

Inquiry Four: Teacher Thought and Action
Literacy Shared Reading Lesson: Folktales

Week 1: Introducing Folktale Characteristics & Comparing Different Versions of the Same Story

Day	GLCE	Objective	Teaching Format
Monday 11-3	R.NT.01.03 Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events	Students should be able to listen and comprehend the stories being read a loud and discussed. They should be able pick out the important information and make connections the folktale characteristics.	As an introduction and informal pre-assessment in a large group the story; <u>A Crocodile's Tale</u> is read and discussed. Have student's brain storm about what they already know to describe the parts of the story that are folktale characteristics. Student's should focus their attention on similar introductions (once upon a time), good and evil characters, repetition in numbers (most commonly in sets of threes), and happy endings.
Wednesday 11-5	R.NT.01.03 Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events	Students should be able to listen to a story read aloud and pick out one of the key characteristics dealing with folktales; "happy endings."	Review all four of the folktale characteristics. Read a loud and discuss <u>Little Red Hen & (Henny Penny)</u> . The whole group discussion should be focused on the folktale characteristic of "happy endings" after the stories are read. Students complete a worksheet about the happy endings from the two stories.

<p>Thursday 11-6</p>	<p>R.NT.01.03 Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events</p>	<p>Students should be able to listen to a story read aloud and pick out one of the key characteristics dealing with folktales; good versus evil.</p>	<p>Review all four of the folktale characteristics. Read a loud and discuss <u>Borreguita & the Coyote</u>. The whole group discussion should be focused on the folktale characteristic of "good versus evil" after the story is read. Students will complete a worksheet about the good versus evil from the story.</p>
<p>Friday 11-7</p>	<p>R.NT.01.03 Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events</p>	<p>Students should be able to listen to a story read aloud and pick out one of the key characteristics dealing with folktales; repetition in numbers (mostly three's).</p>	<p>Review all four of the folktale characteristics. Read a loud and discuss <u>3 Little Pigs</u>. The whole group discussion should be focused on the folktale characteristic of "repetition in numbers (mostly threes)" as the stories are read. Students be complete a worksheet about the repetition in numbers (mostly in three's) from the story.</p>
<p>Monday 11-10</p>	<p>N.NT.02.05 Respond to multiple texts read by discussing, illustrating and/or writing to reflect, make connections, take position, and share understanding.</p>	<p>Students should be able to listen to story and compare and contrast it to another version of the story using evidence from both stories and folktale characteristics.</p>	<p>Review the folktale characteristics and the story 3 Little Pigs read the previous day. Read a loud and discuss the <u>True Story of the Three Little Pigs</u>. The two stories should be compared and contrasted. As a whole class a venn diagram should be completed to compare and contrast the two stories. Some discussion should be focused on the folktale characteristics.</p>

Week 2: Determining Folktale characteristics from stories & Folktales as plays

Day	GLCE	Objective	Teaching Format
<p>Tuesday 11-11</p>	<p>R.NT.01.01 Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literacy merit.</p>	<p>Students should be able to listen to a story read aloud and pick out all of the four key characteristics dealing with folktales.</p>	<p>Review all four of the folktale characteristics. Read a loud and discuss <u>The Terrible Eek</u>. (Japanese Tale) The whole group discussion should be focused on folktale characteristics; introductions, good versus evil, repetition in numbers, and happy endings. Students will complete a worksheet about all aspects of folktales.</p>
<p>Wednesday 11-12</p>	<p>R.NT.01.03 Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events</p>	<p>Students should be able to listen to a story read aloud and pick out all four of the key characteristics dealing with folktales.</p>	<p>Review all four of the folktale characteristics. Read a loud and discuss <u>The Fisherman & His Wife</u>. The whole group discussion should be focused on folktale characteristics; introductions, good versus evil, repetition in numbers, and happy endings. Students will complete a worksheet about all aspects of folktales.</p>
<p>Thursday 11-13</p>	<p>R.NT.01.03 Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events</p>	<p>Students should use their knowledge of folktales and the key characteristics to create a new ending to a story.</p>	<p>Review all four of the folktale characteristics. Read a loud the introduction on first repetition of events of the story; <u>Lon Po Po</u> (Red- Riding Hood Story from China). Divide students into groups of three to create an ending to the story. The endings should realistically fit with the story and fit with the folktale characteristics of repetition of three's good versus evil and happy endings.</p>

<p>Friday 11-14</p>	<p>N.NT.02.05 Respond to multiple texts read by discussing, illustrating and/or writing to reflect, make connections, take position, and share understanding.</p>	<p>Students should be able to work in groups to present folktale plays.</p>	<p>Review all four of the folktale characteristics and the folktales covered during the lesson. Explain the two different plays that students will be performing. Dived students into two groups for two different plays; The Little Red Hen & The Fisherman & His Wife. Students should practice their parts and ask questions about words they don't know or can not say.</p>
<p>Monday 11-17</p>	<p>N.NT.02.05 Respond to multiple texts read by discussing, illustrating and/or writing to reflect, make connections, take position, and share understanding.</p>	<p>Students should be able to present plays and recognize the folktale characteristics in their own and the play of the other group.</p>	<p>Present plays and discuss the key elements of the folktales for each play.</p> <p>Post Assessment: Students need to complete a chart with all of the folktales that have been read in the unit. Students need to put check marks in the appropriate boxes for the characteristics. Higher level students will be required to add detail and sentences to explain why.</p>