



#2 Tales Around the World HWEO (23-24)

Duration: 6 Weeks, 10 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, Science, English, Physical Education, Visual Art, Music

Grades: 2

Planning



Transdisciplinary theme

How we express ourselves

Transdisciplinary theme focus

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- the ways in which we reflect on, extend and enjoy our creativity



Central idea

People can express their ideas, beliefs, and values using a variety of modes of communication



Learner profile attributes

Communicators



Key concepts

Causation, Perspective, Function

Concepts question

Perspective

students will be able to see the same general fairy tale from different perspectives as we read different versions from diverse countries



Related concepts

Concepts

- **Causation:** expression

- **Perspective:** interpretation
- **Function:** communication



Lines of inquiry

- How geographic location impacts beliefs, values, ideas and how they are expressed. (expression, causation)
- The different ways beliefs, values and ideas are interpreted (interpretation, perspective)
- How modes of communication can convey beliefs, values and ideas (communication, function)



Approaches to learning

Communication Skills

Communication Skills

Communication Skills (General)

Teaching the ATL skills

Safer Smarter Kids



Learning goals and success criteria

- Using one mode of communication (Reading, Writing, Talking) students will bring the character to life with feelings, words(dialogue)and actions. Reference 6+1 Narrative Rubric
- students will state the feelings (beliefs, values, and ideas) of the fairy tale character on the planner/organizer created for their self-portrait
- students have a specific message to convey
- the storyevents lead to understanding the message



Subject standards

Physical Education

Self-expression & enjoyment

Interactions

- Identifies physical ac- tivities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments).

Non-Locomotor (Stability)

Combinations

- Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics).

Working with others

Interactions

- Works independently with others in partner environments.

Movement concepts

Pathways, shapes, levels

- Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

Speed, direction, force

- Varies time and force with gradual increases and decreases

Space

- Combines locomotor skills in general space to a rhythm.

Locomotor

Dance

- Performs a teacher and/or student- designed rhythmic activity with correct response to simple rhythms.

Social Studies

Geography

Geographic Representations and Spacial Views of the World

- GEO 2.2 - Use geographic representations to describe places and interactions that shape them *(GEO 2.2)*
- GEO 2.1 - Construct geographic representations of familiar places. *(GEO 2.1)*
- GEO 2.3 - Use geographic representations to identify cultural and environmental characteristics of place. *(GEO 2.3)*

Music

Connecting

Connect

- MU:Cn10.0.2a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. *(MU:Cn10.0.2a)*
- MU:Cn11.0.2a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *(MU:Cn11.0.2a)*

Responding

Analyze

- MU:Re7.2.2a - Describe how specific music concepts are used to support a specific purpose in music. *(MU:Re7.2.2a)*

Select

- MU:Re7.1.2a - Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. *(MU:Re7.1.2a)*

Interpret

- MU:Re8.1.2a - Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent. *(MU:Re8.1.2a)*

Evaluate

- MU:Re9.1.2a - Apply personal and expressive preferences in the evaluation of music for specific purposes *(MU:Re9.1.2a)*

Visual Art

Creating

Investigate - Plan- Make

- VA:Cr1.2.2a - Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2a)

Responding

Analyze

- VA:Re8.1.2a - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. (VA:Re8.1.2a)

Connecting

Relate

- VA:Cn11.1.2a - Compare and contrast cultural uses of artwork from different times and places. (VA:Cn11.1.2a)

English

Reading: Literature

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS.ELA-LITERACY.RL.2.7)
- CCSS.ELA-LITERACY.RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS.ELA-LITERACY.RL.2.9)

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS.ELA-LITERACY.RL.2.2)
- CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges. (CCSS.ELA-LITERACY.RL.2.3)



Connections: Transdisciplinary and past

Art:

- Students will work in groups to examine illustrations from various books, noting how style, color, and materials are used to express feelings and ideas.
- Students will think of a name for their own fractured fairytale (for example "Cinderella and the hiking boot" by Ms. Bekah, illustrated by Ms. Mariana).
- Students will design and create a book cover for their fractured fairytale.
- Students will reflect on how their artwork expresses their feelings and ideas.

Note from Bekah - not sure if the information listed below is from the classroom teachers or from a previous art teacher:

Art: Students will create self-portraits of themselves as fairytale characters. They will look at the function of details in an illustration to show what is happening in a story. Students will explore how artists can use their imagination combined with observation to make a more unique picture.

Physical Education

Students will be participating in a creative movement/dance unit. (more info to come)



Teacher questions

What are the different parts of a fairy tale and how do they work together to tell a story?

Why do so many fairy tales have similar messages?

What does that tell us about people?

How are different cultures represented in different fairy tales?

Implementing



Learning experience library



Evaluate - Unit Reflection

Amy Rios

Reflect on your learning and growth during this unit. Some questions to consider:

- What did you like the most about this unit?
- What new skills/knowledge did you learn/use/practice in the unit? (Communicator, self-management skills)
- What challenges did you face and what did you do to overcome them? (What does that tell you about yourself and how you learn?)



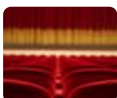
Unit 2 Notebook File for entire unit

Amy Rios



Explore Fairy Tales on Epic

Amy Rios



HOTS Plans

Amy Rios



Art: Fairy Tale Self-Portraits

Amy Rios

Students will create fairy tale self-portraits.

Concepts:

- Connection (relationship between stories and illustrations)
- Perspective (how students see themselves)
- Expression (how you can add detail to communicate)



Engineering the 3 Little Pigs House

Amy Rios



Music-Opera

Amy Rios



how composers share stories through opera music
how changes in tempo, dynamics and instrumentation function to represent different parts of the story
though the genre study of opera



Immerse-"Field Trip" to see a play/movie based on a fairy tale

Amy Rios

For Covid year - plan a "field trip" to the "movies" to watch a version of a fairy tale.



Identify

Amy Rios

Possible student inquiry questions:

- Are there more versions of Cinderella from other countries?
- If there are multiple versions of Cinderella, are there multiple versions of other fairy tales?
- If the lesson/moral of Cinderella is ___, are there other fairy tales with the same lesson? Do other fairy tales have different lessons/morals?
- What are other fairy tales/folktales from (country)?
- What are other ways that fairy tales can be expressed? (modes of communication)



Immerse: Graphic Organizers for Fairy Tales, Folk Tales, Fables

Amy Rios

Read several different fairytales/folktales from various cultures.

Fill in the chart about each book.

For setting, talk about the country of origin and locate it on a map.

Create a SMARTboard notebook file with the chart and a world map.



SCSU: Internet Resource of Folk and Fairy Tales

Amy Rios



Provocation: Discovery table with fairy tales from around the world

Amy Rios

Give students time to explore the texts on the discovery table

Ask what they notice about the collection of books

Start an attribute chart listing the characteristics that make a fairy tale a fairy tale (if they give some ideas that aren't characteristics, its ok because they will discover the characteristics by marking the chart throughout the unit and will be able to discover what are characteristics and what aren't)



Transformation tales

Amy Rios

While reading different versions of the fairy tales or fairy tales with similar messages, keep an attribute chart listing features of fairy tales, can have a separate chart or combine both to also keep track of the title, country and continent of origin, possible lessons/themes/messages that can be learned from the story

- See-think-wonder for front and back cover of the book
- Locate country and continent of origin of each fairy tale
- Read story
- optional-use Braidi to retell the story (reinforcing story structure)
- Discuss possible lessons/themes/messages that can be learned from the story. Add ideas into chart
- Revisit text to analyze features of culture (language, clothing, role of women, etc.)

- analyze story for student generated features of fairy tales in attribute chart
- After different versions of the same type of fairy tales, revisit the stories to look for similarities across messages (revisiting the anchor chart). Why would people around the world think that this would be important/valuable to learn?
- Inquiry notebook



Assessment-Readers' Theater

Amy Rios

Students will tell a fairy tale using a reader's theater script. The script may be modified to reflect a different culture or part of the world. Students will design at least one prop or costume that helps the audience to understand the story and message.



Library

Amy Rios

Students will explore that celebrations and traditions are expressions of shared beliefs and values through literature- Students will read Pretty Salma, Adelita, Egyptian Cinderella, Yeh-Shen and Mufaro's Beautiful Daughters.



Jack, Goldilocks Beware of strangers

Amy Rios

While reading different versions of the fairy tales or fairy tales with similar messages, keep an attribute chart listing features of fairy tales, can have a separate chart or combine both to also keep track of the title, country and continent of origin, possible lessons/themes/messages that can be learned from the story

- See-think-wonder for front and back cover of the book
- Locate country and continent of origin of each fairy tale
- Read story
- optional-use Braidy to retell the story (reinforcing story structure)
- Discuss possible lessons/themes/messages that can be learned from the story. Add ideas into chart
- Revisit text to analyze features of culture (language, clothing, role of women, etc.)
- analyze story for student generated features of fairy tales in attribute chart
- After different versions of the same type of fairy tales, revisit the stories to look for similarities across messages (revisiting the anchor chart). Why would people around the world think that this would be important/valuable to learn?
- Inquiry notebook



Immerse: Cinderella Fairy Tales-goodness is rewarded

Amy Rios

While reading different versions of the fairy tales, keep an attribute chart listing features of fairy tales, can have a separate chart or combine both to also keep track of the title, country and continent of origin, possible lessons/themes/messages that can be learned from the story

- See-think-wonder for front and back cover of the book
- Locate country and continent of origin of each fairy tale
- Read story
- optional-use Braidy to retell the story (reinforcing story structure)
- Discuss possible lessons/themes/messages that can be learned from the story. Add ideas into chart

- Revisit text to analyze features of culture (language, clothing, role of women, etc.)
- analyze story for student generated features of fairy tales in attribute chart
- After different versions of the same type of fairy tales, revisit the stories to look for similarities across messages (revisiting the anchor chart). Why would people around the world think that this would be important/valuable to learn?



Open-True Story of the Three Little Pigs by A. Wolf

Amy Rios

- Ask students to retell the story of the three little pigs.
- Have quick video ready of the Three Little Pigs
- Read aloud the text by A. Wolf
- Talk about the differences in the two versions.



Create - Play / Reader's Theater

Amy Rios

Allow students to create a fairy tale or perform a reader's theater of a fairy tale or fable. Can include masks, scenery, etc. Perform for each other or record for larger community.



Ongoing assessment

understanding of story structure
 making inferences about the author's message/theme of a story
 seeing commonalities in fairy tales from different cultures
 identification of continents on a map
 identification of aspects of culture from story illustrations



Resources

- [AIR Design Form RMMS Fall 2022](#)
- [Integrated Design by Session RMMS Fall 2022](#)
- [How We Express Ourselves](#)
- [Many Cinderellas | Culture and History | Little Fox | Bedtime Stories](#)
- [The TRUE story of the 3 little pigs by A.Wolf as told to Jon Scieszka. Grandma Annii's Story Time](#)
- [Silly Symphony - The Three Little Pigs](#)
- [The Three Little Pigs and the Big Bad Wolf | Fairy Tale for Children](#)
- [ComparingandContrastingDifferentFolktalesandorFables-1](#)
- [FairyTaleElementsGraphicOrganizer-1](#)
- [FairyTaleElementsCompareContrast3charts-1](#)
- [SCSU Research Guides: Folk and Fairy Tales: Internet Resources](#)

 [STEAM Lesson Plan: Three Little Pigs Design Challenge - Inventionland Institute](#)

Reflecting



Teacher reflections

Ongoing reflection

Leah Melissa Moran • 10:41 am, 16th Nov 2023

Q: How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea? A: We shared stories from different cultures, worked in elements of theater, students independently explored fairytales on Epic, we had a storyteller come in, students got to create puppets and a story to go along with it.

Q: What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning? A: Students got to act out different situations and use puppets to express themselves that goes along with communicator.

Q: What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team? What did we discover about the process of learning that will inform future learning and teaching? A: We incorporated storytelling in our writing and interactive read alouds. In library, Ms. Liz, incorporated fables. In music, Mr. K, taught how music communicates and expresses feelings. In P.E., Ms. Lauren, incorporated dance to express themselves.



Student reflections

Ongoing reflection

Leah Melissa Moran • 10:51 am, 16th Nov 2023

Q: Students may reflect on their learning and growth during this unit. Some questions to consider:

What did you like the most about this unit? What could have been done differently?

What new skills/knowledge did you acquire in the unit?

Where did you encounter challenges and what did you do to overcome them? What does that tell you about yourself and how you learn?

What might you want more help with?

A: The HOTS program helped to support our unit this year. The students loved the Three Beans and Please No activity that we learned from Mr. Victor.

We will share HOTS lessons with Ms. Lauren so she can replicate it with the students during P.E. class.



Assessment reflections

Ongoing reflection

Leah Melissa Moran • 10:44 am, 16th Nov 2023

Q:How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning? A: We did a lot of comparing and contrasting of stories using venn diagrams. We also did Wanted posters to see if students were paying attention during the stories.

Q:What evidence did we gather about students' knowledge, conceptual understandings and skills?

How will we share this learning with the learning community? A: We shared student learning with families on Talking Points. Work was displayed.