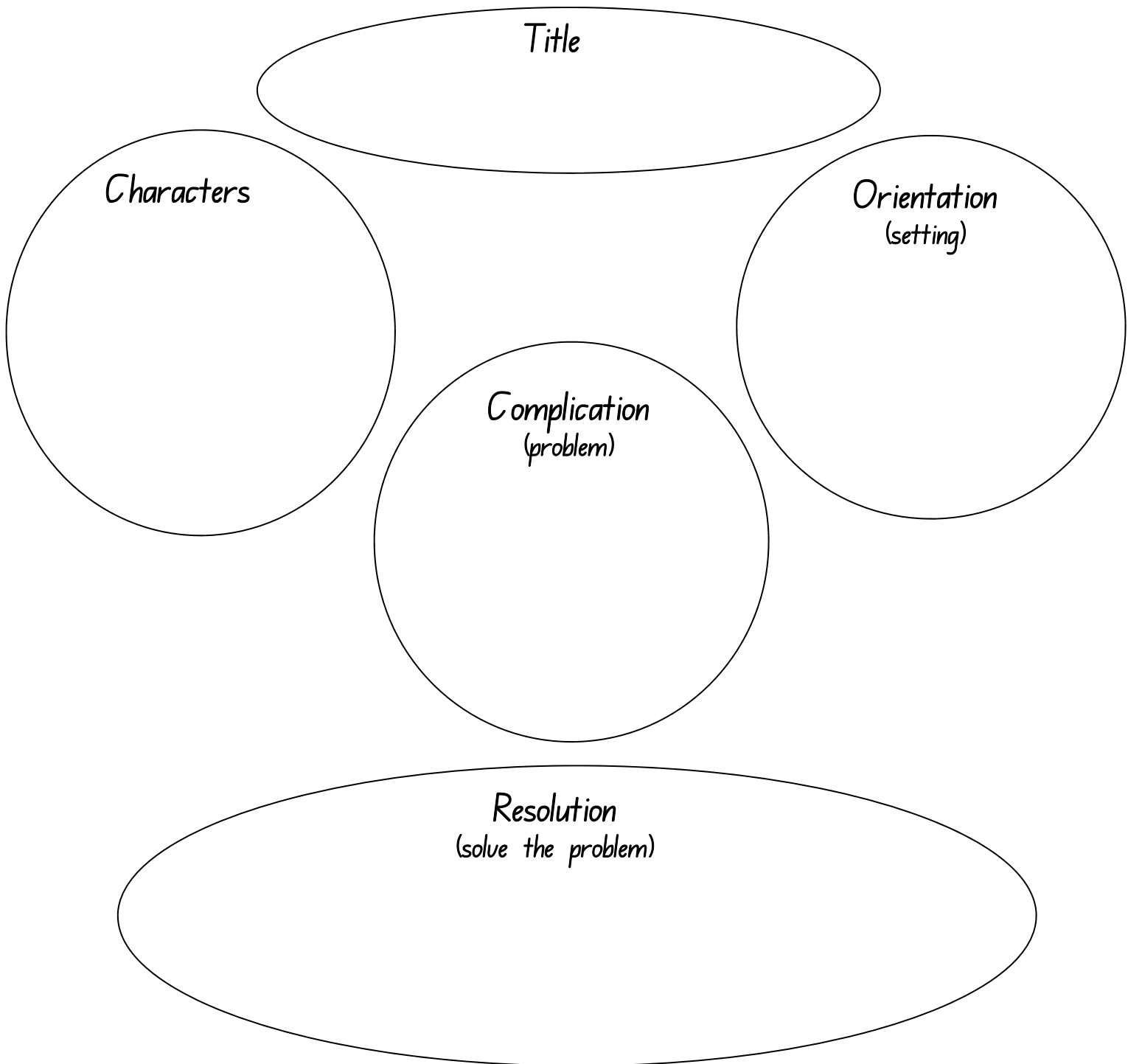
Lesson 6 - Complete Story Writing worksheet - proforma attached.

Lesson 7 - Digitally record students reading text to an audience. Discuss body language of both audience and reader after watching recording.

Lesson 8 - Create an interactive multiple comprehension quiz using Notebook software. Just search on multiple choice in the gallery.

Reading and Comprehension

Story Map - Complete the Story Map below for Goldilocks and the Three Bears. To level activity to difference grades expectation may be kindergarten complete with an illustration, Year 1 complete with a word or group of words, Year 2 complete with a full sentence.



The Three Bears Cloze - 1

Once upon a time there were _____ bears, who lived in a house deep in the middle of a _____. There was Baby Bear, and Mother _____, and Father Bear. In the kitchen they each had a bowl to eat from: A little _____ for Baby Bear, and a medium-sized bowl for Mother Bear and a great big bowl for _____ Bear. In the living room they each had a chair to sit on: A little _____ for Baby Bear, a medium-sized chair for Mother Bear, and a great _____ chair for Father Bear.

Father, wood, chair, bowl, three, big, Bear

The Three Bears Cloze - 2

Once upon a time there were three bears, who lived in a _____ deep in the middle of a wood. There was Baby Bear, and Mother Bear, and Father _____. In the kitchen they each had a bowl to eat from: A little _____ for Baby Bear, and a medium-sized bowl for Mother Bear and a great big bowl for _____ Bear. In the living room they each had a chair to sit on: A little _____ for Baby Bear, a medium-sized chair for _____ Bear, and a great big chair for Father Bear. Upstairs they each had a bed to sleep in: A little _____ for Baby Bear, and a medium-sized bed for Mother Bear, and a great big bed for Father Bear.

One morning, they were having _____ for breakfast. Mother Bear poured it into the three bowls. It was too _____ to eat straightaway, so the three bears went off for a walk in the _____ while the porridge cooled.

hot, Mother, house, chair, bed, Bear, wood, porridge,
bowl, Father

The Three Bears Sequencing - 1

Goldilocks fell asleep.

Mother Bear cooked porridge.

Goldilocks ate Baby Bears porridge.

Goldilocks woke up and ran home.

Goldilocks went into the Bears house.

Goldilocks broke Baby Bears chair.

The Bears came back home and saw Goldilocks asleep.

Once upon a time there were three bears.

The Three Bears Sequencing - 2

Third, Goldilocks tried the bears beds and fell asleep in Baby Bears bed.

Mother Bear cooked them some porridge but it was too hot to eat so they went for a walk in the wood.

The bears saw somebody had been sitting in their chairs.

First, Goldilocks tried the bears porridge and ate all of Baby Bears.

Goldilocks went into the bears house while they were out.

Goldilocks woke up and ran all the way back home.

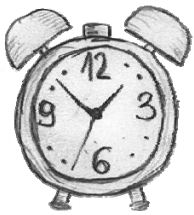
Second, Goldilocks tried the bears chairs and broke baby bears.

The bears came back home and saw somebody had been eating their porridge.

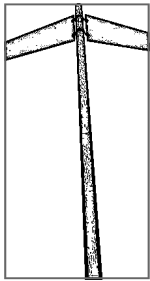
Once upon a time there were three bears.

The Bears saw Goldilocks sleeping in Baby Bears bed.

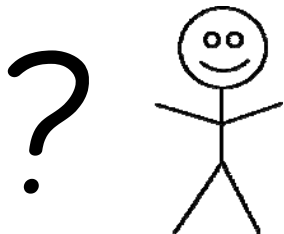
The Three Bears Story Writing



when



where



who



what

Goldilocks and the Three Bears

Writing

Lesson 1 – Write a description of a character or scene from the story.

Lesson 2 – Following an oral retelling of the story, write the story in own words.

Lesson 3 – After going through steps for making porridge, or even better actually making porridge, write a procedure for making porridge.

Lesson 4 – Following a reading of ‘Beware of the Bears’, write about how the wolf might feel and how the bears might feel.

Lesson 5 – Create a joint book of own version of what happened after the traditional tale. Turn into a PDF and read on the computer or put onto the ipad for later reading. Hard copy can be placed in the library or classroom.

Lesson 6 – Draw and label a character or scene from the story.

Lesson 7 – Pretend you are a reporter. Write questions for Goldilocks to try and find out why she did what she did.

Goldilocks and the Three Bears

Grammar

Lesson 1 – When reading the story focus on finding a different part of speech each time.

Lesson 2 – Rewrite a sentence from the story. Add adjectives to change the meaning or make it more interesting.

Lesson 3 – Discuss speech marks. Read the story using different voices for words inside speech marks to illustrate they represent a character speaking.

Lesson 4 – When reading the story, count how many words there are to a sentence, how many sentences to a page, how many paragraphs to two pages etc.

Lesson 5 – Be a detective and find all the capitals and full stops on a page. Are there the same number? Why?

Lesson 6 – Replace verbs in a sentence with another verb that has a similar meaning.

Lesson 7 – Physically action out verbs when coming across them reading.

Lesson 8 – Each day while studying the book put up a sentence from the book on the board. Read, count how many words, discuss words, discuss punctuation.

Goldilocks and the Three Bears

Spelling

Suggested words to add to spelling lists or vocabulary lists while studying this book.

bear	house	mother	father	three
chair	porridge	bed	woods	walk
forest	middle	bowl	table	little
big	broken	upstairs	eating	sleeping

It would be expected that a spelling list would also include words based on sight words, a particular spelling rule or phonics sound.

Spelling Activities for Y1/2

- list in alphabetical order
- word sort (see attached)
- look for little words inside of big words
- look for letter patterns
- turn into sentences orally or written
- write the plurals of the words
- write words into boxes with tall boxes for tall letter, short boxes for short letters and long boxes for long letters
- draw a picture for some of the words
- split words into the number of syllables
- write each word as a rainbow using different colours for each letter
- write a question using a spelling word
- stand up and do an action such as patting your head and rubbing your tummy while orally spelling a word

Goldilocks and the Three Bears

Word Sort

Cut out the words from the story and sort them into groups where there is something similar in each group of words. It may be they have the same number of syllables, start with the same letter, finish with the same letter, contain the same number of letters, contain a common blend, have a pattern related to their meaning, ie. opposite words, all nouns together etc.

bear	house
mother	father
three	chair
porridge	bed
woods	walk

Goldilocks and the Three Bears

Word Sort

forest	middle
bowl	table
little	big
broken	upstairs
eating	sleeping
running	screaming
furry	brown

Goldilocks and the Three Bears

Assessment

Talking and Listening

Observation of student retelling the story in sequential order.

Reading and Comprehension

Observation of student being able to read vocabulary studied from the book consistently and confidently by the end of the unit.

Writing

Assessment writing task as attached.

Grammar

Observation of students participation and response to grammar activities.

Spelling

Spelling test using vocabulary.

Observation of use of vocabulary from the book in story writing activities and if words are spelt correctly.

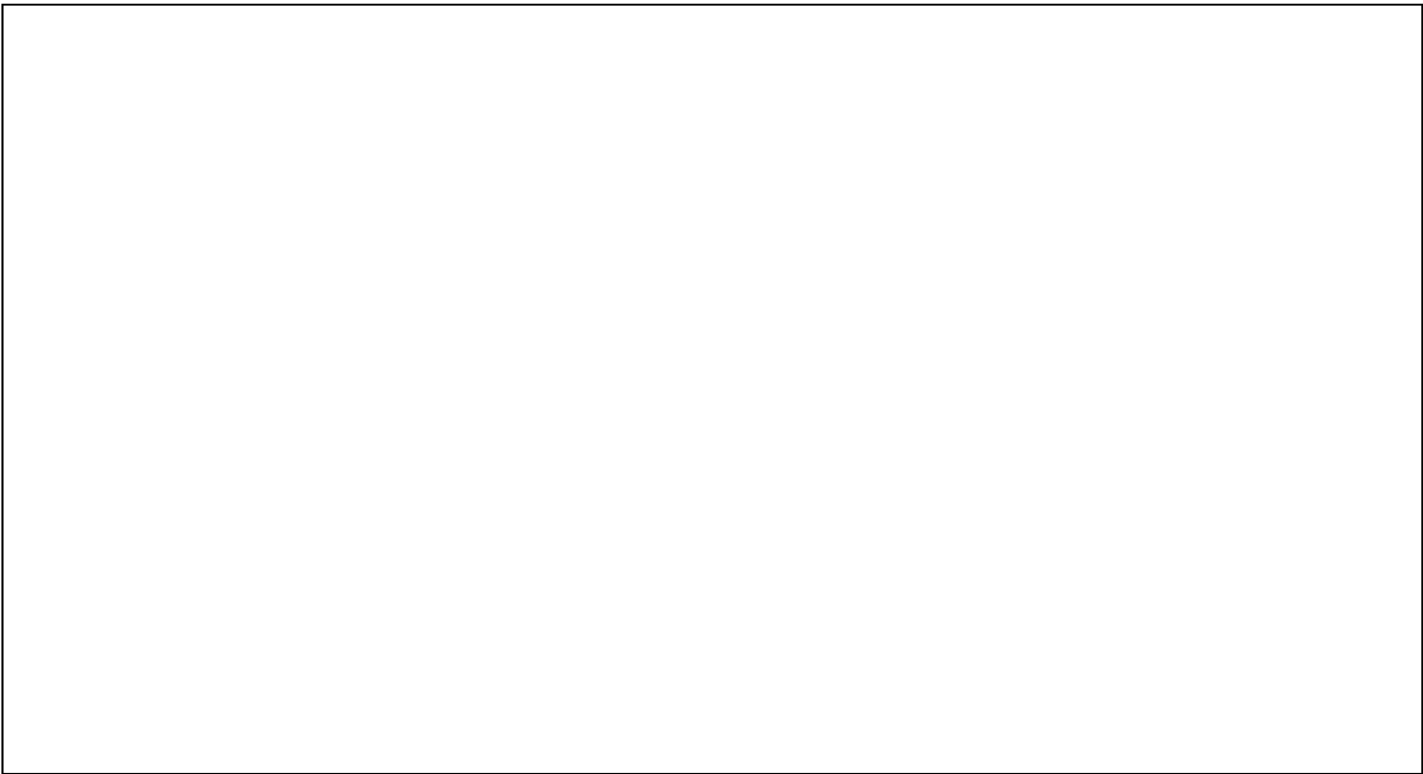
Observation of students looking around the room to find and check spelling of vocabulary from the story. (Vocabulary should be placed around the room during this time.)

Assessment Writing Task

Write your own version of Goldilocks and the Three Bears.
The story line stays the same, the characters need to be
changed to your own characters.

What am I looking for -

- Kindergarten - writes own name, draws relevant illustration, write some words or letter
- Year 1 - writes at least two sentences in sequential order, spells relevant vocabulary correctly, uses capitals and full stops, draws relevant illustration
- Year 2 - writes at least half a page in sequential order, spells relevant vocabulary correctly, attempts to spell and odd descriptive words, used capital and full stops, draws relevant illustration



Goldilocks and the Three Bears

Useful websites

Includes Powerpoint of the story, sequencing activities and templates for puppets.

<http://english4preschool.files.wordpress.com/2011/10/colouring-pages-1.pdf>

Fairytale unit aimed at Year 3 students that has other lesson ideas that could be adapted to younger students.

<http://www.learningplace.com.au/deliver/content.asp?pid=36225>

Includes links to Powerpoints, worksheets, teaching ideas and activities for a variety of fairytales including Goldilocks and the Three Bears.

<http://www.primaryresources.co.uk/english/englishC4.htm>

Includes further lesson plans, colouring pages, printouts and links to online puzzles.

<http://www.first-school.ws/activities/fairytales/3bears.htm>

This lesson plan teaches about the 5 W's of narratives – who, what when, why, where and links it to the style of writing in newspaper articles.

<http://www.kidzone.ws/plans/view.asp?i=60>

Animated version of the story with option of written words to read as well as being read to.

<http://www.britishcouncil.org/kids-stories-goldilocks-popup.htm>

For \$6 a variety of worksheets and lesson plans can be digitally downloaded from here

<http://www.teacherspayteachers.com/Product/Goldilocks-and-the-Three-Bears-Mini-Unit-Literacy-Reading-Art>

The Three Little Pigs

Talking and Listening

Lesson 1 – Orientate students to the story. Ask if they have heard of the story and discuss characters and setting. Read an original version of the story to the class. When reading ask the children to lay down with their eyes closed and visualise the scenes in the story. Following the reading ask them to describe the scenes they visualised including looks, smells and how things in the scene would feel if they were touched. Talk about how there is the expectation each child's visualisation would be different.

Lesson 2 – Read the original version of the story again. Teacher to take on the role of narrator in the story while students take on different parts putting an appropriate voice to each role.

Lesson 3 – Retell original version of the story using illustrations on cards as prompts. Illustrations can be printed from <http://www.teachthis.com.au/> with membership.

Lesson 4 – Read about the Wolf's side of the story – 'The True Story of the 3 Little Pigs' as told to Jon Scieszka illustrated by Lane Smith published by Puffin Books. Discuss and then complete the attached worksheet on who to believe.

Lesson 5 – Dramatise a mock interview with the Wolf where he has a chance to tell his side of the story. Decide on the context of the interview ie. TV show, courtroom, police station. Decide who is doing the interview. Use appropriate voices for the context. Ideas for questions can be found at <http://www.primaryresources.co.uk/english/bigbad.htm>

Which side of the story do you believe?

I believe the _____ because

The Three Little Pigs

Reading and Comprehension

Lesson 1 – Cut out and correctly put words to story in sequence – proforma attached.

Lesson 2 – Complete cloze activity – proforma attached.

Lesson 3 – Print out ‘The Three Little Pigs Quiz’ from <http://www.enchantedlearning.com/Home.html> and complete. (need to be a member). A comprehension quiz for the True Story of the Three Little Pigs can be printed from http://www.docstoc.com/?doc_id=67793016&download=1

Lesson 4 – Complete the story map or story writing worksheet as per Goldilocks and the Three Bears proformas.

Lesson 5 – Watch the classic Walt Disney animation of The Three Little Pigs at <http://www.youtube.com/watch?v=Olo923T2HQ4> then discuss different components of how a story is told ie. use of illustrations, voice, music etc.

Lesson 6 – Use a Venn diagram to compare and contrast the characters of the pigs and the wolf.

Lesson 7 – Watch an online interactive version of the Three Little Pigs at <http://www.kizclub.com/storytime/threepigs/first.html>

Lesson 8 – Download the audio version only of The Three Little Pigs from <http://storynory.com/2008/02/25/the-three-little-pigs-2/> Ask children to visualise their own version of what the characters and scenery look like. Follow visualisation with oral description of what they visualised or draw an image.

The Three Little Pigs

Reading and Comprehension - sequencing

The wolf blew it down.

The second pig built a house of bricks.

Mother pig sent her three little pigs out to seek their fortune.

The wolf came down the chimney into a boiling pot.

The first pig built a house of straw.

The wolf could not blow it down.

The pig lived happily ever after with no more wolf.

The wolf blew it down.

The third pig built a house of bricks.

The Three Little Pigs

Reading and Comprehension – sequencing

The third pig built a house of bricks and the wolf could not blow it down.

The wolf came down the chimney and went splash straight into the pot.

The wolf was angry and climbed down the pigs chimney to get into the house.

The first pig built a house of straw but the wolf blew it down and ate him.

An old mother pig sent her three little pigs out to seek their fortune.

The pig put a pot to boil on the kitchen fire.

That was the end of the wolf and the pig lived happily ever after.

The wolf tried to trick the pig so that he could eat him but it did not work.

The second pig built a house of sticks but the wolf blew it down and ate him.

The Three Little Pigs

Reading and Comprehension - Cloze

The wolf came along and knocked at the _____ and said, 'Little _____, little pig, let me come _____' To which the pig replied, 'No, no, by the _____ on my chinney chin _____' 'Then,' said the _____, 'I'll huff and I'll _____ and I'll blow your house in.' So he huffed, and he puffed and he _____ the house in and ate up the _____ pig.

little, in, chin, door, puff, hair, blew,
pig, wolf

The Three Little Pigs

Reading and Comprehension - Cloze

There once was an old mother pig who had _____ little pigs. As she could not afford to keep them all, she sent them out to seek their _____. The first _____ pig set off and met a man with a bundle of _____. He said to the man, 'Please Mr Man, give me that straw so I can build a _____'. So the man gave him the straw, and the little _____ built a house with it. Presently, a wolf came along and _____ at the door and said, 'Little pig, little pig, let me _____ in.' To which the pig replied, 'No, no, by the _____ on my chinney chin _____' 'Then,' said the wolf, 'I'll _____ and I'll puff and I'll _____ your house in.'

come, hair, blow, chin, little, huff, house, knocked, fortune,
pig, straw, three

The Three Little Pigs

Writing

Lesson 1 - Rewrite the story from the Mothers version.

Lesson 2 - Give each student a page to write about and illustrate the 'best part' of the story.

Lesson 3 - Use this template <http://www.enchantedlearning.com/alphabet/findrelatedwords/threelittlepigs/> to write eight words related to the story.

Lesson 4 - Make a wanted poster. Take a digital photo and put onto a poster like the poster on the front of the book. Ask students to write positive things about themselves that describe them. Can use attached worksheet for ideas.

Lesson 5 - Write a letter to the Wolf in jail. Use questions to find out more about him and what really happened to the pigs.

Lesson 6 - Split a page in two, on one side write all the things where the wolf is the same in both stories and on the other write character differences including what he looks like, behaviour, personality, actions, speech and consequences.

Lesson 7 - Create own newspaper article reporting on the capture of the wolf. Explore style of writing in newspaper, format, use of headings and quotes.

WANTED

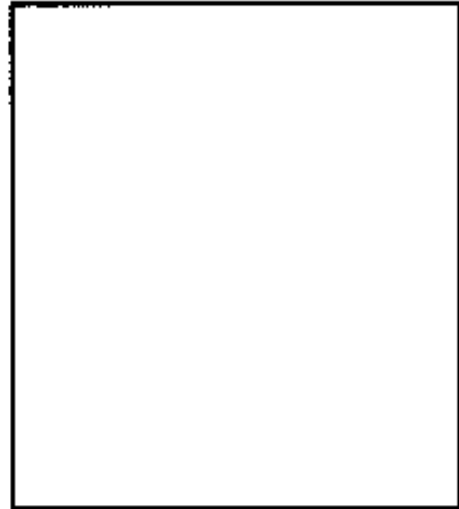
Name: _____

Height: _____

Weight: _____

Hair: _____

Eyes: _____



Likes to _____

Can often be found _____

Special talents _____

The Three Little Pigs

Grammar

Lesson 1 – After discussion of what an adjective is, children read the story and write some of the adjectives they can find. Write these adjectives into sentences or draw a picture to match. Fill out the adjective worksheet attached thinking of own adjectives to describe the wolf and the pigs.

Lesson 2 – Complete the attached adjective word search.

Lesson 3 – Write a sentence from the book on the board. Write it again without spaces in between the words. Discuss which is easier to read and why. Older children can do the same with a paragraph and not use punctuation, then discuss.

Lesson 4 – Play Simon Says using verbs from the story. Clarify actions by using an adverb with the verb.

Lesson 5 – Older children can complete this online activity <http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/three-pigs> where they are required to fill in the correct form of adjectives or adverbs. A printable version can be found here <http://www.ego4u.com/download/pdf/three-little-pigs-a4.de.pdf>

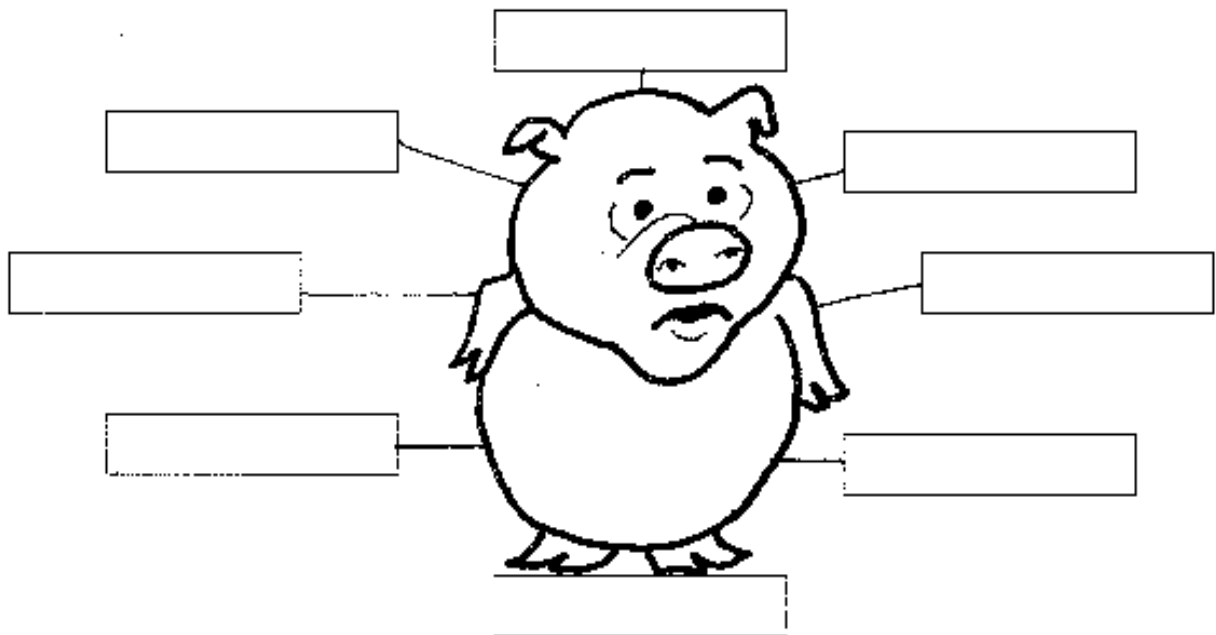
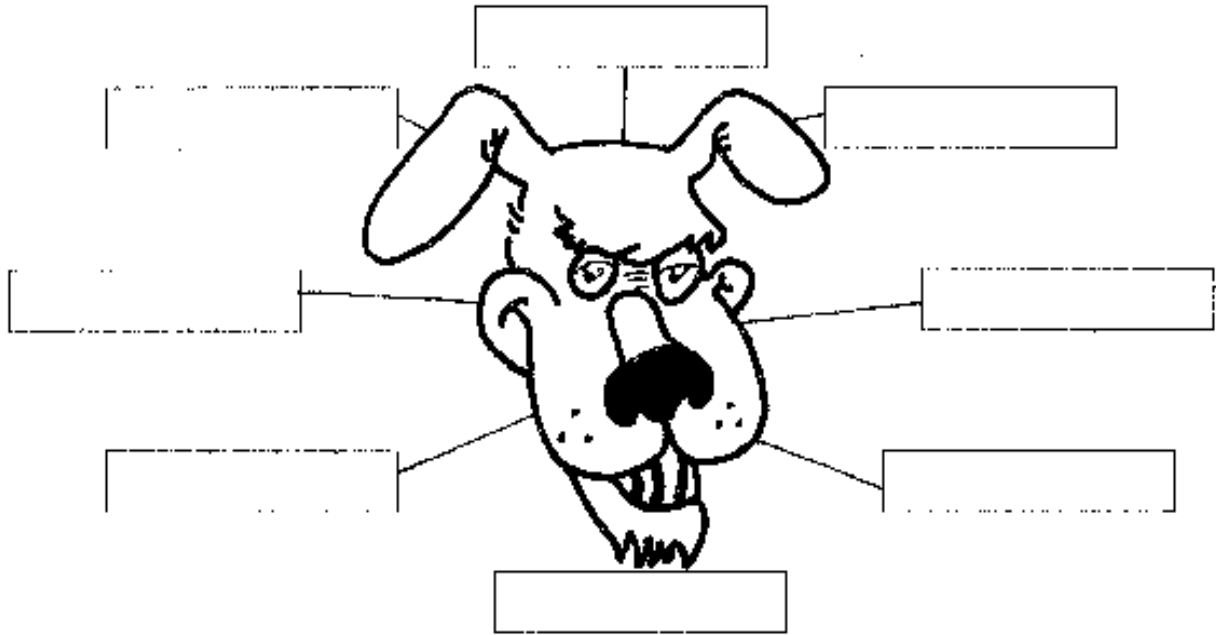
Lesson 6 – Use the cards from http://www.thatresourcesite.com/Resources/bks/three_pigs/grammar_discussion_questions.pdf to prompt discussion about grammar in the story while reading it.

Lesson 7 – Complete the word search from http://www.thatresourcesite.com/Resources/bks/three_pigs/3_little_pigs_wordsearch.pdf Discuss each word and what part of speech it is.

The Three Little Pigs

Adjectives - An adjective describes a noun. For example: The hungry wolf. The word "hungry" describes the noun wolf.

Use adjectives to describe the characters of the wolf and the pigs in the Three Little Pigs.



Find an Adjective

x d f c r a n k y y t d
t h l i t t l e j g a s
e r b u m p o r l b n k
b d i a e p e o s n g h
r l g c n h i l p w r c
s w a f k h u n g r y l
f t s c l y a s k e h e
u k r u k h r f n r a v
r e w o n d e r f u l e
r p o l n z d w n d m r
y n l d p g r e a t a s
s f r i g h t e n e d a

old
little
strong
hungry
tricky
cranky

big
wonderful
red
pink
clever
black

bad
great
angry
furry
frightened
mad

Three Little Pigs

Spelling

Suggested words to add to spelling lists or vocabulary lists while studying this book.

once	upon	time	straw	sticks	bricks	pig
wolf	window	built	huff	puff	blow	blew
first	second	third	jumped	climbed	chimney	mother

It would be expected that a spelling list would also include words based on sight words, a particular spelling rule or phonics sound.

Spelling Activities for Y1/2

- list in alphabetical order
- word sort (see attached)
- look for little words inside of big words
- look for letter patterns
- turn into sentences orally or written
- write the plurals of the words
- write words into boxes with tall boxes for tall letter, short boxes for short letters and long boxes for long letters
- draw a picture for some of the words
- split words into the number of syllables
- write each word as a rainbow using different colours for each letter
- write a question using a spelling word
- stand up and do an action such as patting your head and rubbing your tummy while orally spelling a word

Three Little Pigs

Word Sort

Cut out the words from the story and sort them into groups where there is something similar in each group of words. It may be they have the same number of syllables, start with the same letter, finish with the same letter, contain the same number of letters, contain a common blend, have a pattern related to their meaning, ie. opposite words, all nouns together etc.

once	huff
house	blew
bricks	puff
sticks	blow
chin	first

Three Little Pigs

Word Sort

three	second
straw	pig
one	third
wolf	climbed
jumped	ran
two	built
huffed	puffed

Three Little Pigs

Assessment

Talking and Listening

Observation of children listening to stories and their response in relation to level of enjoyment.

Reading and Comprehension

Observation of student using voice, tone and inclination when reading to an audience.

Writing

Ask children to either write own version of story or write story in own words. Example of writing task can be found here <http://literacyonline.tki.org.nz/Literacy-Online/Student-needs/National-Standards-Reading-and-Writing/National-Standards-illustrations/Year-1/The-Three-Little-Pigs-Writing>

Grammar

Observation of students using a wider variety of descriptive language in written and oral work.

Spelling

Spelling test using vocabulary.

Observation of use of vocabulary from the book in story writing activities and if words are spelt correctly.

Three Little Pigs

Useful websites

This website has useful tools for teaching based on Bloom's taxonomy and the story of the Three Little Pigs

http://www.reading-tutors.com/tips/TH_Tips_CompQuest.pdf

A number of free resources including worksheets, powerpoints, notebook files and lesson ideas can be downloaded free from this site. This site has resources that are made by teachers for teachers. There are also resources that require a small payment. The site does involve an initial sign up.

Large number of free printables including different version of the stories, cloze activities, grammar activities, crosswords, vocabulary and writing exercises based on the Three Little Pigs story can be found at http://www.eslprintables.com/reading_worksheets/tales_and_stories/the_three_little_pigs/index.asp?page=1 To download from this site you need a log in and be prepared to contribute.

A Three Little Pigs unit of work that was delivered to children with autism can be found here http://www.positivelyautism.com/free/unit_3littlepigs.html with links to resources and interactive activities.