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| **Teaching for Understanding Learning Plan****STAGE 1 – DESIRED RESULTS** Grade Level: 5 Teacher’s name: | |
| **Unit Title:**  **Happily Ever After? Fairy Tale Perspective Shift:**  Retelling fairy tales from a different character’s perspective/point of view.  **Established Goals:**  Students will identify the genre of fairy tales under the category of traditional literature..  Students will understand that fairy tales are fantasy and be able to identify the common features of fairy tales.  Students will compare and contrast different versions of the same fairy tale (*Cinderella* and *Mufaro’s Beautiful Daughters* or *The Three Little Pigs* and *The True Story of the Three Little Pigs*) using a graphic organizer.  Students will compare and analyze the characters of the *Rumpelstiltskin* fairy tale (i.e. protagonist vs. antagonist), as well as identify the point of view from which the original story is told.  Students will analyze story elements (plot, dialogue, word choice) and key dialogue that should be included in their own original narrative based off of the text.  Students will examine multiple viewpoints, then rewrite the traditional *Rumpelstiltskin* fairy tale from a different character’s perspective..  Students will use the features of fairy tales in the writing along with their understanding of narrative writing elements to demonstrate their learning. | |
| **Understandings:** Students will understand that…  1. Fairy tales are fantasy and unrealistic  2. Fairy tales have common features such as royalty, magic, misfortune, particular numbers (ex. 3, 7), happy endings. .  3. Fairy tales are told with narrator beliefs and biases based on point of view.  4 Narratives can be depicted completely differently without changing the facts of the story, but by simply shifting the perspective to a different character..  5. Good narratives incorporate strong character development, settings, appropriate pacing of events, strong use of dialogue,, organization, word choice and conventions to properly convey their message. | **Essential Questions:**  1. What are the elements of fairy tales?  2. Can there be more than one point of view in a story?  3. Can we look at an event from different perspectives to see the whole truth of a situation?  4 How can stories be told differently by stepping into another character’s shoes?  5. Do all characters live happily ever after in fairy tales? |

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| **MA Standards Mastered** **CCSS.ELA-LITERACY.W.5.3**  **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**  CCSS.ELA-LITERACY.W.5.3.A  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  CCSS.ELA-LITERACY.W.5.3.B  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  CCSS.ELA-LITERACY.W.5.3.C  Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  CCSS.ELA-LITERACY.W.5.3.D  Use concrete words and phrases and sensory details to convey experiences and events precisely.  CCSS.ELA-LITERACY.W.5.3.E  Provide a conclusion that follows from the narrated experiences or events. | |
| **STAGE 2 – ASSESSMENT EVIDENCE** | |
| **Performance Task:**  Students will write a narrative, retelling the traditional fairy tale *Rumpelstiltskin* with a shift in character perspective/point of view. | **Other Evidence:**   * Fairy Tale Elements Quiz * Graphic organizers (writing & Compare/Contrast) * Class discussions |

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| **STAGE 3 – LEARNING PLAN** |
| Summary of Learning Activities:  Day 1 - Fairy Tale Introduction:  Essential Questions: What are the elements of fairy tales? Where did fairy tales originate from?  \* Explain essential questions and understandings for the unit. Invite students to ask any other questions.  \* Students will recognize fairy tales under the genre of traditional literature and that fairy tales originated as an oral tradition all over the world.  \*. Students will discuss the different ways fairy tales can be studied (through the setting, culture, origin, and elements of fairy tales).  \* Students will partner read a fairy tale from the Fairy Tale Bin and generate a list of fairy tale elements. Each group will share out their answers in order to create a class anchor chart and to correct any misconceptions.  \* Students will understand the specific elements of a fairy tale are that it takes place in a far off place (setting), there is a magical element (events), there are good and bad characters (characters), and the good are rewarded and the bad are punished (message).  \* Students will read picture books and identify whether the story is a fairy tale or not by examining the elements of the story and applying their knowledge of fairy tale elements.  Day 2- Part 1: Comparing and Contrasting: Cinderella  Essential Questions: What are the elements of fairy tales? Where did fairy tales originate from?  \* Review essential questions and understandings for the unit. Invite students to ask any other questions.  \* Many students have read *Cinderella*  so it makes for a good read aloud to introduce the genre of fairy tales.  \* Using Cinderella as a model, explain elements of fairy tale. Share the partially completed hand-out (attached) with students..  \* Review how traditional literature was passed down orally from generation to generation all over the world . For example, there are over 200 versions of Cinderella from all over the world. Discuss how could there be so many versions? Use the game “Telephone” as an example of how stories can evolve.  \* Discuss how fairy tales can range in topic, but also include elements of fairy tales.. Follow-up questions to discuss: “Did the fairy tales always have happy endings? Was it a happy ending for everyone? Do you think the story might be different in another country? We will explore these questions in the following lessons”.  Day 3- Part 2: Comparing and Contrasting:: *Mufaro’s Beautiful Daughters*  Essential Questions: What are the elements of fairy tales? Where did fairy tales originate from?  \* Review essential questions and understandings for the unit. Invite students to ask any other questions.  \* Explain to students that they will be filling out the other column of yesterday’s hand-out in order to compare and contrast this version of Cinderella with yesterday’s read-aloud.  \* Preview book by showing pictures, and asking “What kind of setting is in *Mufaro’s Beautiful Daughters* by just looking at the illustrations?” “What do you notice about the characters and illustrations?” “How do you think this story originated?” Read blurb in the beginning of the book about how the book was originally an oral tale and retold by the author, John Steptoe.  \* Explain that *Mufaro’s Beautiful Daughters* is from Zimbabwe. Explain that Zimbabwe is in Africa. The weather is quite different because it is near the equator, or any other facts children may want to share.  \* Read aloud book, prompting students with questions throughout about the setting of the book, observations about illustrations, and predictions.  \* Discuss the author’s message, after reading.  \* Using the hand-out from yesterday, students will compare and contrast Mufaro’s Beautiful Daughters and Cinderella, by identifying the fairy tale elements in each story, and discuss which elements are similar and different. (Characters, how did the stories begin and end? Magic used? Setting? Plot?)  \* Students will know that the settings are the main difference in the two stories, but does not change the message or overall events of the story.  \* Students will discuss why both stories are “Cinderella variants”.  \* Students will begin to conceptualize how fairy tales originate from all over the world by visually looking at a world map..  Day 4- Fairy Tale Quiz- Identifying Elements of Fairy Tales (See below)  Day 5- Point of View in Fairy Tales – *The True Story of the Three Little Pigs*  Essential Questions: Can there be more than one point of view in a story? Can we look at an event from different perspectives to see the whole truth of a situation? How can stories be told differently by stepping into another character’s shoes? Do all characters live happily ever after in fairy tales?  \* Review essential questions and understandings for the unit. Invite students to ask any other questions.  \* Review with students how stories are written in first, second, or third point of view. Every character in a story has a point of view.  \* Discuss with students how point of view affects their daily lives. Discuss how if he/she and a sibling were fighting, would they both have the same story to tell their mom/dad?  \* Students will explore ways that point of view can change or affect a story.  Read the traditional version of *The Three Little Pigs* and complete the first column of a new copy of the compare/contrast hand-out.  Read *True Story of Three Little Pigs*., Discuss:   * Why does the wolf seem different in this version of the story? * Were the pigs nice? * Who was to blame? * Also explain, how authors can change the tone of the story. * Look at the “words that show you speak”. These are words such as “he said”, “she shouted”, “she yelled”, “she politely asked”. Look for these kinds of words in the story.   \* Have students complete the next column on a new copy of the compare/contrast hand-out and share out answers.  Day 6- Introduce Fairy Tale Finale Project:  Essential Questions: Can there be more than one point of view in a story? Can we look at an event from different perspectives to see the whole truth of a situation? How can stories be told differently by stepping into another character’s shoes? Do all characters live happily ever after in fairy tales?  \* Review essential questions and understandings for the unit. Invite students to ask any other questions.  \* Explain that students will be using everything they have learned in this unit to demonstrate their understanding in a final writing project where they will be retelling *Rumpelstiltskin* from Rumpelstiltskin’s point of view.  \* Read Aloud *Rumpelstiltskin* by Steven Kellogg. Have students complete the first column of the graphic organizer from the perspective presented in the text.  \* Review the Writing Rubric with students to deepen their understanding of the expectation.  \* Students will then complete the next column of the hand-out independently from Rumpelstiltskin’s perspective.  Day 12-15- Begin, Revise, Writer’s Workshop,  \* Students will begin to draft, revise and edit their work, as needed, reflecting back to the student rubric often.  \* Prior to handing in their final writing project, students must read their writing out-loud with the “Reading Phones”. Because their eyes may lie to them, but their ears will not.  \* Students may follow the peer editing protocols that have been used all year long, focusing on starting with a positive comment, and constructive feedback to improve their writing. The author themselves is the only person who can change anything on their paper, though, as they are the only person with that ownership. Teacher will need to oversee this process.  \* Students will then complete their own rating on the rubric and make any necessary changes in their writing based on their self-assessment.  Day 16- Author’s Share:  \* Inviting parents into the classroom, we will share out our final projects. |
| Means of Differentiation to address the needs of more struggling students |
| Days 1 and 2:   * Students with prior knowledge about Cinderella may share other versions of Cinderella they have read. They may explore one version of Cinderella and conduct internet research about the country, and share with the class at the beginning of the next lesson. * *Mufaro’s Beautiful Daughters* takes place in Zimbabwe. Students may also conduct research on Zimbabwe and then France (Perrault’s version of Cinderella) and note some differences and similarities in the cultures. This would be an enriching way to supplement and introduce the next lesson.   Day 6:  Students can think of role plays to demonstrate “point of view”.  Day 12-15:  Levels of differentiation for each student’s current level of performance is seamless in writing. You can always adjust both quality and quantity of writing to challenge each student and target both their strengths and weaknesses. |
| Re-Teaching  for students do not attain Proficient level in unit assessment |
| \* Provide varying levels of teacher support to help students feel successful with new material.  \* Teacher will provide copies of student exemplar papers on different fairy tales so they can see what the goal is.  \* Sentence frames and differentiated graphic organizers may also be provided.  \* If appropriate, word predictability software and snap and read features can be also be offered.  \* Offering a student writing reference folder containing linking words, vivid verbs, examples of each type of figurative language, basic convention rules, when to change a paragraph, etc. . . could be extremely useful for struggling students, as well. |
| Rubric to Guide and Assess Learning |
| Please see attached rubric below. |

MATERIALS NEEDED FOR UNIT:   
Chart Paper & markers

Variety of fairy tale books

Pencils

Reading phones

LITERATURE:

*Mufaros’ Beautiful Daughters* by John Steptoe

Perrault’s versions of Cinderella

*The True Story of the Three Little Pigs* by Jon Sciezska

*The Three Little Pigs* by James Marshall

*Rumpelstiltskin* by Steven Kellogg

:

**Fairy Tale Perspective Shift Narrative Rubric**  
(Retell the fairy tale from a different character’s perspective)

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|  | **4** | **3** | **2** | **1** |
| **Character: Shift in Character's Perspective** | Always in the assigned person’s point of view, and gives a new element to that character’s development  Always follows the assigned perspective, choosing the best moments to tell the story from the assigned character | Always in the assigned person point of view  Always follows the assigned perspective | Mostly in the assigned character’s point of view  Mostly in the assigned character’s perspective | Not in the assigned character’s point of view  Not in the assigned character’s perspective |
| **Character:**  **Inner thoughts and/or dialogue** | Includes the character's inner thinking through straight description or through dialogue, facial expressions, actions, reactions of other characters...etc. | Includes the character's inner thinking through straight description of this thinking | Includes character's partial inner thinking. | Includes no inner thinking from the character’s perspective |
| **Character:**  **Secondary Characters** | All of the important characters from the original text were included. | Most of the important characters from the original text were included. | Some of the important characters from the original text were included. | None of the characters from original text were included. |
| **Setting: Strategy used for describing the setting.** | Uses a “:Show, Not Tell” strategy to develop the setting. from the original text. | Includes a complete description of the setting. from the original text. | Includes a partial description of the setting from the original text. | Does not include any details about the setting from the original text. |
| **Setting: Same time as original text** | Begins and ends at the same general time as the original text. | Begins **or** ends at the same general time as the original text. | Overlaps with much of the original time frame. | Does not use the same time frame from the original text. |
| **Plot: Important Events** | Effective selection and explanation of major plot events that were in the original text.  Includes facts that are a part of the original text, but also introduces fitting additional information that enhances the message(s) and purpose(s) of the original text. | Appropriate selection and explanation of major plot events that were in the original text.  Includes only facts that are a part of the original | Limited selection and explanation of major plot event from the original text  Includes mostly facts that are a part of the original | Insufficient inclusion of major plot events from the original  Includes facts that are not a part of the original |
| **Plot:**  **New Insight** | Gives new insight into what is going on during the events (fresh perspective) so that the reader learns/feels/experiences something new  Even though the piece mirrors the original, it could stand alone in providing a captivating character and message. | Gives a new insight into what is going on during the events (fresh perspective) so that the reader learns/feels/experiences something new | Gives minimal new insight, so that the reader rarely experiences something new | Gives no new insight, adds nothing new to the original text |
| **Dialogue** | Includes dialogue between characters from the original text and dialogue is correctly punctuated.  **Also** Includes new dialogue that offers a new insight.. | Includes important dialogue between characters from the original text and dialogue is correctly punctuated. | Includes dialogue between the characters from the original text, but there are some punctuation errors. | The story does not contain any dialogue. |
| **Word Choice** | Word choice is precise and accurate, fitting for the **style** and **mood** of the piece, and might shift to match the feeling or style of the new perspective  Includes effective use of strong verbs, figurative language, character’s “voice”, and transition words. | Word choice is precise, accurate, and fitting for the style and mood of the piece  Includes **adequate** use of strong verbs, figurative language, character’s “voice”, and transition words. | Word choice is generally accurate  Includes **limited** use of strong verbs, figurative language, character’s “voice”, and transition words. | Word choices are vague and may be confusing  Includes **insufficient** use of strong verbs, figurative language, character’s “voice”, and transition words. |
| **Lead & Ending** | Uses a lead that is interesting and grabs the reader's attention.  Uses an interesting ending that ties up all the loose ends. | Uses a lead **and** an ending. | Uses an effective lead **or** ending. | Does not use an effective lead or ending. |
| **Organization** | Effective organization of ideas. | Moderate organization of ideas | Limited organization of ideas. | No organization of ideas. |
| **Conventions and Spelling:**  **Relative to complexity and/or length of narrative:** | **Consistent** control of:  - variety of sentence structures  \_ grammar, usage and mechanics | **Mostly** consistent control of:  - sentence structures  \_ grammar, usage and mechanics | **insufficient** length, **little** control **or no variety in**:  - sentence structures  \_ grammar, usage and mechanics | Sentences are formed **incorrectly** with **no control** of grammar, usage and mechanics and/or **insufficient length.** |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fairy Tale Elements Quiz**

**Write the letter from the example next to the corresponding element.**

**Elements Example from *Cinderella***

**\_\_\_\_\_\_\_ 1. Setting A. Evil stepsisters, stepmother, father**

**\_\_\_\_\_\_\_ 2. Characters B. Cinderella weeps by her mother’s tree everyday**

**\_\_\_\_\_\_\_ 3. Events C. Once upon a time in France**

**\_\_\_\_\_\_\_ 4. Message D. True Beauty is on the inside.**

**E. The doves turn the pumpkin into a carriage and**

**create a dress for Cinderella to wear.**

**Please write what is special about each fairy tale story element. All stories have characters, settings, and so on, but what is different about story elements in fairy tales in particular.**

**5. Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**6. Events: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**7. Characters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**8. Message: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMPARE/CONTRAST GRAPHIC ORGANIZER

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| --- | --- | --- | --- |
| Name of Fairy Tale: Cinderella | | | |
| Story Element | Story # 1 *Cinderella* | | Story # 2 *Mufaro’s Beautiful Sisters* |
| Main Character & Their Traits | Cinderella – kindhearted girl who loves the prince | |  |
| Villain & their traits | Evil Stepmother & Stepsisters - vain, helpless, mean, selfish, entitled | |  |
| Setting | Family home & Castle | |  |
| Problem | Cinderella’s evil stepmother and stepsisters treat her like a servant and won’t let her go to the ball | |  |
| How the problem is solved | The prince puts the shoe on Cinderella and it fits her feet. They get married. | |  |
| Magic | Fairy godmother helps Cinderella go to the ball using magic. The magic wears off at midnight. Magical shoe that only fits Cinderella. | |  |
| Beginning | Cinderella is a girl whose  mother died and her  father has remarried a horrible woman with two horrible daughters.  The stepmother and stepsisters are cruel to Cinderella and treat her like a servant. | |  |
| Middle 1 | The Prince is throwing a ball to find his future wife. Cinderella is forbidden to go. A fairy godmother arrives to help and magically transforms Cinderella into a beautiful princess. | |  |
| Name of Fairy Tale: | | | |
| Story Element | | Story # 1 *Cinderella* | Story # 2 *Mufaro’s Beautiful Sisters* |
| Middle 2 | | Cinderella goes to the ball and dances with the Prince. At midnight, she leaves and her clothes transform back into her normal rags. The Prince throws another ball the next day to find Cinderella. |  |
| Middle 3 Climax | | Cinderella leaves in a hurry and loses her shoe. The Prince visits every girl in the kingdom but none of them fit the shoe. When he reaches Cinderella’s house, she tries on the shoe and it fits perfectly. |  |
| End | | Cinderella and the Prince marry and live happily ever after. |  |
| Theme/Author’s Message | | Always stay kind. |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMPARE/CONTRAST GRAPHIC ORGANIZER

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| Name of Fairy Tale: *The Three Little Pigs* | | |
| Story Element | Story # 1 *The Three Little Pigs* | Story # 2 *The True Story of the Three Little Pigs* |
| Main Character & Their Traits |  |  |
| Villain & their traits |  |  |
| Setting |  |  |
| Problem |  |  |
| How the problem is solved |  |  |
| Magic |  |  |
| Beginning |  |  |
| Middle 1 |  |  |
| Name of Fairy Tale: The Three Little Pigs | | |
| Story Element | Story # 1: *The Three Little Pigs* | Story # 2: *The True Story of the Three Little Pigs* |
| Middle 2 |  |  |
| Middle 3 Climax |  |  |
| End |  |  |
| Theme/Author’s Message |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITING GRAPHIC ORGANIZER

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| --- | --- | --- |
| Name of Fairy Tale: *Rumpelstiltskin* | | |
| Story Element | Original | My Version |
| Main Character & Their Traits |  |  |
| Villain & their traits |  |  |
| Setting |  |  |
| Problem |  |  |
| How the problem is solved |  |  |
| Magic |  |  |
| Beginning |  |  |
| Middle 1 |  |  |
| Name of Fairy Tale: *Rumpelstiltskin* | | |
| Story Element | Original | My Version |
| Middle 2 |  |  |
| Middle 3 Climax |  |  |
| End |  |  |
| Theme/Author’s Message |  |  |