

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: Introduction to Fairytale Writing

 Number of Lessons: 10

 Time (in weeks): 4
Name: Tanya Blackall

 Subject(s): ELA

 Grade(s): 1

Rationale

This unit builds on students’ existing ability to sequence events and write simple sentences by introducing them to the structure and features of fairytales. Through familiar and engaging story elements such as magic, characters, and clear problems and solutions, students develop early narrative writing skills in a meaningful and creative context.

Fairytales provide a predictable structure (beginning, middle, end), which supports Grade 1 learners in organizing their ideas. By combining drawing and writing, students can communicate their understanding in developmentally appropriate ways. This unit also fosters imagination, oral language development, and confidence in storytelling.

Overview:

In this 10-lesson unit, students will explore the world of fairytales by learning to recognize and use key story elements such as characters, settings, problems, magic, and endings. Building on their prior experience with sequencing events and writing simple sentences, students will begin by listening to and discussing familiar fairytales, identifying patterns and important features. They will then practice sequencing stories visually with drawings and gradually add sentences to describe their pictures. Over the course of the unit, students will plan and create their own simple fairytales using a 4-picture template, write one sentence per picture, and share their stories orally with peers. Throughout the unit, students will engage in creative storytelling, develop early narrative writing skills, and build confidence in expressing ideas through both drawings and writing, while also practicing conventions such as capital letters and periods. The unit provides multiple opportunities for differentiation and support to meet diverse learning needs and encourages imagination, collaboration, and enjoyment of stories.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Communicating <i>Focusing on intent and purpose</i> <ul style="list-style-type: none"> Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic 	Critical Thinking and Reflective Thinking <i>Analyzing and critiquing</i> <ul style="list-style-type: none"> Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw 	Personal Awareness & Responsibility <i>Self-advocating</i> <ul style="list-style-type: none"> Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation,

<p>choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.</p> <p>Acquiring and presenting information</p> <ul style="list-style-type: none"> Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology. 	<p>conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.</p> <p>Creative Thinking Creating and innovating</p> <ul style="list-style-type: none"> Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world. 	<p>act on decisions, and advocate for themselves.</p> <p>Self-regulating</p> <ul style="list-style-type: none"> Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: ELA 1	Subject Name: Arts Education 1	Subject Name: Physical Health Education 1
<ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words. Language and story can be a source of creativity and joy. 	<ul style="list-style-type: none"> Engagement in the arts creates opportunities for inquiry through purposeful play. 	<ul style="list-style-type: none"> Good health comprises physical, mental, and emotional well-being.

LEARNING STANDARDS

Curricular Competencies	Content
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use foundational concepts of print, oral, and visual texts • Recognize the structure and elements of story • Use personal experience and knowledge to connect to stories and other texts to make meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Identify, organize, and present ideas in a variety of forms 	<p>Story/Text</p> <ul style="list-style-type: none"> • Elements of story • Literary elements and devices

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Sequence 3–5 events in order • Draw clear pictures that make sense • Write simple sentences with 4+ words • Use basic punctuation (capital letters, periods, & spaces between words) • Understand simple story sequencing (beginning, middle, end)
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Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Bring the book “The Little Red Hen” • Find pictures & put them into Canva or print for the magnifier <ul style="list-style-type: none"> ○ Animals (hen, dog, cat, pig) ○ Real-life vs Pretend to compare • Print student template with a drawing box for each student (19) • Set-up laptop • Turn on projector • Set-up magnifier
Lesson 2	<ul style="list-style-type: none"> • Bring the book “The Little Red Hen” • Find pictures of fairytale characters (dragon, princess, knight, talking animals) & real-life characters (child, teacher, pet dog, farmer) & put them into Canva or print to magnify • Print template with space for 1 picture + sentence for all students (19)
Lesson 3	<ul style="list-style-type: none"> • Bring the book “The Little Red Hen” • Find pictures of fairytale settings (castle, forest, tower) & real-life settings (house, school, farm) • Turn on the projector • Set-up the laptop • Set-up the magnifier • Print a template (1 box + sentence line) for each student (19)
Lesson 4	<ul style="list-style-type: none"> • Bring the book “The Three Little Pigs”

	<ul style="list-style-type: none"> • Print the student paper/template with 2 boxes: Problem & solution for each student (19) • Set-up the laptop • Set-up the magnifier • Find & print 2 pictures in colour: Wolf blowing down a house & the pigs safe in the brick house • Turn on the projector
Lesson 5	<ul style="list-style-type: none"> • Bring the book "The Gingerbread Man" • Set-up the laptop • Set-up the magnifier • Turn on the projector • Make & print the student template with 3 boxes: Problem 1, 2, & 3
Lesson 6	<ul style="list-style-type: none"> • Bring the book "Chicken Little" • Make & print a student template with 2 boxes: <ul style="list-style-type: none"> ◦ Box 1: What the character thinks (problem) ◦ Box 2: What is really happening • Set-up laptop • Turn on projector • Set-up magnifier • Find & print 2 pictures: Sky is falling & acorn falling
Lesson 7	<ul style="list-style-type: none"> • Find & print pictures: <ul style="list-style-type: none"> ◦ Dragon with no fire ◦ Princess crying/lost crown ◦ Knight stuck ◦ Unicorn sad • Find & print matching solution pictures to the above: <ul style="list-style-type: none"> ◦ Dragon breathing fire again ◦ Princess with crown ◦ Knight free ◦ Unicorn happy • Find & print a student template with 2 boxes: Problem & solution • Set-up magnifier • Set-up laptop • Turn on projector
Lesson 8	<ul style="list-style-type: none"> • Find & print picture supports (for magnifier): <ul style="list-style-type: none"> ◦ Characters (dragon, princess, knight, unicorn) ◦ Settings (castle, forest, tower) ◦ Problems (sad character, stuck, lost item) ◦ Solutions (helping, finding, fixing) • Make a& print the student planning template with 4 boxes: <ol style="list-style-type: none"> 1. Character 2. Setting 3. Problem 4. How it is fixed • Set-up the laptop • Turn on the projector • Set-up the magnifier
Lesson 9	<ul style="list-style-type: none"> • Design & print a new worksheet with 4 picture boxes • Do a teacher example (pre-made—not drawn live) • Set-up the magnifier • Set-up the laptop

	<ul style="list-style-type: none"> • Turn on the projector
Lesson 10	<ul style="list-style-type: none"> • Make & print a template with sentence starters printed on page with headings (to use to write their sentences on & use along with their pictures from lesson 9): <ul style="list-style-type: none"> ○ "In the beginning, ___." ○ "The problem is ___." ○ "To fix it, ___." (or "They fixed it by ___.") ○ "In the end, ___." • Pre-made example from lesson 9 • Set-up laptop • Set-up magnifier • Turn on the projector

Cross-Curricular Connections:

Arts Education (Visual Art, Drama, Verbal communication):

- Drawing detailed characters and settings
- Using colour to enhance storytelling
- Visual storytelling through sequencing
- Acting out fairytales
- Role-playing characters
- Oral storytelling and expression

PHE (Social-Emotional Learning):

- Understanding problems and solutions
- Exploring emotions of characters
- Building confidence through sharing

Aboriginal Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story: When students build their own stories, they will gain a sense of accomplishment that can be shared with others for enjoyment. This accomplishment leads to increased self-esteem and knowledge that they can do complete things that they find hard.

Learning involves patience and time: Much like the above, when students take the time to accomplish a work that is of their own design, they will appreciate the time and effort that was used. This leads to a sense of power and belief in themselves as they go on to pursue other educational facets in their lives.

Universal Design for Learning (UDL)

Multiple Means of Representation

- Visual supports (visible prompts, pictures, modeled drawings)
- Read-alouds with discussion
- Clear, repeated vocabulary (character, setting, problem)
- Teacher modeling of drawing and writing

Multiple Means of Action & Expression

- Drawing before writing
- Oral storytelling before independent work
- Sentence starters and frames
- Option to dictate ideas to teacher or peer

Multiple Means of Engagement

- Choice in characters and story ideas
- Use of imaginative and magical elements
- Partner sharing and storytelling
- Celebrating finished stories (Author's Chair)

Differentiated Instructions (DI)

Supports:

- Provide sentence frames:
 - "Once upon a time..."
 - "The problem is..."
- Reduce task (3 pictures instead of 4)
- Allow oral storytelling instead of written sentences

Proficient On-Level:

- 4-picture story with 1 sentence each
- Use of taught vocabulary (character, setting, problem)

Extensions:

- Add a 5th picture (extra detail)
- Include describing words
- Write 2 sentences for one part
- Create a new type of fairytale character

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	What is a Fairytale? 20-25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize the structure and elements of story <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding
Learning Standards: Content	<p>Story/Text</p> <ul style="list-style-type: none"> • Elements of story
Instructional Objectives	<ul style="list-style-type: none"> • Identify that the story is make-believe (pretend) • Recognize talking animals as a fairytale/fantasy element • Begin to distinguish between real and pretend elements • Communicate their understanding through drawing
Assessment:	<p>Observation</p> <ul style="list-style-type: none"> • Can students recognize pretend versus real? • Can students identify key fairytale elements (characters, setting)? <p>Product</p> <ul style="list-style-type: none"> • Can students draw their favorite part of the fairytale story that was read to them? • Is their drawing recognizable?
Teaching Strategies:	<ul style="list-style-type: none"> • Read-aloud with think-aloud (model noticing story features) • Explicit teaching of vocabulary (character, problem, pretend) • Turn-and-talk • Visual support and repetition • Connection to prior knowledge (real vs pretend)
Materials:	<ul style="list-style-type: none"> • Book "The Little Red Hen" • Pictures via Canva or printed for the magnifier <ul style="list-style-type: none"> ○ Animals (hen, dog, cat, pig) ○ Real-life vs pretend to compare • Student template with a drawing box • Crayons • Pencils • Erasers

	<ul style="list-style-type: none"> • Laptop • Projector • Magnifier
Lesson Activities:	
Introduction/Hook:	<p>Introduction / Activate Prior Knowledge (2 min)</p> <p>Ask students:</p> <ul style="list-style-type: none"> • "What is a story?" • "Can animals talk in real life?" <p>Most will say no → lead into: "Today we are learning about a special kind of story that is pretend."</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Fairytale = a pretend story • "Sometimes fairytales have animals that talk or do things people do."
Body:	<p>Read-Aloud with Think-Aloud (10 min)</p> <p>While reading <i>The Little Red Hen</i>, pause and model thinking:</p> <ul style="list-style-type: none"> • "Wait... the hen is talking! That doesn't happen in real life." • "These animals are acting like people." • "This story is pretend." <p>Ask quick questions:</p> <ul style="list-style-type: none"> • "Is this real or pretend?" • "Who are the characters?" <p>Keep it quick and entertaining to stay in line with the timeframe</p> <p>Guided Discussion (2 min)</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What made this story pretend?" • "What did you notice about the animals?" <p>Guide students to:</p> <ul style="list-style-type: none"> • Talking animals • Animals acting like people <p>Chart on Whiteboard (3 min)</p> <p>Title: "Fairytales (Pretend Stories) Have..."</p> <p>Add:</p> <ul style="list-style-type: none"> • Talking animals • Pretend things • Characters • Problems • "Fairytales are pretend stories. Today we saw animals talking, so we know it is not real." <p>Will be adding to this throughout the unit</p>
Closure:	<p>Student Drawing (5 min):</p> <p>Students draw their favourite part of the story</p>

Lesson 2

Name & Time (Minutes Allotted):	Fairytale Characters - 20-25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning

	<ul style="list-style-type: none"> Recognize the structure and elements of story <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	<p>Story/Text</p> <ul style="list-style-type: none"> Elements of story
Instructional Objectives	<ul style="list-style-type: none"> Identify characters as “who is in the story” Recognize fairytale/fantasy characters (i.e. talking animals) Distinguish between real-life and fairytale characters Create and represent a fairytale character through drawing and writing
Assessment:	<p>Observation</p> <ul style="list-style-type: none"> Can students name characters (hen, pig, dog, cat)? Do they understand that characters = “who is in the story”? Participation in class discussion <p>Product</p> <ul style="list-style-type: none"> Does the student draw a recognizable character? Is it a fairytale-type character (e.g., talking animal, dragon, princess)? Does their sentence match their drawing?
Teaching Strategies:	<ul style="list-style-type: none"> Review & connect to prior learning (Lesson 1) Explicit vocabulary instruction (character) Think-aloud and modeling Sorting/classification activity Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> Copy of “The Little Red Hen” Pictures of fairytale characters (dragon, princess, knight, talking animals) & real-life characters (child, teacher, pet dog, farmer) Drawing paper or template with space for 1 picture + sentence
Lesson Activities:	
Introduction/Hook:	<p>Review (2 min)</p> <p>Ask:</p> <ul style="list-style-type: none"> “What story did we read before (i.e. yesterday)?” “Was it real or pretend?” “Why was it pretend?” <p>Guide students to: “The animals talked!”</p> <p>Then ask:</p> <ul style="list-style-type: none"> “Who was in the story?” (List: hen, dog, cat, pig) <p>Introduce Vocabulary (2 min)</p> <p>Say:</p> <ul style="list-style-type: none"> “Characters are the people or animals in a story.” <p>Have students repeat:</p> <ul style="list-style-type: none"> “Characters are who is in the story.” <p>Do a quick check:</p> <ul style="list-style-type: none"> “Is the hen a character?” (yes) “Is the pig a character?” (yes)
Body:	<p>Revisit the Story (Think-Aloud) (2 min)</p> <p>Quickly flip through a few pages of <i>The Little Red Hen</i> on the magnifier.</p> <p>Think aloud:</p> <ul style="list-style-type: none"> “These animals are characters.” “They are special characters because they can talk.” <p>Ask:</p>

	<ul style="list-style-type: none"> • “Do animals talk in real life?” (no) • “So, these are pretend/fairytale characters.” <p>Sorting Activity (7 min) Show pictures one at a time on the magnifier. Students respond whether they are a:</p> <ul style="list-style-type: none"> • Fairytale character • Real-life character <p>OR sort into two groups:</p> <ul style="list-style-type: none"> • Fairytale • Real <p>Ask guiding questions:</p> <ul style="list-style-type: none"> • “Can this happen in real life?” • “Why is this a fairytale character?” <p>Emphasize:</p> <ul style="list-style-type: none"> • Talking animals = fairytale • Regular people/animals = real <p>Review quickly:</p> <ul style="list-style-type: none"> • “What are characters?” → Who is in the story • “What makes a fairytale character special?” → Pretend, magical, or talking
Closure:	<p>Student Drawing & Writing (10 min)</p> <ul style="list-style-type: none"> • Students: Draw their own fairytale character <p>Encourage:</p> <ul style="list-style-type: none"> • Talking animal • Princess/dragon • Something imaginative <p>Sentence starter options:</p> <ul style="list-style-type: none"> • “This is a ___.” • “This is a ___ (character).” • “This is a ___ that ___.” (extension)

Lesson 3

Name & Time (Minutes Allotted):	Fairytale Settings – 20-25 minutes
Learning Standards: Curricular Competencies	Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the structure and elements of story Create and communicate (writing, speaking, representing) <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	Story/Text <ul style="list-style-type: none"> • Elements of story
Instructional Objectives	<ul style="list-style-type: none"> • Understand that setting = where the story happens • Identify real vs fairytale settings • Recognize common fairytale settings (castle, forest, tower) • Represent a fairytale setting through drawing and simple sentence/oral response
Assessment:	Observation <i>During Thumbs Up/Down</i> Look for: <ul style="list-style-type: none"> • Immediate understanding of real vs fairytale settings

	<ul style="list-style-type: none"> • Does anyone look confused or unsure? • Who is consistently correct? • Is anyone using their thumb close to their chest so no one else can see? <p>Product</p> <ul style="list-style-type: none"> • Does the drawing show a clear setting? • Is it a fairytale-type setting? • Does the sentence match the drawing?
Teaching Strategies:	<ul style="list-style-type: none"> • Choral response (“everyone answers together”) • Thumbs up/down instead of partner talk • Cold call (gentle & supportive) • Call-and-response repetition • Model → whole group → independent (tight transitions)
Materials:	<ul style="list-style-type: none"> • Book “The Little Red Hen” • Pictures: <ul style="list-style-type: none"> ◦ Fairytale settings (castle, forest, tower) ◦ Real-life settings (house, school, farm) • Whiteboard • Dry erase markers • Projector • Laptop • Magnifier • Template (1 box + sentence line) • Crayons • Pencils • Erasers
Lesson Activities:	
Introduction/Hook:	<p>Review (Whole Group) (3 min)</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What did we learn yesterday?” → Characters • “What are characters?” <p>Use choral response: “Characters are who is in the story.” Then call on 2-3 students to answer:</p> <ul style="list-style-type: none"> • “Who were the characters in <i>The Little Red Hen</i>?” <p>Introduce Setting Vocabulary (2 min)</p> <ul style="list-style-type: none"> • Say: “Setting is where the story happens.” <p>Students repeat:</p> <ul style="list-style-type: none"> • “Setting is where the story happens.” <p>Check comprehension:</p> <ul style="list-style-type: none"> • “Is the farm the setting?” → thumbs up • “Is the hen the setting?” → thumbs down
Body:	<p>Revisit Story (Think-Aloud) (2 min)</p> <p>Quickly show a few pages of <i>The Little Red Hen</i>.</p> <p>Say:</p> <ul style="list-style-type: none"> • “I see the animals on a farm.” • “The farm is the setting.” <p>Ask:</p> <ul style="list-style-type: none"> • “Is a farm real or pretend?” • Students respond with thumbs

	<p>Sorting Activity (3 min) Show one picture at a time. Students respond with putting up their hand if they think it is a fairytale or real setting and cold call on 1-2 students after each one "Why?" Examples:</p> <ul style="list-style-type: none"> • Castle • School • Forest (discuss briefly—can be both, but often in stories) • Farm <p>Quick Guided Practice (Whole Group) (2 min) Teacher draws quickly on board: A simple castle & say:</p> <ul style="list-style-type: none"> • "This is a fairytale setting." • "This story happens in a castle." <p>Students repeat sentence: "This story happens in a castle."</p>
Closure:	<p>Independent Work (10 min) Students:</p> <ul style="list-style-type: none"> • Draw a fairytale setting <p>Encourage:</p> <ul style="list-style-type: none"> • Castle • Tower • Forest • Magical place <p>Sentence:</p> <ul style="list-style-type: none"> • "This story happens in a ____." <p>Sharing (2 min) Choose 2–3 students to share:</p> <ul style="list-style-type: none"> • "My setting is ____."

Lesson 4

Name & Time (Minutes Allotted):	Problems & Solutions in Fairytales – 20-25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the structure and elements of story <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	<p>Story/Text</p> <ul style="list-style-type: none"> • Elements of story
Instructional Objectives	<ul style="list-style-type: none"> • Identify the problem and solution in a new story • Recognize that different stories have different problems • Compare their understanding across texts • Represent problem and solution through drawing and simple writing/oral response
Assessment:	<p>Observation</p> <ul style="list-style-type: none"> • Can students identify the problem in a new story? • Can they identify the solution? • Does anyone look confused?

	<ul style="list-style-type: none"> Is there anyone that has their thumb down or tucked into their chest to indicate that they need help? <p>Product</p> <ul style="list-style-type: none"> Does the student show the correct problem? Does the student show the correct solution?
Teaching Strategies:	<ul style="list-style-type: none"> New text engagement "The Three Little Pigs" Think-aloud modeling Thumbs up/down Cold call Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> Book "The Three Little Pigs" Student paper/template with 2 boxes: Problem & solution Laptop Magnifier 2 pictures in colour: Wolf blowing down a house & the pigs safe in the brick house Projector Crayons Pencils Erasers
Lesson Activities:	
Introduction/Hook:	<p>Introduction of the New Book:</p> <ul style="list-style-type: none"> "Today, we'll be reading a new book called The Three Little Pigs!" <p>Read-Aloud (10 min) Read The Three Little Pigs & pause briefly to ask:</p> <ul style="list-style-type: none"> "Uh oh... is something going wrong?" "What is the wolf doing?" <p>Ask students:</p> <ul style="list-style-type: none"> "What is a problem?" "What is a solution?"
Body:	<p>Identify the Problem (Whole Group) (2 min) Ask students:</p> <ul style="list-style-type: none"> "What was the problem in this story?" <p>Guide to: "The wolf blows the houses down." Ask students to raise their hand if they think:</p> <ul style="list-style-type: none"> "Is the wolf the problem?" <p>Cold call 1–2 students and ask, "Why do you think the wolf is the problem?"</p> <p>Identify the Solution (Whole Group) (2 min) Ask students:</p> <ul style="list-style-type: none"> "How did the pigs solve the problem?" <p>Guide to: "They went into the brick house." Ask students to raise their hand if they think:</p> <ul style="list-style-type: none"> "Is the brick house the solution?" <p>Quick Review (2 min): Show 2 pictures on the magnifier separately: Problem:</p> <ul style="list-style-type: none"> Wolf blowing house and say, "This is the problem."

	<p>Solution:</p> <ul style="list-style-type: none"> • Pigs safe in brick house and say, "This is the solution." • "So, to review. The problem in a story is something that is wrong. The solution is how the problem gets fixed."
Closure:	<p>Drawing (8 min): Students will draw 2 pictures: Box 1: Problem & Box 2: Solution</p> <p>Extension if time sentence starters:</p> <ul style="list-style-type: none"> • "The problem is ____." • "The solution is ____."

Lesson 5

Name & Time (Minutes Allotted):	Repeated Problems in Fairytales – 20-25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the structure and elements of story <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	<p>Story/Text</p> <ul style="list-style-type: none"> • Elements of story
Instructional Objectives	<ul style="list-style-type: none"> • Understand that some stories have a problem that repeats • Identify the repeated problem in a story • Recognize that different characters can be part of the same problem • Represent repeated problems through drawing and simple writing
Assessment:	<p>Observation</p> <ul style="list-style-type: none"> • Are students noticing the repeated problem? • Do they respond thoughtfully after think time? • Do students understand repetition vs single event (correct number of fingers showing)? • Can students identify different characters involved? • Do they understand the problem stays the same? <p>Product</p> <ul style="list-style-type: none"> • Do drawings show the same problem repeating? • Are different characters included? • Do pictures reflect the story sequence?
Teaching Strategies:	<ul style="list-style-type: none"> • "Show me" responses (fingers, pointing, holding up work) • Teacher modeling with think-aloud • Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> • Book "The Gingerbread Man" • Laptop • Magnifier • Projector • Student template with 3 boxes: <ul style="list-style-type: none"> ○ Box 1: Problem 1 ○ Box 2: Problem 2 ○ Box 3: Problem 3 • Crayons

	<ul style="list-style-type: none"> • Pencils • Erasers
Lesson Activities:	
Introduction/Hook:	<p>Introduce the New Book “The Gingerbread man” Show the cover and say:</p> <ul style="list-style-type: none"> • “Today we are reading another new fairytale.” <p>Read the story (10 min) Pause briefly throughout and say:</p> <ul style="list-style-type: none"> • “Is something going wrong?” <p>After a few seconds:</p> <ul style="list-style-type: none"> • Call on 1–2 students <p>Continue reading and repeat:</p> <ul style="list-style-type: none"> • “Who is chasing him now?” <p>Introduce Repeating Problem (3 min) Ask:</p> <ul style="list-style-type: none"> • “Think... did the problem happen one time or many times?” • Students respond by holding up fingers for the number of times the problem happened <p>Then say:</p> <ul style="list-style-type: none"> • “This story has a problem that repeats again and again.”
Body:	<p>Guided Identification (3 min) Ask:</p> <ul style="list-style-type: none"> • “Who chased the gingerbread man first?” • “Who chased him next?” • “Who chased him after that?” <p>Each time:</p> <ul style="list-style-type: none"> • Give think time → call on 1 student <p>Keep responses short (i.e. “the cow”)</p>
Closure:	<p>Quick Review (2 min) Show 3 pictures on the magnifier:</p> <ol style="list-style-type: none"> 1. Gingerbread man running from the cow 2. Running from the horse 3. Running from the fox <p>Say:</p> <ul style="list-style-type: none"> • “We can see that the same problem keeps happening.” <p>Independent Drawing (7 min) Students will:</p> <ul style="list-style-type: none"> • Draw 3 pictures showing the repeated problem <p>Encourage:</p> <ul style="list-style-type: none"> • Different characters • Same action (chasing/running) <p>Extension if there is time sentence starters:</p> <ul style="list-style-type: none"> • “The problem is ____.” • OR repeat: “They are chasing him.”

Lesson 6

Name & Time (Minutes Allotted):	When the Problem Is Not Real – 25 minutes
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Learning Standards: Curricular Competencies	Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the structure and elements of story Create and communicate (writing, speaking, representing) <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	Story/Text <ul style="list-style-type: none"> • Elements of story
Instructional Objectives	<ul style="list-style-type: none"> • Understand that sometimes a character thinks there is a problem, but there isn't • Identify the problem in a story based on a misunderstanding • Recognize the difference between a real problem and a pretend/mistaken problem • Represent the misunderstanding through drawing and simple writing/oral response
Assessment:	Observation <ul style="list-style-type: none"> • Do students understand what the character believes? • Do they question whether it is true? • Can students distinguish real vs not real problems (head nods or shakes)? Product <ul style="list-style-type: none"> • Does the first drawing show the character's belief/problem? • Does the second drawing show what really happened? • Do drawings clearly show the difference?
Teaching Strategies:	<ul style="list-style-type: none"> • Think time before answering • Short responses only • "Show me" responses (fingers, pointing, head nods/shakes) • Teacher think-aloud modeling • Compare/contrast (real vs not real) • Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> • Book "Chicken Little" • Student template with 2 boxes: <ul style="list-style-type: none"> ○ Box 1: What the character thinks (problem) ○ Box 2: What is really happening • Crayons • Pencils • Erasers • Laptop • Projector • Magnifier • 2 pictures: Sky is falling & acorn falling
Lesson Activities:	
Introduction/Hook:	Introduction & Reading (10 min) Show the cover of Chicken Little & say: <ul style="list-style-type: none"> • "Today we are reading a story where a character in the story thinks that something is wrong... but we have to listen & think about that carefully." Read the story, pause, and say: <ul style="list-style-type: none"> • "What does Chicken Little think is happening?" Continue reading & pause again:

	<ul style="list-style-type: none"> • “Is that really happening?” • Keep responses short and controlled <p>Identify the Problem (2 min) Ask:</p> <ul style="list-style-type: none"> • “What does Chicken Little think the problem is?” (Expected: the sky is falling) • Give think time → call on 2 students
Body:	<p>Introduce the Idea of a Mistake (2 min) Say:</p> <ul style="list-style-type: none"> • “Chicken Little thinks there is a big problem but is it really true?” • Students show by nodding or shaking their head • “It is NOT true. Chicken Little made a mistake.” • “Sometimes characters think something is wrong, but they are mistaken.” <p>Guided Comparison (2 min) Ask:</p> <ul style="list-style-type: none"> • “What really happened?” (Expected: something fell—like an acorn) <p>Say:</p> <ul style="list-style-type: none"> • “So, the problem was not real.” • “Was the sky falling?” → students show with a shake of their head (no) <p>Quick Review (2 min) Show two pictures:</p> <ul style="list-style-type: none"> • Picture 1 (What Chicken Little thinks): <ul style="list-style-type: none"> ○ Sky falling ○ “This is what the character thinks.” • Picture 2 (What really happened): <ul style="list-style-type: none"> ○ Small object falling (acorn) ○ “This is what is really happening.”
Closure:	<p>Independent Work (7 min) Students:</p> <ul style="list-style-type: none"> • Draw 2 pictures: <ul style="list-style-type: none"> ○ Box 1: What the character thinks (problem) ○ Box 2: What really happened <p>Extended if there is time sentence starters:</p> <ul style="list-style-type: none"> • “He thinks ____.” • “Really ____.”

Lesson 7

Name & Time (Minutes Allotted):	Silly Fairytale Problems & Solutions – 25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the structure and elements of story • Use personal experience and knowledge to connect to stories and other texts to make meaning <p>Create and communicate (writing, speaking, representing)</p>

	<ul style="list-style-type: none"> Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	<p>Story/Text</p> <ul style="list-style-type: none"> Elements of story
Instructional Objectives	<ul style="list-style-type: none"> Understand that solutions happen because something is done to fix the problem Identify both the problem and how it gets fixed Explain simple cause and effect (what happened → what fixed it) Create their own fairytale problem and show how it is solved
Assessment:	<p>During Picture Discussions:</p> <ul style="list-style-type: none"> Can students explain what is happening in the middle step? Do they understand that action leads to solution? <p>In Student Drawings:</p> <ul style="list-style-type: none"> Does the student show a clear problem? Does the solution include an action (how it was fixed)? Do the two connect logically?
Teaching Strategies:	<ul style="list-style-type: none"> Visual sequencing (2–3 step picture sets) Think time before answering Guided questioning (step-by-step) Cold call (short responses) Cause-and-effect language (“because,” “so”) Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> Printed picture sets (for magnifier), each with 2–3 steps: <ul style="list-style-type: none"> Set 1 (Dragon): <ul style="list-style-type: none"> Dragon with no fire Dragon drinking a potion Dragon breathing fire Set 2 (Princess): <ul style="list-style-type: none"> Princess without crown Princess looking/searching Princess finding crown Set 3 (Knight): <ul style="list-style-type: none"> Knight stuck Someone helping / knight pulling Knight free Student template with 2 boxes: Problem & solution Crayons Pencils Erasers Magnifier Laptop Projector
Lesson Activities:	
Introduction/Hook:	<p>Engagement / Hook (3 min) Introduce the 1st problem Place a problem picture under the magnifier (i.e. a dragon with no fire) Say:</p> <ul style="list-style-type: none"> “Look carefully... think... what is the problem?” Give think time → call on 2 students (Expected: “The dragon can’t breathe fire”)

	<p>Introduce the Missing Step to the Solution (3 min) Place middle picture under the magnifier (i.e. dragon drinking potion) Say:</p> <ul style="list-style-type: none"> • “What is happening now?” • “How is this helping the problem?” → Call on 1–2 students (“It helps the dragon get fire back”) <p>Introduce Solution (3 min) Show matching solution picture (i.e. a dragon breathing fire) Ask:</p> <ul style="list-style-type: none"> • “What happened now?” • Call on 1–2 students → “The solution fixed the problem.” • “Why is it fixed?” → Because of the potion
<p>Body:</p>	<p>We do Example (3 min) Show a new problem picture (Princess Set) (i.e. a princess without crown & she is looking around for it) Say:</p> <ul style="list-style-type: none"> • “What is the problem here?” (No crown) • “What is she doing to fix the problem?” (She is looking around for it) <p>Then show:</p> <ul style="list-style-type: none"> • Crown found <p>Say:</p> <ul style="list-style-type: none"> • “How did she fix the problem?” • Emphasize: “She looked for it” & “She found it” <p>Guided Practice (Knight Example) (3 min) Show the picture of a knight stuck Ask:</p> <ul style="list-style-type: none"> • “What is the problem here?” <p>Then show the knight pulling / someone helping Say:</p> <ul style="list-style-type: none"> • “What is happening to fix it?” (the knight is pulling & someone is helping) <p>Then show the picture of the knight freed Say:</p> <ul style="list-style-type: none"> • “How did the problem get fixed?” (the knight & other person helped to get him unstuck)
<p>Closure:</p>	<p>Say:</p> <ul style="list-style-type: none"> • “So, in all these examples we can clearly see that the problem did not go away on its own or disappear. Something always happened to fix them.” <p>Independent Student Work (10 min) Students will draw their own fairytale idea</p> <ul style="list-style-type: none"> • Box 1: Problem • Box 2: How it will be fixed <p>Encourage students to show action in how the problem will be fixed</p> <p>Extension sentence starters if there is time:</p> <ul style="list-style-type: none"> • “The problem is ____.”

	<ul style="list-style-type: none"> • “It is fixed by ____.”
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Lesson 8

Name & Time (Minutes Allotted):	Planning a Fairytale – 25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use foundational concepts of print, oral, and visual texts • Recognize the structure and elements of story • Use personal experience and knowledge to connect to stories and other texts to make meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms • Exchange ideas and perspectives to build shared understanding
Learning Standards: Content	<p>Story/text</p> <ul style="list-style-type: none"> • Elements of story • Literary elements and devices
Instructional Objectives	<ul style="list-style-type: none"> • Plan a simple fairytale including: <ul style="list-style-type: none"> ○ Character ○ Setting ○ Problem ○ How the problem is solved • Use prior learning to create a logical story idea • Represent ideas through drawing and simple writing/oral explanation
Assessment:	<p>During guided planning:</p> <ul style="list-style-type: none"> • Can students contribute ideas for each story part? • Do they understand each component? <p>In the students’ product:</p> <ul style="list-style-type: none"> • Is there a clear character? • Is there a setting? • Is there a problem? • Is there a solution that shows how it is fixed?
Teaching Strategies:	<ul style="list-style-type: none"> • Step-by-step modeling (one part at a time) • Think time before responses • Visual supports (magnifier images) • Short responses only • “Show me” responses (pointing/fingers) • Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> • Printed picture supports (for magnifier): <ul style="list-style-type: none"> ○ Characters (dragon, princess, knight, unicorn) ○ Settings (castle, forest, tower) ○ Problems (sad character, stuck, lost item) ○ Solutions (helping, finding, fixing) • Student planning template with 4 boxes: <ol style="list-style-type: none"> 5. Character 6. Setting 7. Problem 8. How it is fixed • Crayons • Pencils

	<ul style="list-style-type: none"> • Erasers • Laptop • Projector • Magnifier
Lesson Activities:	
Introduction/Hook:	<p>Review & Set Purpose (2 min)</p> <p>Say:</p> <ul style="list-style-type: none"> • “We have been learning about fairytales.” • “What do stories have?” Call on 2–3 students (character, setting, problem, solution) • “So today, YOU are going to plan your own fairytale!”
Body:	<p>Step 1: Character (I Do → We Do) (2 min)</p> <p>Show some character pictures on magnifier (i.e. prince, princess, dragon, horse, frog, ogre, ladybug, caterpillar, etc.)</p> <p>Say:</p> <ul style="list-style-type: none"> • “Who could be in our story?” Cold call on a student to choose one <p>Say:</p> <ul style="list-style-type: none"> • “Our character is a _____.” <p>Show the template and say:</p> <ul style="list-style-type: none"> • “Now that we have our character, they will go into the Character box.” (point to the box) <p>Step 2: Setting (I Do → We Do) (2 min)</p> <p>Show setting pictures (castle, field, forest, cottage, etc.).</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Where could the story happen?” (Cold call on a student to choose a setting) <p>Say:</p> <ul style="list-style-type: none"> • “The story happens in a _____.” <p>Show the template and say:</p> <ul style="list-style-type: none"> • “Now that we have a setting for our story, that will go into the Setting box.” (point to the setting box) <p>Step 3: The Problem (3 min)</p> <p>Show some problem pictures (they lost something, they need something, they want something, something has happened, etc.)</p> <p>Say:</p> <ul style="list-style-type: none"> • “What could go wrong for our character? What could our problem be?” Call on a few students to give suggestions • Choose one problem (take a vote if needed) <p>Say:</p> <ul style="list-style-type: none"> • “Okay, so _____ is the problem.” <p>Show the template box and say:</p> <ul style="list-style-type: none"> • “Now we have our problem. Where should that go on our template?” (Into the Problem box) <p>Step 4: How The Problem Is Fixed (3 min)</p> <p>Keep showing the problem on the template</p> <p>Say:</p> <ul style="list-style-type: none"> • “It looks like we have one more box to fill in.”

	<ul style="list-style-type: none"> • “The problem is _____. How could we fix this problem?” Call on a few students for suggestions • Choose one solution to the problem <p>Say:</p> <ul style="list-style-type: none"> • “This is how the problem is fixed. It will be fixed by _____.” • “Where will the solution go on our template? Right! In the Solution box!” • Remember, we must show how the problem is being fixed.”
Closure:	<p>Model Full Plan (2 min) Quickly review all 4 parts showing the template:</p> <ul style="list-style-type: none"> • “Character: _____” • “Setting: _____” • “Problem: _____” • “How it is fixed: _____” <p>Independent Planning (9 min) Students complete their 4-box plan in simple clear ideas:</p> <ul style="list-style-type: none"> • Character • Setting • Problem • How it is fixed <p>Get students to draw their ideas 1st & then attempt to add words to the sentence starters:</p> <ul style="list-style-type: none"> • “My character is ____.” • “The setting is ____.” • “The problem is ____.” • “It is fixed by ____.”

Lesson 9

Name & Time (Minutes Allotted):	Turning My Plan into a Four-Picture Fairytale – 25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use foundational concepts of print, oral, and visual texts • Recognize the structure and elements of story • Use personal experience and knowledge to connect to stories and other texts to make meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms • Exchange ideas and perspectives to build shared understanding
Learning Standards: Content	<p>Story/text</p> <ul style="list-style-type: none"> • Elements of story • Literary elements and devices
Instructional Objectives	<ul style="list-style-type: none"> • Turn their fairytale plan into a 4-picture sequence • Organize ideas in a logical order: <ol style="list-style-type: none"> 1. Character & setting 2. Problem 3. How the problem is being solved 4. Solution (problem fixed) • Show clear story structure through pictures • Prepare for adding sentences in the next lesson

Assessment:	<p>During practice:</p> <ul style="list-style-type: none"> • Do students understand where each part goes? • Can they match plan → picture sequence? <p>For the Product:</p> <ul style="list-style-type: none"> • Is there a clear beginning? • Is the problem shown? • Is there an action showing how it is fixed? • Is the problem clearly solved? • Is the sequence logical?
Teaching Strategies:	<ul style="list-style-type: none"> • Use of prior work (planning sheet) • Step-by-step modeling using a pre-made example • Think time before responses • Pointing/visual responses • Cold call (short answers) • Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> • New worksheet with 4 picture boxes • Teacher example (pre-made—not drawn live) • Magnifier • Laptop • Projector • Crayons • Pencils • Erasers
Lesson Activities:	
Introduction/Hook:	<p>Review & Set Purpose (3 min) Show the planning sheet from lesson 8. Say:</p> <ul style="list-style-type: none"> • “Yesterday, you planned your fairytale.” • “What areas did you plan?” Call on 2–3 students to share (character, setting, problem, & solution) <p>Then say:</p> <ul style="list-style-type: none"> • “Today, we turn our plan into a STORY using pictures.” <p>Introduce the 4-Box Structure (3 min) Show the new worksheet on the magnifier. Explain each box clearly:</p> <ul style="list-style-type: none"> • Beginning (character + setting) • Problem • Fixing the problem • Problem solved <p>Say:</p> <ul style="list-style-type: none"> • “Each box tells one part of the story.”
Body:	<p>Model Using a Pre-Made Example (I Do) (3 min) Use a printed example (<u>not drawn live</u> to save time): Example story:</p> <ul style="list-style-type: none"> • Box 1: Dragon in castle • Box 2: Dragon can’t breathe fire • Box 3: Dragon drinks potion • Box 4: Dragon breathes fire <p>Go through each box:</p> <ul style="list-style-type: none"> • “This is the beginning.”

	<ul style="list-style-type: none"> • “This is the problem.” • “This is how it gets fixed.” • “Now the problem is solved.” <p>Guided Practice (We Do) (4 min) <i>Hand out yesterday’s sheets with their character, setting, problem, & solution + the new template with 4 boxes to show the beginning, problem, how the problem gets fixed, & the solution.</i></p> <p>Ask students to use their own plan: Say (visually check around the room to see if they are pointing to the correct thing):</p> <ul style="list-style-type: none"> • “Point to your character.” • “Point to your problem.” <p>Ask:</p> <ul style="list-style-type: none"> • “Which box will show your problem on the new sheet?” (Box 2 for Problem) <p>Ask:</p> <ul style="list-style-type: none"> • “Which box shows how you fix it?” (Box 3 for Solution) • “How about your character and setting? Which box do those go in?” (Box 1 for character and setting) • “What goes in Box 4?” (The problem is solved)
Closure:	<p>Independent Work (You Do) (10 min) Students will turn their plan into a 4-picture story</p> <ul style="list-style-type: none"> • Box 1: Character + setting • Box 2: Problem • Box 3: Action (how it is fixed) • Box 4: Problem solved

Lesson 10

Name & Time (Minutes Allotted):	Writing My Own Fairytale – 25 minutes
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use foundational concepts of print, oral, and visual texts • Recognize the structure and elements of story • Use personal experience and knowledge to connect to stories and other texts to make meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms • Exchange ideas and perspectives to build shared understanding
Learning Standards: Content	<p>Story/text</p> <ul style="list-style-type: none"> • Elements of story • Literary elements and devices
Instructional Objectives	<ul style="list-style-type: none"> • Write a complete fairytale using 4 clear parts: <ul style="list-style-type: none"> ○ Beginning ○ Problem ○ Fixing the Problem ○ Ending/Solution • Write one sentence per part • Use basic writing conventions:

	<ul style="list-style-type: none"> ○ Capital letters ○ Spaces ○ Periods ● Ensure sentences match their pictures and story structure
Assessment:	<p>Did the product (within a rubric):</p> <ul style="list-style-type: none"> ● Have a beginning ● Have a problem ● Explain how it was fixed ● Write the ending ● Write 4 sentences ● Sentences match the pictures ● Used capital letters ● Used spaces ● Used periods
Teaching Strategies:	<ul style="list-style-type: none"> ● Clear structure using headings ● Sentence scaffolds for all learners ● Oral rehearsal before writing ● Model using a pre-made example ● Think time + short responses ● Gradual release (I do → We do → You do)
Materials:	<ul style="list-style-type: none"> ● Sentence starters printed on page with headings (to use to write their sentences on & use along with their pictures from lesson 9): <ul style="list-style-type: none"> ○ "In the beginning, ___." ○ "The problem is ___." ○ "To fix it, ___." (or "They fixed it by ___.") ○ "In the end, ___." ● Pre-made example from lesson 9 ● Erasers ● Crayons ● Pencils ● Laptop ● Magnifier ● Projector
Lesson Activities:	
Introduction/Hook:	<p>Review & Introduction to Adding Words to the Fairytale Pictures (3 min) Borrow & show a student's 4-picture page from lesson 9 on the magnifier (with their permission). Say:</p> <ul style="list-style-type: none"> ● "You already made your fairytale with pictures." <p>Show the new template on the magnifier and say:</p> <ul style="list-style-type: none"> ● "So, now we are adding words to each part." ● "Let's read the headings together: <ul style="list-style-type: none"> ○ Beginning ○ Problem ○ Fixing the Problem ○ Ending
Body:	<p>Model Using Headings (I Do) (5 min) Use the pre-made example from lesson 9 and match it to headings: Beginning:</p> <ul style="list-style-type: none"> ● "In the beginning, the dragon lives in a castle."

	<p>Problem:</p> <ul style="list-style-type: none"> • “The problem is the dragon cannot breathe fire.” <p>Fixing the Problem:</p> <ul style="list-style-type: none"> • “To fix it, the dragon drinks a potion.” <p>Ending:</p> <ul style="list-style-type: none"> • “In the end, the dragon breathes fire again.” <p>Guided Practice (We Do) (4 min)</p> <p>Say:</p> <ul style="list-style-type: none"> • “Let’s try one together.” • “What is happening in your beginning picture?” Think time → call on 1–2 students to share their beginning picture & describe it. <p>Help turn into their beginning pictures into a sentence:</p> <ul style="list-style-type: none"> • “In the beginning, ___.” • “The problem is ___.” <p>Clear Writing Expectations (1 min)</p> <p>Say clearly:</p> <ul style="list-style-type: none"> • “You will write 4 sentences that go with your pictures from the previous lesson. One sentence for each picture and heading. So, one for your beginning, one for your problem, one for how you are going to fix the problem, & one for the ending where there is a solution. There are sentence starters on the paper to help you.” • “Today is WRITING time.” • “You are NOT drawing today.” • “Your pictures are there to help your thinking.” • “If anyone is completely confused, please let me know. If you need any help, please raise your hand & I will get to you as soon as I can.”
<p>Closure:</p>	<p>Student Product – Writing Their Sentences for Their Fairytale (10 min)</p> <p>Students continue at their own pace.</p> <p>The teacher will circulate and ask students randomly (helping where needed):</p> <ul style="list-style-type: none"> • “What is your problem?” • “Look at your picture—what is happening?” • “How are you fixing it?” • “What happens at the end?”

Resources:

Extensions to Unit:

Students could always write more than what is stated in the lessons, especially for the final lesson. Sentence starters could be absent too so that students have to write the entire sentence(s) on their own. More details could be added in their setting and there could be more characters added. There’s a lot of things that could be altered, changed, or added for this unit plan.

Reflections and Revisions