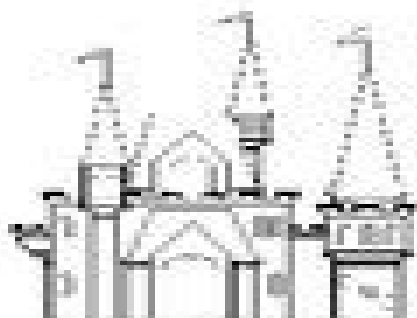
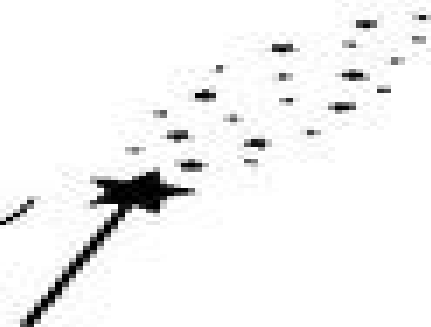




Fairy Tales

Thematic Unit



Synopsis of the Unit

Fairy Tales are important in every child's life. These classic stories help with moral development, critical thinking skills, and are fun! They benefit imagination and allow children to work out their real-world problems. This unit will cover several different fairy tales such as, Cinderella, Rapunzel, Jack and the Beanstalk, Three Little Pigs, Three Little Bears, Little Red Riding Hood, The Ugly Duckling, Celia and the Shoemaker, Princess and the Pea, and Hansel and Gretel. This unit is geared toward 3rd grade students but could be used in 2nd or 4th. The standards are aligned to Oklahoma 3rd grade standards. The objective of this unit is given fairy tales, students will be able to understand the main characteristics of fairy tales and know these classic stories.

Before You Begin

When to Use this Unit

This unit may be taught at any point in the year. However, the field trip to the pig farm and Farmer's market will have to be planned according to the season and weather.

Field Trip Possibilities

This unit can provide a lot of field trips because of the different settings of fairy tales. Virtual field trips for different castles around the world. Visiting a pig farm for *Three Little Pigs*, market store for *Princess and the Pea*, or a farmer's market for *Jack and the Beanstalk*.

Fairy Tale Information

- The opening words "Once upon a time" have been dated back to Charon in the 14th century.
- Fairy tales were originally written as much for adults as children.
- Fairy tales were passed down by speaking of it from person to person before writing was developed.
- French fairy tales were the first to be collected and written down, but now we can read fairy tales from almost any culture.
- Magical things happen in fairy tales and objects can be enchanted.
- Fairy tales did not usually have happy endings like they do now.

Supplies & Information

Materials for this unit include books on the last page of this packet, rulers, straws, sticks or pretzels, clocks, yarn, elastic string/popsicle sticks, Hershey Bars, square cereal (cubed squares will work well), index cards with fairy tale characters names on them, two fairy tale play scripts, tape, one gift, paper clips, pipe cleaners, scissors, toilet paper rolls, shoe boxes, squares of fabric, celery stalks, peanut butter or garden vegetable cream cheese

Grade 3 Fairy Tale Thematic Unit

DJ Losen



Grade 3 Fairy Tale Thematic Unit:

Fairy Tales Jeanne King, 1995 Includes activities based on The jolly postman by Janet and Allan Ahlberg and The talking eggs by Robert D San Souci **Lessons and Units for Closer Reading, Grades 3-6** Nancy Boyles, 2015-02-03 Ready to go units to ramp up close reading Want a yearlong close reading curriculum to insert in your literacy block You ve got it Nancy Boyles Lessons Units for Closer Reading features 32 lessons based on readily available complex picture books and organized by eight learning pathways for approaching literature and information Get started right away with the help of Short nonfiction articles to kick off each unit Assessment tasks rubrics planning templates and more Links to 20 instructional video segments Page by page text dependent questions for every book With Closer Reading Nancy expertly delivered answers to the why and how of close reading Now with this phenomenal sequel you re treated to her playbook *Reading First Activities, Grade 3* Jennifer Overend Prior, 2004-03-23 Contains activities based on the United States Dept of Education s Reading First program **Motivating Reading Comprehension** Allan Wigfield, 2004-05-20 Concept Oriented Reading Instruction CORI is a unique classroom tested model of reading instruction that breaks new ground by explicitly showing how content knowledge reading strategies and motivational support all merge in successful reading instruction A theoretical perspective engagement in reading frames the book and provides a backdrop for its linkage between hands on science activities and reading comprehension Currently funded by the Interagency Educational Research Initiative IERI this model has been extensively class tested and is receiving national attention that includes being featured on a PBS special on the teaching of reading Key features of this outstanding new volume include Theoretical Focus CORI s teaching framework revolves around the engagement perspective of reading how engaged reading develops and the classroom contexts and motivational supports that promote it Content Area Focus Although science is the content area around which CORI has been developed its basic framework is applicable to other content areas Focus on Strategy Instruction CORI revolves around a specific set of reading strategies that the National Reading Panel 2000 found to be effective In some current CORI classrooms collaborating teachers implement all aspects of CORI and in other classrooms teachers implement just the strategy instruction component Illustrative Vignettes and Cases Throughout the book vignettes and mini case studies convey a situated view of instructional practices for reading comprehension and engagement A detailed case study of one teacher and of the reading progress of her students is featured in one chapter This book is appropriate for graduate and advanced undergraduate students in education and psychology for practicing teachers and for researchers in reading comprehension and motivation **World Language Teacher Education** Jacqueline F. Davis, 2010-07-01 The significant change in public schools over the last two decades warrants a response in how we prepare teachers This volume is an effort to share the contributors knowledge experience and ideas with colleagues particularly with novice language teacher educators The suggestions in the chapters are primarily provided for the teaching methods course but many can be adapted to other

education courses or for professional development programs The first section of the introduction provides a review of issues identified in teacher education including debates accountability and government influence over education The second section explores teacher educators in the literature such as issues in their practice and a focus on foreign language teacher educator practice The third section provides a brief overview of the chapters in the book

Chinese Schooling and Free-Spirit Education Wei Yu,2023-08-07 Reaching deep into the wealth of Chinese philosophical wisdom this book offers rich insights into a way of educating that has found staunch advocates among educators through the ages The free spirit education which calls on educators to respect and nurture the natural goodness of each child affords an educational principle that is embedded in one of the most important Confucian classics The Doctrine of the Mean This book analyzes the meaning history principles and educational application of free spirit education and also explores its contemporary development in the context of a school improvement initiative It introduces the intellectual origins of free spirit education the application in process based inductive teaching and cases from the field It presents the collection of pedagogical cases that are rooted in the traditions of Chinese philosophic inquiry and viewed through the lens of contemporary pedagogy for human development This book is a useful reference for university faculty educational researchers school teachers and leaders graduate and undergraduate students in curriculum studies and in philosophy social science and education curriculum developers and all those educators who are interested in understanding free spirit education a key component of the humanistic traditions of Chinese education

Multicultural Gifted Education Donna Y. Ford,2021-09-03 Each year the United States witnesses significant changes in the demographics of its citizens Accordingly schools and the students we teach are also changing With such changes come the need responsibility and obligation for educators to provide students with an education that is both rigorous and culturally responsive This book bridges the gap that exists between educating advanced learners and educating culturally different learners Multicultural Gifted Education 2nd ed addresses various topics including racially and culturally diverse students and families historical and legal perspectives on educating gifted and minority students culturally responsive curriculum and assessment and counseling students from a multicultural perspective

The Interdependence of Teaching and Learning Bryant Griffith,Douglas J. Loveless,2013-03-01 The varied chapters of this book seek to capture the complexities of teaching and learning in today s schools and they share an interest in exploring the influences of knowledge construction in the moment and over time Teaching and learning are human processes interrelated and dynamic We assembled this collection to unpack what it means to teach and to learn teasing out some of the implications and challenges of such complicated educational processes that are often misconstrued as causal or linear As educators currently residing in the United States we find this a particularly pressing agenda given the current focus on common core standards and reducing teaching and learning to conceptual and pedagogical step by step procedures Our primary concern in putting together this book was to provide a conceptual and political foundation from which to construct and defend understandings

and practices of teaching and learning that embody the complexity of educational endeavors and relationships The isolation of teaching from learning and the othering of both teachers and students one from the other suggests that knowledge is synonymous with information This book challenges such assumptions The project underlying this text can be seen as a means of rethinking how teachers and students perspectives of practice and curriculum influence what learning opportunities are provided to students Chapters written by established and new thinkers in the field of education demonstrate the ways in which teachers reformulate relationships between teaching and learning in school settings Our second objective is to examine local constructions of knowledge over time and how those constructions are consequential for teacher and student learning By examining patterns of practice and processes of knowledge construction in elementary secondary and undergraduate classrooms the authors of these chapters lay a foundation for examining commonalities and differences in the construction of knowledge and practices across educational levels disciplines and in school and outof school settings

Reading First Activities, Grade 2 Jennifer Overend Prior,2004-03-23 Contains activities based on the United States Dept of Education s Reading First program **Using Folk Literature in the Classroom** Frances S. Goforth,Carolyn V. Spillman,1994-07-07 Guide to using folk literature in the classroom to encourage reading **A Professional Development School Partnership** Renee W. Campoy,2000-05-30 The professional development school PDS is a unique educational reform initiative that attempts the simultaneous reform of education at the school and the university By conducting reform at both levels of education the PDS is a solution to the piecemeal reforms of the past from Dewey s Progressivism to the Sputnik reforms to New Math to Whole Language which have targeted educational change in the public schools but most have overlooked the preparation of new teachers The PDS addresses the professional development of experienced teachers in the field the preparation of new teachers and improvement of the programs of K 12 schools at the same time and at the same place the school site In this way reform goals are agreed upon and implemented by both new and experienced teachers so that reform efforts are seamlessly supported by all parties involved Nevertheless most educators engaged in PDS reform agree that PDSs are a high stakes reform effort and are fraught with difficulties This case study provides an annotated road map of one PDS partnership so that others interested in partnership work are provided general principles to guide their work

Resources in Education ,2001-04 *Forum* ,1983 **The Teachers Journal and Abstract** ,1928 *Literacy Growth for Every Child* Diane Lapp,Douglas Fisher,Thomas DeVere Wolsey,2013-12-17 This research based guide addresses the challenge of implementing differentiated small group instruction in K 6 classrooms where students abilities needs and interests vary widely It is packed with ideas about how to structure literacy lessons that incorporate both collaborative and needs based small group instruction in order to help all students succeed The authors explain how to use assessment to group students appropriately and how to develop whole class instruction that leads to productive work in groups Each chapter details engaging activities that will improve speaking listening writing reading and technology skills for diverse

students including English language learners In a large size format for ease of photocopying the book includes more than two dozen teaching tools

Story Vines and Readers' Theatre Marlene McKay, 2008 Story Vines and Readers Theatre shows you the what and the how of using both story vines and Readers Theatre in your classroom These two learning tools engage students in meaningful reading writing listening speaking viewing and representing and cooperation Each is an invaluable tool for teaching all learners from the most proficient to the struggling the skills and strategies they will need to succeed in language arts This easy to use handbook provides you with a model for teaching assessment tips and hints useful materials recommended by classroom teachers classroom examples and much more

Interdisciplinary Research Approaches to Multilingual Education Vasilia Kourtis-Kazoullis, Themistoklis Aravossitas, Eleni Skourtou, Peter Pericles

Trifonas, 2018-10-03 Recently intensified global mobility has reinforced the interest for ethnolinguistic diversity and multilingualism in education and society Interdisciplinary Research Approaches to Multilingual Education brings together current interdisciplinary perspectives in multilingual and second language education to examine research and language teaching in specific countries as well as different aspects of multilingual education that include language policies and ICT applications Containing context specific practical interventions and relevant theoretical approaches it considers the contemporary challenges of language policies and practices to inform teacher and curriculum development based on international empirical research The chapters of this book are centered around the following themes Educational programs and policies Teaching and learning Linguistic diversity ICT and language learning This book will be of great interest to academics researchers and postgraduate students in language education bilingual education second foreign language learning CALL and applied linguistics It will also appeal to educational administrators and those involved with language education policies

Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts Ehaab Abdou, Theodore Zervas, 2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from key African and Euro Asian contexts including Afghanistan Albania Greece Iran South Africa Sweden T rkiye and Zimbabwe The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these

aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy Supporting Reading in Grades 6-12 Sybil M. Farwell,Nancy L. Teger,2012-06-11 This book presents a curricular framework for students grades 6 12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork Supporting Reading Grades 6 12 A Guideaddresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner **Scamper Strategies** Carol A. Esterreicher,1995

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