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# **Fairy Tale Adventures**

## **Language Arts**

### **Including:**

**Discovering Fairy Tale Elements**  
**Props for Grammar**  
**Fairy Tale Character Study**  
**Fairy Tale Report**  
**Good vs. Evil**  
**Story Map**  
**Story Quilt**  
**What's Your Story?**

**A Unit for Grade 2/3**

**Written by:**

**Anna Camazzola, Elizabeth Torok-Orban, Mary Gervais (Project Leader)**

**Length of Unit: approximately: 11 hours**

**July 2003**

# **Fairy Tale Adventures**

## **Language Arts A Unit for Grade 2/3**

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Eastern Ontario Catholic Curriculum Cooperative (EOCCC)  
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### **A Unit for Grade 2/3**

#### **Written by:**

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Durham Catholic District School Board

#### **Based on a unit by:**

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## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3

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## Task Context

Fairy Tale Adventures provides the background and necessary skills for students in a combined Grade 2 and 3 class to compose and publish their own fairy tales, with a focus on understanding fairy tale elements. Students in Grade 2 communicate their ideas in a logical sequence through composing fairy tales. They become effective writers by revising and editing their work and using correct conventions. The teacher provides fairy tales which require students to read independently and respond to what they have read. The unit focuses on developing Grade 3 students' acquisition and application of language skills in reading, writing, and oral and visual communication, emphasizing communicating ideas and responding in writing while relating ideas to knowledge and experience. They develop independence in editing and revising work.

### Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

## Task Summary

Students develop language skills in the context of studying fairy tales. Students write and publish a fairy tale of their own. Students participate in activities which develop their ability to read materials for different purposes and express their opinions orally, visually, and in writing. Although the expectations differ for students in Grades 2 and 3, the teacher presents much of the material to the entire class, then separates the two grades for the task application. During the culminating task, the learners reflect on the values and teachings of their Catholic faith while demonstrating what they have learned about the elements of story.

## Culminating Task Assessment

Students use their knowledge, experience, ideas, and skills developed throughout the unit to write and publish an original fairy tale. They draw on their experiences in writing a response journal, learning parts of speech, character study and fairy tale elements to write effectively and creatively. They use their knowledge of story maps and their collective reflection as expressed in the story quilt to enhance their writing skills. They draw on the teachings of the gospel to build Catholic values into their writing. The finished product may be shared with the class through reading, puppetry, or multimedia presentation.

### Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

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CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

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## Links to Prior Knowledge

Students in Grade 2 and 3 should

- be able to read a variety of simple materials appropriate for the grade level for different purposes
- know the basic elements of a story
- have learned how to write response journals in a variety of subject areas
- have prior knowledge of writing both character and book studies in previous language lessons
- be familiar with terms such as *setting, character, conflict, main events, solution*
- skills involving cooperation and group work

Students in Grade 2 should

- have learned about nouns, adjectives, and adverbs

Students in Grade 3 should

- be able to write a paragraph
- have learned about nouns, adjectives, adverbs, and verbs

## Considerations

### Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3

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the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

Teachers should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.

It is suggested that this unit be completed towards the end of the school year. Students need to have learned many of the skills prior to the unit. For independent reading, levelled books of fairy tales and legends are most appropriate for this unit.

Depending on the information collected during Subtask 1 (diagnostic assessment), teachers may decide to modify subsequent subtasks, e.g., shorten to review lessons, combine with other subtasks, or omit.

The teacher designs a template on chart paper with student names and spaces for students to record the number of books they have read.

#### Library Considerations

The unit Fairy Tale Adventures is linked to the library/resource centre. The teacher may ask students to enrich their learning through researching an author or finding different versions of the same fairy tale. A teacher-librarian may be a valuable resource to assist in finding both print and Internet resources, and working with groups of students.

#### Anti-Bias and Anti-Racism Education

In teaching students about fairy tales, it is important to incorporate anti-bias concepts into student learning. This may be accomplished in several ways.

- Fairy tales are often very old stories which show very distinct roles for males and females. The teacher should have students examine these roles and put them in the context of history. Discussions could include the comparing and contrasting of gender roles from a few centuries ago to those of today.
- Fairy tales also lend themselves to discussions about different cultures. The tales provide students with the opportunity to experience the richness and distinctness of a variety of different cultures and ethnic traditions. Students could compare the same tale from different cultures to identify similarities and differences.

#### Assessment

This combined-grade unit provides opportunities for diagnostic (assessing prior knowledge and skills), formative (ongoing throughout the unit to provide feedback to the students and to track their progress), and summative assessment (the culminating performance task).

Checklists, rating scales, and rubrics have been included in the unit. Throughout the unit, references are made to assessing students through teacher observation. It is recommended that the teacher set up a process for anecdotal recording that best suits her/his own tracking and evaluation practices.

#### URLs

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

#### Copyright

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the

**Fairy Tale Adventures**  
**Language Arts A Unit for Grade 2/3**

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Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

**Response Journal**

Students maintain a response journal throughout the unit. This is used to help students engage in self-assessment by writing reflective responses. They record the titles of all of the fairy tales they read, their reaction to or opinion of them, and the level of readability (i.e. easy, just right, too difficult).

**Adaptations**

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

In addition to consulting the students' IEPs, adaptations may include, but are not limited to the following suggestions.

- provide a variety of fairy tales with different reading levels;
- break down large tasks into small tasks;
- adapt the assignment in terms of time, quantity of work required, and requirements of the assignment;
- assign enrichment activities;
- read aloud to students and/or encourage the use of peer tutors to read to students;
- encourage the use of drawing or sketching as part of the planning process;
- reading/listening to books on tape.

**Fairy Tale Adventures****Language Arts A Unit for Grade 2/3**

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**1 Discovering Fairy Tale Elements**

In this diagnostic subtask, the teacher determines what students know about fairy tales through the use of a KWL chart. The elements of a fairy tale are identified and discussed as a class. Students in Grades 2 and 3 are expected to work toward a common theme but to meet the learning expectations of their individual grade. The culminating task is introduced with an emphasis on the writing process and the opportunity to enhance work through creativity. Students also explore their Catholic faith through the Catholic Graduate Expectations. Students begin their response journal, which is used for reflecting on the tales they read throughout the unit.

**Catholic Graduate Expectations**

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 4c - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Takes initiative and demonstrates Christian leadership.

**2 Props for Grammar**

Students prepare for the culminating task through the review of parts of speech and the use of nouns, adjectives, adverbs (Grade 2), and verbs (Grade 3). Students use props, objects, and pictures to enhance comprehension as they classify words and write descriptive sentences.

**Catholic Graduate Expectations**

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

**3 Fairy Tale Character Study**

Through the study of characters in fairy tales, students gain insight into the personality and the role of a chosen character. These tasks assist students in learning how to portray characters in their original story. They develop their understanding of friendship, family, acceptance of others, and uniqueness.

**Catholic Graduate Expectations**

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 7c - Catholic Graduate Expectation - A Responsible Citizen: Seeks and grants forgiveness.

**Fairy Tale Adventures**  
**Language Arts A Unit for Grade 2/3****4 Fairy Tale Report**

Students choose a fairy tale to read and complete a brief report on it, including the setting, characters, and conflict. Students in Grade 2 retell a story, focussing on the beginning, middle and end, identifying the main idea and the characters and expressing their thoughts and ideas about the fairy tale. Students in Grade 3 add to the above expectations by identifying and describing some elements of fairy tales and using supporting details from the chosen fairy tale. Students draw a picture and add a brief description of their favourite part of the fairy tale.

**Catholic Graduate Expectations**

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly.

**5 Good vs. Evil**

Through a fairy tale, students strengthen their understanding of the concepts of conflict, good, and evil. Students identify the main conflict or problem in a story. In our Catholic tradition, students are reminded that "*good*" acts are when we listen to God and follow the teachings of Jesus. "*Evil*" means we turn away from God, and make choices to sin.

**Catholic Graduate Expectations**

CGE 3a - Catholic Graduate Expectation - A Reflective and Creative Thinker: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE 1j - Catholic Graduate Expectation - A Discerning Believer: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

CGE 7c - Catholic Graduate Expectation - A Responsible Citizen: Seeks and grants forgiveness.

**6 Story Map**

Students create a story map based on a fairy tale they are reading. This subtask prepares students for the culminating task by using their creativity to rewrite a fairy tale. Students in Grade 2 change the ending of the fairy tale and students in Grade 3 change the beginning, middle, and ending of the fairy tale. All students create two story maps: one for the original fairy tale and one for the changed fairy tale. Students then compare and contrast story maps.

**Catholic Graduate Expectations**

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

**7 Story Quilt**

This subtask incorporates the reflections students have written in their response journals. It prepares students for the culminating task while it enhances their story writing ability. Students create a quilt square about one fairy tale they have read. They illustrate the story and write a personal reflection about it.

**Catholic Graduate Expectations**

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

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**8 What's Your Story?**

Students use their knowledge, experience, ideas, and skills developed throughout the unit to write and publish an original fairy tale. They draw on their experiences in writing a response journal, learning parts of speech, character study and fairy tale elements to write effectively and creatively. They use their knowledge of story maps and their collective reflection as expressed in the story quilt to enhance their writing skills. They draw on the teachings of the gospel to build Catholic values into their writing. The finished product may be shared with the class through reading, puppetry, or multimedia presentation.

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## Description

In this diagnostic subtask, the teacher determines what students know about fairy tales through the use of a KWL chart. The elements of a fairy tale are identified and discussed as a class. Students in Grades 2 and 3 are expected to work toward a common theme but to meet the learning expectations of their individual grade. The culminating task is introduced with an emphasis on the writing process and the opportunity to enhance work through creativity. Students also explore their Catholic faith through the Catholic Graduate Expectations. Students begin their response journal, which is used for reflecting on the tales they read throughout the unit.

### Catholic Graduate Expectations

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CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 4c - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Takes initiative and demonstrates Christian leadership.

## Expectations

- 2e29 A • read independently, using reading strategies appropriate for this grade level;
- 2e30 A • express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- 2e60 A – participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;
- 3e63 A – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
- 3e31 A • read independently, using a variety of reading strategies;
- 2e36 A – use a variety of reading strategies to understand a piece of writing (e.g., reread, predict content, ask questions);
- 3e32 A • express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;

### Groupings

- Students Working Individually
- Students Working In Pairs
- Students Working In Small Groups
- Students Working As A Whole Class

### Teaching / Learning Strategies

- Discussion
- Independent Reading
- Think / Pair / Share
- Guided Reading

### Assessment

#### Response Journal

Students in Grade 2 begin their response journals by recording the titles of the fairy tales they read, and what they liked about each one. They rate each tale as easy, just right, or too difficult to read.

Students in Grade 3 respond as above, adding a statement: This reminds me of... .

#### Checklist: BLM 1.1

The teacher circulates to gather information about how students are reading and responding and assesses collaborative and listening skills.

### Assessment Strategies

- Response Journal

Observation

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

### Visual/Graphic Organizers

1. Begin the lesson by reading a fairy tale. Ask students to name the fairy tales that they know. List them on a chart. Discuss the richness of different traditions, customs, and cultures contained in fairy tales as well as the different tales from different times and cultures, by introducing students to a library of fairy tales in the classroom. Draw students' attention to various cultural versions of fairy tales such as Cinderella.

2. Explain that the KWL chart is split into three columns. The chart is to be an ongoing project to be filled in as students learn more about fairy tales. Explain that the **K** stands for what the students know. The **W** stands for what students want to know. The **L** section stands for what students learn as they progress through the unit.

Complete a KWL Chart with the class to determine how much students know about fairy tales. The chart should address elements such as: they are not real, they have a main character, they have a happy ending, they have a "message."

3. The teacher reads a fairy tale to the class. The class describes story examples of items from the class list.

### Independent Reading

4. Students read a variety of fairy tales independently. They meet as a group and discuss what they notice about fairy tales while they were reading. List common elements of fairy tales on a chart. Students start their journals by recording a response to the tales they read. The teacher may wish to provide students with a prompt to start their journals, e.g., This fairy tale reminds me of... .

### Think/Pair/Share

5. Students share their findings with a grade partner. Grade partners pair up with two other students and make a list of what they know about the elements of fairy tales.

### Discussion

6. Hold a whole class discussion. Students discuss the elements of fairy tales they have discovered by providing specific examples from their reading. These are added to the common elements chart.

### Catholic Connection

As Catholic learners, students participate in a discussion on how to be effective communicators through speaking, writing, and listening honestly. Students reflect upon their work which should always be done in the context of gospel values. Students are reminded that learning is a life-long process, and Catholics are called to demonstrate Christian leadership.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may benefit from hearing the story read on tape as they follow the text.

Students could read their fairy tales with a partner.

## Fairy Tale Adventures

Language Arts A Unit for Grade 2/3

80 mins

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### Resources



**BLM 1.1 Learning Skills Checklist**

BLM\_1.1\_Gr.2\_SkillsChklist\_S.cwk



**Fairy Tale Literature**

Various



**Chart paper**



**Markers**



**Cassette Player with headphones**



**School/ Public Library**

### Notes to Teacher

The teacher needs to ensure that there is a large variety of fairy tale books to accommodate the various reading levels within the classroom. The teacher is encouraged to have several different versions of the same fairy tale. See Unit Wide Resources for fairy tales from a variety of cultures.

### Teacher Reflections

## Description

Students prepare for the culminating task through the review of parts of speech and the use of nouns, adjectives, adverbs (Grade 2), and verbs (Grade 3). Students use props, objects, and pictures to enhance comprehension as they classify words and write descriptive sentences.

### Catholic Graduate Expectations

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

## Expectations

- 2e3 A • begin to write more elaborate sentences by using adjectives and adverbs;
- 2e9 A – identify nouns as words that name people, places, and things;
- 2e12 A – use adjectives appropriately for description;
- 2e21 A – use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;
- 2e23 A – use words and pictures to create a message;
- 3e12 A – correctly use nouns, verbs, adjectives, and adverbs;
- 3e26 A – use visual material to reinforce a message (e.g., a photograph of an object they are describing);

### Groupings

Students Working As A Whole Class  
Students Working Individually

### Teaching / Learning Strategies

Review  
Classifying  
Read Aloud  
Workbook/work Sheets

### Assessment

#### Checklist (BLM 2.2 and BLM 2.3)

Students in Grade 2 are assessed on expectations 2e3, 2e9, 2e12, 2e21, and 2e23. Students in Grade 3 are assessed on expectations 3e26 and 3e12 (see checklists).

The teacher assess students' ideas and reflections expressed in their daily response journals.

### Assessment Strategies

Observation  
Response Journal

### Assessment Recording Devices

Checklist

## Teaching / Learning

1. The teacher displays the terms *noun*, *adjective*, *adverb*, and *verb* prominently in the classroom.
2. The teacher reviews the term *noun* by explaining that it is a person, a place, or a thing. Students give oral examples of nouns.
3. The teacher reviews the term *adjective* by giving examples of words that describe nouns. Students orally use expression (inflection, volume) to exaggerate these descriptive words, e.g., the ENORMOUS giant.
4. Students share some descriptive words from fairy tales they have read, e.g., nasty stepsister, kind prince, dirty floor.

5. The teacher introduces/reviews the terms *adverbs* and *verbs* (Grade 3) in a similar manner.
6. The teacher leads a discussion on how writers use these various kinds of words to make their writing more descriptive, vivid, and interesting.
7. The teacher reads aloud a fairy tale that contains various examples of descriptive words. During the reading, the teacher uses props and actions from the fairy tale to encourage students to use words from each category to describe them, e.g., Snow White's red, poisoned apple; the little pig's rough, red bricks that he used for building his house.
8. Students create descriptive sentences that describe the props. Students in Grade 2 focus on the use of adverbs. Students in Grade 3 focus on the use of verbs. The teacher records them on a chart and highlights the different parts of speech using different colours.
9. The teacher shows students BLM 2.1 and explains individually to each grade the expectations, referring to the completed chart. Students individually complete BLM 2.1 and write their own descriptive sentences incorporating nouns, adjectives, adverbs, and verbs. Students in Grade 3 are expected to use more description and interesting verbs.

**Catholic Connection**

The teacher tells students this lesson is about describing words. Students brainstorm words which describe Jesus (kind, loving, caring, brave, selfless).

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may benefit from keeping props on their desk to help find describing words through a tactile experience.

**Resources**

	<b>BLM 2.1 Using Props to Learn Grammar</b>	BLM_2.1_PropGramr_S.cwk
	<b>BLM 2.2 Grammar Checklist - Grade 2</b>	BLM_2.2_Gr. 2_GramrChklst_S.cwk
	<b>BLM 2.3 Grammar Checklist - Grade 3</b>	BLM_2.3_Gr.3_GramrChklst_S.cwk
	<b>Fairy Tale items/props</b>	10

**Notes to Teacher**

The teacher collects a variety of items familiar to the students but which would also be found in fairy tale stories, e.g., apple for Snow White's poison apple, a brick to represent the bricks the little pig used to build his home in the story "The Three Little Pigs."

The teacher may wish to brainstorm with students the items found in fairy tales, and students can assist in the collection of these props.

**Teacher Reflections**

### Description

Through the study of characters in fairy tales, students gain insight into the personality and the role of a chosen character. These tasks assist students in learning how to portray characters in their original story. They develop their understanding of friendship, family, acceptance of others, and uniqueness.

### Catholic Graduate Expectations

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 7c - Catholic Graduate Expectation - A Responsible Citizen: Seeks and grants forgiveness.

### Expectations

- 2e50 A • talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;
- 3e2 A • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- 3e32 A • express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;
- 3e53 A • talk about characters and situations in stories, and information and ideas in non-fiction materials;

### Groupings

- Students Working Individually
- Students Working In Pairs

### Teaching / Learning Strategies

- Independent Reading
- Think / Pair / Share
- Workbook/work Sheets

### Assessment

#### Questions and Answers

The teacher assesses student problem solving, accuracy of the description, and ability to express a point of view by reviewing responses to BLM 3.1 and BLM 3.2.

Students in Grade 2 express thoughts and feelings about ideas in the story, while students in Grade 3 show an ability to express their points of view.

#### Assessment Strategies

- Response Journal

#### Assessment Recording Devices

- Anecdotal Record

### Teaching / Learning

#### Think/Pair/Share

1. The teacher introduces the terms *qualities*, *personality*, and *role* and provides examples of what these concepts mean.
2. In pairs, students brainstorm these items in relation to familiar story characters, then share their ideas with the class.

#### Independent Reading

3. Students choose a fairy tale from a variety of tales available in the classroom. They reflect upon character qualities, personality, and role as they read independently.

#### Workbook/Work Sheets

# Fairy Tale Character Study

Subtask 3

## Fairy Tale Adventures

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80 mins

4. The teacher explains the questions on the worksheets to each grade respectively. Students in Grade 2 write answers which are simple and direct, providing their impressions about what they liked and disliked about the character. Students in Grade 3 use descriptive language and discuss the importance of the character to the story. They support their answers with reasons why they think a certain way. Students complete a character study using BLM 3.1 (Grade 2) or BLM 3.2 (Grade 3).

### Think/Pair/Share

5. With a different partner, students describe their character so their partner can guess who it is. This may be done with several different partners, time permitting.

### Religion and Family Life Curriculum Connection

Students can examine the character in light of what they have been taught in "We Belong to the Lord Jesus." Unit 1 - Let's Be Friends and Unit 2 - Let's Come Together explore the themes of friendship and belonging to a family and that we belong to the family of God. In "Fully Alive" - Theme 1 - students celebrate each person's uniqueness as a child of God and are encouraged to accept everyone's differences, talents, and qualities.

"In the Spirit We Belong" Unit 1 - We Welcome and Gather in the Spirit and Unit 2 - The Holy Spirit gathers and feeds us at Eucharist helps students learn about God's dream of gathering all people into one family and to appreciate what binds everyone together in communities. In the "Fully Alive" program - Theme 1 - students deepen their awareness of the personal qualities of others and deepen their understanding of human feelings.

Prior discussions and activities within the Religion and Family Life program should help students examine "character" and make connections with the teachings of Jesus.

## Adaptations

### Resources



**BLM 3.1 Character Study - Grade 2**

BLM\_3.1\_Gr.2\_ChrcterStdy\_S.cwk



**BLM 3.2 Character Study - Grade 3**

BLM\_3.2\_Gr.3\_ChrcterStdy\_S.cwk



**We Belong to the Lord Jesus: Year 2**



**In The Spirit We Belong: Year 3**



**Fully Alive - Grade 2**



**Fully Alive: Grade 3**

## Notes to Teacher

## Teacher Reflections

## Description

Students choose a fairy tale to read and complete a brief report on it, including the setting, characters, and conflict. Students in Grade 2 retell a story, focussing on the beginning, middle and end, identifying the main idea and the characters and expressing their thoughts and ideas about the fairy tale. Students in Grade 3 add to the above expectations by identifying and describing some elements of fairy tales and using supporting details from the chosen fairy tale. Students draw a picture and add a brief description of their favourite part of the fairy tale.

## Catholic Graduate Expectations

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly.

## Expectations

- 2e2 A • organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- 2e35 A – retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another);
- 2e23 A – use words and pictures to create a message;
- 2e37 A – express their thoughts and feelings about ideas in a piece of writing;
- 3e3 A • organize information into short paragraphs that contain a main idea and related details;
- 3e6 A • use materials from other media (e.g., sketches) to enhance their writing;
- 3e36 A – identify and restate the main idea in a piece of writing, and cite supporting details;
- 3e37 A – identify and describe some elements of stories (e.g., plot, central idea, characters, setting);

### Groupings

- Students Working Individually
- Students Working As A Whole Class

### Teaching / Learning Strategies

- Independent Reading
- Report

### Assessment

The teacher assesses the Fairy Tale Book Reports using the Book Report Rating Scale for Grade 2 and for Grade 3.

### Assessment Strategies

- Observation
- Response Journal

### Assessment Recording Devices

- Rating Scale

## Teaching / Learning

1. The teacher introduces the Fairy Tale Book Report, explaining the expectations to each grade.
2. The teacher reviews setting, character traits, conflict, and main events with students in Grade 2. The teacher introduces the concepts of *protagonist* and *antagonist* with students in Grade 3, using examples from fairy tales read in Subtasks 1-3.
3. The teacher models a sample book report for each grade.
4. Students choose a fairy tale and read it independently.
5. Students complete a brief report on their fairy tale using BLM 4.1 (Grade 2) or BLM 4.2 (Grade 3). They report on the setting, characters, and conflict; a summary of the events in sequence; and their favourite part of the fairy tale. This process further prepares students to complete the culminating task at the end of the unit.

## Catholic Connection

As the teacher describes and reviews the term *conflict*, students reflect on a conflict which they may have had in their friendships or in their family. They then brainstorm and discuss how conflicts can be ended with tolerance and

**Fairy Tale Adventures**

Language Arts A Unit for Grade 2/3

120 mins

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understanding through the teachings of Jesus.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may need to listen to a appropriate for some students.

**Resources****BLM 4.1 Book Report - Grade 2**

BLM\_4.1\_Gr.2\_BookReport\_S.cwk

**BLM 4.2 Book Report - Grade 3**

BLM\_4.2\_Gr.3\_BookReport\_S.cwk

**BLM 4.3 Book Report Rating Scale - Grade 2**

BLM\_4.3\_Gr.2\_BkRprtRS\_T.cwk

**BLM 4.4 Book Report Rating Scale - Grade 3**

BLM\_4.4\_Gr.3\_BkRprtRS\_T.cwk

**Notes to Teacher****Teacher Reflections**

**Description**

Through a fairy tale, students strengthen their understanding of the concepts of conflict, good, and evil. Students identify the main conflict or problem in a story. In our Catholic tradition, students are reminded that "good" acts are when we listen to God and follow the teachings of Jesus. "Evil" means we turn away from God, and make choices to sin.

**Catholic Graduate Expectations**

CGE 3a - Catholic Graduate Expectation - A Reflective and Creative Thinker: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE 1j - Catholic Graduate Expectation - A Discerning Believer: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

CGE 7c - Catholic Graduate Expectation - A Responsible Citizen: Seeks and grants forgiveness.

**Expectations**

- 2e30 A • express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- 2e50 A • talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;
- 3e32 A • express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;
- 3e37 A – identify and describe some elements of stories (e.g., plot, central idea, characters, setting);
- 3e53 A • talk about characters and situations in stories, and information and ideas in non-fiction materials;

**Groupings**  
 Students Working As A Whole Class  
 Students Working Individually

**Teaching / Learning Strategies**  
 Read Aloud  
 Discussion  
 Workbook/work Sheets

**Assessment**  
**Select Response**  
 The teacher determines students' understanding of the fairy tale elements of conflict and good versus evil in light of our Catholic faith through their visual messages (Grade 2). Students are expected to express clear responses and relate them to their own experiences, and to explore characters and situations in the context of their personal experiences.

The teacher uses BLM 5.1 to determine students' understanding (Grade 3).

**Assessment Strategies**  
 Observation  
 Response Journal

**Assessment Recording Devices**  
 Anecdotal Record

**Teaching / Learning**

1. Students record two sentences in their response journals: i.e., Good means...; Evil means... .

**Fairy Tale Adventures****Language Arts A Unit for Grade 2/3****80 mins**

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2. The teacher leads a discussion on the points. As Catholics being "good" means following the teaching of Jesus. "Evil" means we turn away from God and make choices which cause us to sin, which usually hurts someone in some way.

3. The teacher reads a fairy tale to the class that demonstrates good and evil.

4. Students respond orally by discussing characters who follow God's teachings, and characters who turn away from God.

5. In pairs, students in Grade 2 choose a fairy tale to read together. Each student individually uses words and pictures to illustrate a "good" message from the story they read.

Using BLM 5.1 students in Grade 3 list good and poor choices made in familiar fairy tales and describe the problem or conflict in one story. Students discuss good and poor choices beforehand, and write in their response journal. The term *Conflict* is reviewed.

**Catholic Connection**

Students brainstorm what they think "good" and "evil" mean.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may need assistance with recording their ideas.

**Resources****BLM 5.1 Conflict between Good and Evil**

BLM\_5.1\_Good\_vs\_Evil\_S.cwk

## Notes to Teacher

Depending on the time of year you are using this fairy tale unit, the following themes and units can be easily linked to the topic of "Good and Evil".

### **Grade 2 "Fully Alive"**

Theme 2 - Topic 4 "We Fight and Forgive" Students explore one of the most common sibling experiences - fighting - and the need sisters and brothers have for forgiveness.

Theme 4 - Topic 3 "Making Decisions" Students explore situations in which decisions have to be made. Students are encouraged to appreciate that making decisions can be difficult.

Theme 5 - Topic 1 "The World is a Good Place to Be" Students identify some aspects of the world that make it a good place for them. Students are encouraged to appreciate the goodness of God's world.

### **Grade 2 Religion Text "We Belong to the Lord Jesus"**

When exploring the theme of Evil, students can expand their understanding by exploring the theme of forgiveness in Unit 8 - Theme 22, where students explore the gestures of peace and forgiveness.

### **Grade 3 "Fully Alive"**

Theme 1 - Topic 4 "All Kinds of Feelings" The students learn that there are different ways of expressing feelings, and that all people have choices in what they do with their feelings.

Theme 2 - Topic 5 "What is a Friend?" Students are encouraged to appreciate that all people need friends in their lives. Topic 6 continues the discussion on friendship by exploring the quality of friendliness. Students are encouraged to recognize the importance of being open to others.

Theme 4 - Topic 2 "Learning About Decisions" Students explore the process of decision making. They discover that many decisions require careful thought.

### **Grade 3 Religion text "In the Spirit We Belong"**

When exploring the theme of Evil, students can expand their understanding by exploring the theme of forgiveness in Unit 8 - Theme 22, where students explore the reality of sin in our world and in our lives and how Jesus lives the spirit of forgiveness.

## Teacher Reflections

## Description

Students create a story map based on a fairy tale they are reading. This subtask prepares students for the culminating task by using their creativity to rewrite a fairy tale. Students in Grade 2 change the ending of the fairy tale and students in Grade 3 change the beginning, middle, and ending of the fairy tale. All students create two story maps: one for the original fairy tale and one for the changed fairy tale. Students then compare and contrast story maps.

### Catholic Graduate Expectations

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

## Expectations

- 2e2 A • organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- 2e4 A • produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);
- 2e35 A – retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another);
- 3e3 A • organize information into short paragraphs that contain a main idea and related details;
- 3e37 A – identify and describe some elements of stories (e.g., plot, central idea, characters, setting);
- 2a28 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- 3a22 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;

### Groupings

Students Working As A Whole Class  
Students Working Individually

### Teaching / Learning Strategies

Read Aloud  
Demonstration  
Story Mapping  
Visual/graphic Organizers

### Assessment

Students are assessed on their ability to organize ideas in a logical sequence and on the production of written work, which will assist them with the culminating task. Students in Grade 3 extend their learning through the writing of paragraphs containing a main idea and related details.

### Assessment Strategies

Observation  
Response Journal

### Assessment Recording Devices

Checklist  
Rating Scale

## Teaching / Learning

### Read Aloud

1. The teacher reads a fairy tale to the class. Students discuss the beginning, middle, and end of the story. Ask students how they might change the story. Students in Grade 2 focus on the ending, while students in Grade 3 think about changing the beginning, the middle, and the ending of the story. Discuss adding acts of kindness, helpfulness, and love into the story to include the message of the Gospel.

### Story Mapping

2. Using chart paper, the teacher models how to create a story map of a fairy tale.

3. Students choose a fairy tale they are familiar with and create a story map for it. Once they have finished:  
- students in Grade 2 change the ending of the story and create a new story map.

- students in Grade 3 change the beginning, middle, and end of the story and create a new story map.

**Catholic Connection**

Students are encouraged to incorporate Gospel teaching (kindness and love) in the rewriting of their fairy tale.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Encourage students to use both pictures and simple text for their story map.

**Resources**



**Poster Size Drawing Paper**

1



**Lined Paper**

**Notes to Teacher**

A story map can be drawn on medium sized art paper by using the headings Beginning, Middle, and End, with spaces along the way for events. It can be a linear map or a circular map. There should be ample space for pictures to be drawn. It may resemble a basic road map or a timeline.

The teacher provides each student with a large sheet of drawing paper for sequential illustration (beginning, middle, end) of the previously read fairy tale and the one they create.

**Teacher Reflections**

## Description

This subtask incorporates the reflections students have written in their response journals. It prepares students for the culminating task while it enhances their story writing ability. Students create a quilt square about one fairy tale they have read. They illustrate the story and write a personal reflection about it.

### Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

## Expectations

- 2e31 A • independently select stories and other reading materials by a variety of authors;
- 3e2 A • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- 2e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
- 2a28 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- 3a22 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;

### Groupings

- Students Working Individually
- Students Working As A Whole Class

### Teaching / Learning Strategies

- Demonstration
- Reading Response

### Assessment

#### Response Journal

Is the student able to write a reflective response based on his/her understanding of the story?

Students in Grade 2 are assessed on their written communication skills and their reflective response. Students in Grade 3 are assessed on their ability to write reflectively. All students are assessed on the production of a two-dimensional work of art which communicates ideas regarding the fairy tale.

#### Assessment Strategies

- Response Journal

#### Assessment Recording Devices

- Anecdotal Record

## Teaching / Learning

### Demonstration

1. The teacher shares samples of quilts and describes a quilt as a blanket made from a variety of pieces of material. The teacher explains that quilts were sometimes created from leftover pieces of cloth which had been used to make clothing for the family. In this way, quilts are seen to represent a family.
2. The teacher creates a large model of a quilt square made of 8 x 8" blank paper.

3. The teacher asks students to share what they liked about a fairy tale they have read and records one student response on one of the paper quilt squares.
4. On the other side, the teacher models a drawing which demonstrates the response.
5. The teacher then attaches this "modelled" quilt square to three previously prepared quilt squares. (A magnetic board would be useful here.)
6. The teacher introduces the smaller quilt squares to the class and talks about how they can fit together to make a story quilt that shows what the class has read and learned.
7. Students each create one quilt square about a fairy tale they have read, showing why they liked that particular book. On one side, they write a reflection about the tale, and on the other side, they illustrate it. Students refer to their response journals for this activity.
8. The teacher pieces the quilt squares together to create a class fairy tale quilt.

#### **Catholic Connection**

The teacher may choose to discuss the quilt pieces as parts of a whole, just as students are parts of a whole class or family, and children are parts of God's family.

## **Adaptations**

### **Resources**



**Blank Paper**



**Pencil Crayons, Crayons**



**Markers**

### **Notes to Teacher**

The teacher pre-cuts colourful squares of paper (8 x 8"), for creating a "story quilt."

### **Teacher Reflections**

**Description**

Students use their knowledge, experience, ideas, and skills developed throughout the unit to write and publish an original fairy tale. They draw on their experiences in writing a response journal, learning parts of speech, character study and fairy tale elements to write effectively and creatively. They use their knowledge of story maps and their collective reflection as expressed in the story quilt to enhance their writing skills. They draw on the teachings of the gospel to build Catholic values into their writing. The finished product may be shared with the class through reading, puppetry, or multimedia presentation.

**Catholic Graduate Expectations**

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

**Expectations**

- 2e2 A • organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- 2e6 • revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
- 2e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 3e5 A • produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
- 3e7 • revise and edit their work, using feedback from the teacher and their peers;
- 3e8 • proofread and correct their final drafts;
- 3e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 3e66 A – create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).
- 2e21 – use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;

**Groupings**

- Students Working Individually
- Students Working In Pairs

**Teaching / Learning Strategies**

- Writing Process
- Story Mapping
- Think / Pair / Share
- Oral Presentation

**Assessment**

The teacher uses the Teacher-Student Conference Checklist (BLM 8.2) to assess the student's understanding of the fairy tale elements.

The teacher reflects upon all student work in the culminating task to determine the extent to which the student met the expectations within the unit as a whole, focusing on fairy tale elements and the writing process.

**Rubric**

The rubric is used to assess the final published fairy tale for form, content, sequence of ideas, and use of conventions.

**Assessment Strategies**

Performance Task  
Conference

#### Assessment Recording Devices

Rubric  
Anecdotal Record

## Teaching / Learning

### Story Mapping

1. Students draw on their experience of story mapping (Subtask 7) to plan their fairy tale. The teacher explains BLM 8.4 to students in Grade 2 and BLM 8.3 to students in Grade 3, emphasizing the elements of setting, character, conflict, and solutions. The teacher reviews the use of conventions, and the importance of retelling the story in a creative way as well as the need for them to revise and edit their work.

2. Students review fairy tale elements of good versus evil, the use of descriptive language, the idea of conflict, and the sequencing of the story. The idea of magical or make-believe elements is addressed. (This theme is evident in the quilt and the response journals.)

3. Students in Grade 3 also complete a story plan with similar expectations, using BLM 8.3, which requires more detail and increased independent completion of tasks.

### Think/Pair/Share

4. Students pair with another student to brainstorm ideas and share their story plan. The teacher explains the Story Planner Conference Record (see BLM 8.1).

5. Students tell their story to a partner. The partner looks at the problem, the solution, and the story elements and offers suggestions. Students focus on giving positive praise and feedback to their peer, as well as suggestions for improvement.

### Writing Process

6. Students write their fairy tales independently, using the elements and ideas outlined in their plans, and adding peer or teacher suggestions. (The teacher will have previously taught students how to revise and edit work, using familiar checklists and processes.) Students in Grade 2 focus on beginning, middle, and ending, appropriate conventions (spelling, grammar, punctuation), and fairy tale elements. Students in Grade 3 focus on the above expectations, as well as proofreading, and correcting final drafts with feedback from the teacher. The teacher monitors ongoing work through conferencing with students, using a Teacher-Student Conference Checklist (BLM 8.2).

7. As part of the publishing of the fairy tale, students illustrate their stories to further communicate their ideas.

8. Students could dramatize and retell their story to the class. Some students may wish to present their story using presentation software or through puppetry.

### Catholic Connection

The teacher may challenge students to incorporate Jesus' message of love, forgiveness, and kindness into their original fairy tales, as students become reflective and creative thinkers.

## Adaptations

## Resources

Fairy Tale Adventures

Language Arts A Unit for Grade 2/3

120 mins

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Fairy Tale Story Presentation Rubric - Gr. 2



Fairy Tale Story Presentation Rubric - Gr. 3



BLM 8.1 Story Planner Partner Conference BLM\_8.1\_StryPlnrRcrd\_S.cwk



BLM 8.2 Teacher-Student Conference Checklist BLM\_8.2\_T\_S\_CnfrncChklst.cwk



BLM 8.3 Fairy Tale Story Planner BLM\_8.3\_Gr.3\_FryTalePlnr\_S.cwk



BLM 8.4 Story Planner Template BLM\_8.4\_Gr.2\_FryTalePlnr\_S.cwk

Notes to Teacher

Instead of using BLM 8.4 Story Planner Template, the teacher may choose to have students complete this activity on a large sheet of paper to allow more room for illustrations.

Puppetry

Students could also make 3-D props using various craft items and building materials. Students create stick puppets of their characters and enact their story.

Teacher Reflections

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# **Appendices**

## **Fairy Tale Adventures**

### **Language Arts**

**Resource List:**  
**Blackline Masters:**  
**Rubrics:**  
**Unit Expectation List and Expectation Summary:**

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3



### Rubric

- Fairy Tale Story Presentation Rubric - Gr. 2** **ST 8**  
2  
This rubric is used to assess the final published fairy tale.
- Fairy Tale Story Presentation Rubric - Gr. 3** **ST 8**  
3  
This rubric is used to assess the final published fairy tale.



### Blackline Master / File

- BLM 1.1 Learning Skills Checklist** **ST 1**  
BLM\_1.1\_Gr.2\_SkillsChklist\_S.cwk
- BLM 2.1 Using Props to Learn Grammar** **ST 2**  
BLM\_2.1\_PropGramr\_S.cwk  
Using a variety of "Fairy Tale Props" students are introduced to grammar terms appropriate for their grade level. Students illustrate and write descriptive sentences to demonstrate their understanding.
- BLM 2.2 Grammar Checklist - Grade 2** **ST 2**  
BLM\_2.2\_Gr. 2\_GramrChklist\_S.cwk  
The checklist assesses the extent to which specific facts and skills are observed in a student's work. This is a simple tool for assessing performance on a several-point scale ranging from low to high.
- BLM 2.3 Grammar Checklist - Grade 3** **ST 2**  
BLM\_2.3\_Gr.3\_GramrChklist\_S.cwk  
The checklist assesses the extent to which specific facts and skills are observed in a student's work. This is a simple tool for assessing performance on a several-point scale ranging from low to high.
- BLM 3.1 Character Study - Grade 2** **ST 3**  
BLM\_3.1\_Gr.2\_ChrcterStdy\_S.cwk  
Students describe a fairy tale character of their choice in order to gain a better understanding and express their opinions/feelings about the character.
- BLM 3.2 Character Study - Grade 3** **ST 3**  
BLM\_3.2\_Gr.3\_ChrcterStdy\_S.cwk  
Students describe a fairy tale character of their choice in order to gain a better understanding and express their opinions/feelings about the character.
- BLM 4.1 Book Report - Grade 2** **ST 4**  
BLM\_4.1\_Gr.2\_BookReport\_S.cwk  
Students identify and describe the story elements of a fairy tale they have read.
- BLM 4.2 Book Report - Grade 3** **ST 4**  
BLM\_4.2\_Gr.3\_BookReport\_S.cwk  
Students identify and describe the story elements of a fairy tale they have read.

- BLM 4.3 Book Report Rating Scale - Grade 2** **ST 4**  
BLM\_4.3\_Gr.2\_BkRprtRS\_T.cwk  
The teacher assesses the extent to which specific facts and skills are observed in a student's work. The set of criteria allows the teacher to assess performance and product along a continuum. The Rating Scale provided is used to assess the quality of the activity.

- BLM 4.4 Book Report Rating Scale - Grade 3** **ST 4**  
BLM\_4.4\_Gr.3\_BkRprtRS\_T.cwk  
The teacher assesses the extent to which specific facts and skills are observed in a student's work. The set of criteria allows the teacher to assess performance and product along a continuum. The Rating Scale provided is used to assess the quality of the activity.

- BLM 5.1 Conflict between Good and Evil** **ST 5**  
BLM\_5.1\_Good\_vs\_Evil\_S.cwk  
Students study the elements of conflict within a fairy tale.

- BLM 8.1 Story Planner Partner Conference** **ST 8**  
BLM\_8.1\_StryPlnrRcrd\_S.cwk  
This blackline master guides the students in organizing their thoughts, ideas, observations and offer their partner suggestions about the Fairy Tale.

- BLM 8.2 Teacher-Student Conference Checklist** **ST 8**  
BLM\_8.2\_T\_S\_CnfrncChklist.cwk  
The checklist is a written list of performance criteria which is used to assess the students written work. It is used to evaluate the students understanding and use of the fairy tale elements.

- BLM 8.3 Fairy Tale Story Planner** **ST 8**  
BLM\_8.3\_Gr.3\_FryTalePlnr\_S.cwk  
This organizer assists Grade 3 students in planning their fairy tale in greater detail.

- BLM 8.4 Story Planner Template** **ST 8**  
BLM\_8.4\_Gr.2\_FryTalePlnr\_S.cwk  
Each student creates a story plan to organize their thoughts by drawing pictures of the setting, characters, the problem, the attempts to solve the problem, and the solution.

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3



### Licensed Software

- Hyperstudio** Unit
- Kid Pix 2** Unit



### Print

- Books Don't Have to be Flat!** Unit  
Kathy Pike and Jean Mumper  
0590120492  
This teacher resource provides innovative ways to publish student writing using a variety of materials. Many activities in this book include hands-on, three-dimensional ideas.
- Canadian FairyTales** Unit  
Eva Martin  
0888990308  
This book is retelling twelve fairy tales from the oral heritage of the French, British and Irish who first colonized Canada. Although European in origin, they have absorbed many Canadian characteristics.
- Easy to Manage Reading and Writing Conferences** Unit  
Laura Robb  
0590314416  
This teacher resource makes reading and writing conferences meaningful to students and teachers. It includes a variety of conference ideas with practical Black line Masters to assist teachers.
- English as a Second Language and English Literacy Development - A Resource Guide** Unit  
The Ministry of Education  
The Ontario Curriculum Grade 1-8, 2001  
The Ministry document provides accommodations and adaptations, teaching strategies, assessment and evaluation techniques that enables students from a variety of linguistic, ethnocultural and educational backgrounds to participate fully in The Ontario Curriculum.
- Fairy Tale Literature** ST 1  
Various  
Choose Fairy Tale stories from various authors, cultures, versions and reading levels.
- Fully Alive - Grade 2** ST 3
- Fully Alive: Grade 3** ST 3
- Gordon Loggins and the Three Bears** Unit  
Linda Bailey  
1550743627  
Linda Bailey is a Canadian Author. This is a good tale to read in addition to the traditional tale of "Goldilocks and the Three Bears."
- In The Spirit We Belong: Year 3** ST 3  
Born of the Spirit Catechetical Program
- Mufaro's Beautiful Daughters** Unit  
John Steptoe  
0688040462  
An African tale, which can be integrated with many of the subtask activities.
- Multicultural Fables and FairyTales** Unit  
Tara McCarthy  
0590492314
- Rough-faced Girl** Unit  
Rafe Martin  
0698116267  
An Algonquin Tale.
- The Brocaded Slipper and Other Vietnamese Tales** Unit  
Lynette Dyer Vuong
- The Egyptian Cinderella** Unit  
Shirley Climo  
0064432793
- The Golden Phoenix** Unit  
Charles Barbeau  
9997482549  
This fairy tale was written in the 1950's and is an example of tales told in the French-Canadian tradition.
- The Korean Cinderella** Unit  
Shirley Climo  
0064433978
- The Paper Bag Princess** Unit  
Robert Munsch  
Robert Munsch is a Canadian author.
- The True Story of the Three Little Pigs** Unit  
Jon Scieszka  
This Tale is written from the viewpoint of the Big Bad Wolf. The teacher could read both the original tale of "The Three Little Pigs."
- The Wise Washerman - A Folktale from Burma** Unit  
Deborah Froese  
1895340101  
Deborah Froese is a Canadian author.
- Vasilissa, The Beautiful** Unit  
Elizabeth Winthrop  
This Russian tale may be used with any of the Subtask activities.
- We Belong to the Lord Jesus: Year 2** ST 3  
Born of the Spirit Catechetical Program
- Yeh-Shen: A Cinderella Story from China** Unit  
Ai-Ling Louis  
0698113888  
A Multicultural Fairy Tale.

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3

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#### Material

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- Blank Paper** **ST 7**  
Blank paper will be cut into quilt squares for students to use.
- Chart paper** **ST 1**  
per group
- Lined Paper** **ST 6**  
per person  
Grade 2 students have one sheet for the ending of their stories. Grade 3 students have three panel sheets (beginning middle, end).
- Markers** **ST 1**  
per group
- Markers** **ST 7**
- Pencil Crayons, Crayons** **ST 7**
- Poster Size Drawing Paper** **ST 6**  
1  
per person  
This paper will be used for the completion of the Story Map.



#### Other

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- School/ Public Library** **ST 1**



#### Equipment / Manipulative

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- Cassette Player with headphones** **ST 1**  
To be used as an accommodation for non-readers or students with different learning needs.
- Fairy Tale items/props** **ST 2**  
10  
per class  
Students use the props to learn the grammar appropriate for their grade level.

**Fairy Tale Story Presentation Rubric - Gr. 2**  
**for use with Subtask 8 : What's Your Story?**  
 from the Grade 2/3 Unit: **Fairy Tale Adventures**

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Expectations for this Subtask to Assess with this Rubric:**

- 2e2** • organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- 2e8** • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Organization of Ideas (2e2)</b> - beginning, middle, and end - sequential - elements of fairy tale included	- limited plan for the organization of information	- some information is logically sequenced	- most information is organized in a clear, logical way	- information is organized in a clear, logical way
<b>Application of Language Conventions (2e8)</b>	- inconsistently uses punctuation, capitalization, and spelling with frequent errors	- inconsistently uses punctuation, capitalization, and spelling	- correctly uses punctuation, capitalization, and spelling	- uses punctuation, capitalization, and spelling correctly and consistently

**Fairy Tale Story Presentation Rubric - Gr. 3**  
**for use with Subtask 8 : What's Your Story?**  
 from the Grade 2/3 Unit: **Fairy Tale Adventures**

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Expectations for this Subtask to Assess with this Rubric:**

- 3e5** • produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
- 3e10** • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 3e66** – create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).

<b>Category/Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Organization of Ideas (3e52)</b> - writing process steps	- limited plan for the organization of information	- some information is logically sequenced	- most information is organized in a clear, logical way	- information is organized in a clear, logical way
<b>Application of Language Conventions (3e10)</b>	- limited use of correct spelling, punctuation, and capitalization	- inconsistent use of correct spelling, punctuation, and capitalization	- spells words correctly - use of correct punctuation and capitalization	- consistently spells words correctly - consistent use of correct punctuation and capitalization
<b>Communication of Required Knowledge (3e66)</b> - character and setting description - plot - visual to support text	- limited descriptions	- with some descriptions	- clear descriptions	- detailed, clear, complex descriptions



### Using Props to Learn Grammar

Draw *props* from Fairy Tales. Write a sentence that describes your *prop*.  
Use nouns, adjectives, adverbs, and verbs to describe the prop.

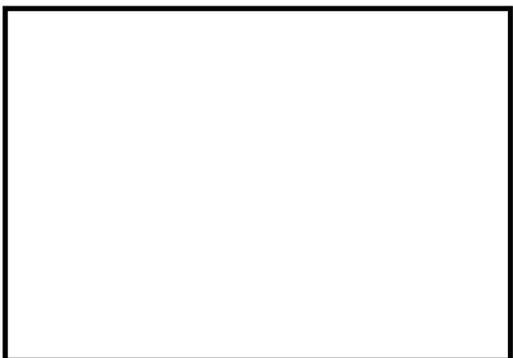


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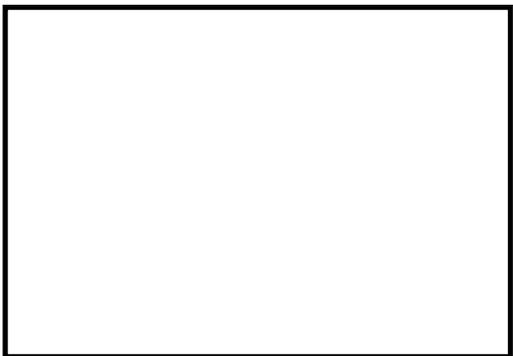


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## Fairy Tale Character Study - Grade 2

Choose a character from a fairy tale.

Fairy Tale: \_\_\_\_\_

Character: \_\_\_\_\_

Describe your fairy tale character:

1. Name three things you like or don't like about the character.

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2. How does this character treat others?

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3. What is the character's role in the fairy tale?

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4. What did you like best about this character? Give reasons?

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5. What did you like least about this character? Give reasons?

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## Fairy Tale Character Study - Grade 3

Choose a character from a fairy tale.

Fairy Tale: \_\_\_\_\_

Character: \_\_\_\_\_

1. Describe your fairy tale character (personality):

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2. What is the character's role in the fairy tale? Why is this character important to the story?

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3. Write a paragraph about what you liked best about this character and what you liked least about this character. Give reasons for your answers.

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4. What do you think the other characters like best about this character? Why?

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5. What do you think the other characters liked least about this character? Why?

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# Fairy Tale Book Report - Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fairy Tale: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

## 1. Setting:

Describe where the story happened.

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## 2. Characters:

A character I liked...

A character I did not like...

## 3. What was the problem in this fairy tale?

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4. Retell the story. Use describing words. Include the Start, Middle, and End.

Start:

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Middle:

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End:

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5. The best part of the story was:

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6. Draw a picture of the story on the back of this page.

## Fairy Tale Book Report - Grade 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fairy Tale: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

### 1. Setting:

Describe one or two of the main places where the story happened.

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### 2. Characters:

Describe one character in the fairy tale who made good behaviour choices.

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Describe one character in the fairy tale who made poor behaviour choices.

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### 3. What was the **conflict** or **problem** in this fairy tale?

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## Story Planner Partner Conference Record

Writer's Name: \_\_\_\_\_ Partner's Name: \_\_\_\_\_

Write down your ideas and suggestions about your partner's story to help revise and edit the story and improve it.

1. What I like best in your story.

2. Images or ideas from your story that are really interesting.

3. The main characters in your story were:

Characters who made good choices:

Characters who made poor choices:

4. The main idea in your story seems to be:

5. Your fairy tale had the following elements:

- Begins with “Once Upon a Time...”
- Happened a long time ago.
- Has fantasy/make-believe.
- Has a problem that needs to be solved.
- Has characters who made good and bad choices.
- Has a happy ending.

1. Discuss your ideas with your partner.
2. Always start with positive comments.
3. Listen to your partner’s suggestions for you.
4. Revise your plan.

## Teacher - Student Conference Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Student Comprehension of Fairy Tale Elements

Elements	Understanding Demonstrated	Comments
1. Name the main characters.		
Who are the characters that made good choices?		
Who are the characters that made bad choices?		
2. Where and when does the fairy tale take place?		
3. Describe one of the main characters. How does this character look and act?		
What is the main character's problem or conflict in the fairy tale?		
4. Retell the beginning, middle, and end of the fairy tale.		
5. How is the problem or conflict in your fairy tale solved?		
6. Describe the make-believe or fantasy in your fairy tale.		
Other ideas:		

# Fairy Tale Story Planner - Grade 3

Title: \_\_\_\_\_

Name: \_\_\_\_\_

## 1. Setting (Where):

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## 2. Characters (Who):

_____	_____
_____	_____
_____	_____
_____	_____

## 3. Problem/Conflict

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4. Main Events (What Happened):

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5. Conclusion (Ending):

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# Story Planner Template - Grade 2

What's Your Fairy Tale?

Draw pictures below to organize your thoughts about your fairy tale.

Title:

Setting

Characters

Problem

Solution

Fairy Tale Adventures  
Language Arts A Unit for Grade 2/3

Selected **Assessed**

**English Language---Writing**

<input type="checkbox"/> 2e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);		1
<input type="checkbox"/> 2e2	• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);		3
<input type="checkbox"/> 2e3	• begin to write more elaborate sentences by using adjectives and adverbs;		1
<input type="checkbox"/> 2e4	• produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);		1
<input type="checkbox"/> 2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;	1	
<input type="checkbox"/> 2e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
<input type="checkbox"/> 2e9	– identify nouns as words that name people, places, and things;		1
<input type="checkbox"/> 2e12	– use adjectives appropriately for description;		1
<input type="checkbox"/> 2e21	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;	1	1
<input type="checkbox"/> 2e23	– use words and pictures to create a message;		2

**English Language---Reading**

<input type="checkbox"/> 2e29	• read independently, using reading strategies appropriate for this grade level;		1
<input type="checkbox"/> 2e30	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;		2
<input type="checkbox"/> 2e31	• independently select stories and other reading materials by a variety of authors;		1
<input type="checkbox"/> 2e35	– retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another);		2
<input type="checkbox"/> 2e36	– use a variety of reading strategies to understand a piece of writing (e.g., reread, predict content, ask questions);		1
<input type="checkbox"/> 2e37	– express their thoughts and feelings about ideas in a piece of writing;		1

**English Language---Oral and Visual Communication**

<input type="checkbox"/> 2e50	• talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;		2
<input type="checkbox"/> 2e60	– participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;		1

**The Arts---Visual Arts**

<input type="checkbox"/> 2a28	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;	2	
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**English Language---Writing**

<input type="checkbox"/> 3e2	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);		2
<input type="checkbox"/> 3e3	• organize information into short paragraphs that contain a main idea and related details;		2
<input type="checkbox"/> 3e5	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);		1
<input type="checkbox"/> 3e6	• use materials from other media (e.g., sketches) to enhance their writing;		1
<input type="checkbox"/> 3e7	• revise and edit their work, using feedback from the teacher and their peers;	1	
<input type="checkbox"/> 3e8	• proofread and correct their final drafts;	1	
<input type="checkbox"/> 3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
<input type="checkbox"/> 3e12	– correctly use nouns, verbs, adjectives, and adverbs;		1
<input type="checkbox"/> 3e26	– use visual material to reinforce a message (e.g., a photograph of an object they are describing);		1

**English Language---Reading**

<input type="checkbox"/> 3e31	• read independently, using a variety of reading strategies;		1
<input type="checkbox"/> 3e32	• express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;		3
<input type="checkbox"/> 3e36	– identify and restate the main idea in a piece of writing, and cite supporting details;		1
<input type="checkbox"/> 3e37	– identify and describe some elements of stories (e.g., plot, central idea, characters, setting);		3

**English Language---Oral and Visual Communication**

<input type="checkbox"/> 3e53	• talk about characters and situations in stories, and information and ideas in non-fiction materials;		2
<input type="checkbox"/> 3e63	– contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;		1
<input type="checkbox"/> 3e66	– create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).		1

**Fairy Tale Adventures**  
**Language Arts A Unit for Grade 2/3**

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Selected **Assessed**

**The Arts---Visual Arts**

- 3a22** • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;

**2**

# Expectation Summary

Selected **Assessed**

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3

#### English Language

2e1	1	2e2	3	2e3	1	2e4	1	2e5	2e6	1	2e7	2e8	1	2e9	1	2e10	
2e11		2e12	1	2e13		2e14		2e15	2e16		2e17	2e18		2e19		2e20	
2e21	1	1	2e22	2e23	2	2e24		2e25	2e26		2e27	2e28		2e29	1	2e30	2
2e31		1	2e32	2e33		2e34		2e35	2	2e36	1	2e37	1	2e38		2e39	2e40
2e41			2e42	2e43		2e44		2e45	2e46		2e47	2e48		2e49		2e50	2
2e51			2e52	2e53		2e54		2e55	2e56		2e57	2e58		2e59		2e60	1
2e61			2e62	2e63		2e64		2e65									

#### Mathematics

2m1	2m2	2m3	2m4	2m5	2m6	2m7	2m8	2m9	2m10
2m11	2m12	2m13	2m14	2m15	2m16	2m17	2m18	2m19	2m20
2m21	2m22	2m23	2m24	2m25	2m26	2m27	2m28	2m29	2m30
2m31	2m32	2m33	2m34	2m35	2m36	2m37	2m38	2m39	2m40
2m41	2m42	2m43	2m44	2m45	2m46	2m47	2m48	2m49	2m50
2m51	2m52	2m53	2m54	2m55	2m56	2m57	2m58	2m59	2m60
2m61	2m62	2m63	2m64	2m65	2m66	2m67	2m68	2m69	2m72
2m73	2m74	2m75	2m70	2m71	2m76	2m77	2m78	2m79	2m80
2m81	2m82	2m83	2m84	2m85	2m86	2m87	2m88	2m89	2m90
2m91	2m92	2m93	2m94	2m95	2m96	2m97	2m98	2m99	2m100
2m101	2m102	2m103	2m104	2m105	2m106	2m107	2m108	2m109	2m110
2m111	2m112								

#### Science and Technology

2s1	2s2	2s3	2s4	2s5	2s6	2s7	2s8	2s9	2s10
2s11	2s12	2s13	2s14	2s15	2s16	2s17	2s18	2s19	2s20
2s21	2s22	2s23	2s24	2s25	2s26	2s27	2s28	2s29	2s30
2s31	2s32	2s33	2s34	2s35	2s36	2s37	2s38	2s39	2s40
2s41	2s42	2s43	2s44	2s45	2s46	2s47	2s48	2s49	2s50
2s51	2s52	2s53	2s54	2s55	2s56	2s57	2s58	2s59	2s60
2s61	2s62	2s63	2s64	2s65	2s66	2s67	2s68	2s69	2s70
2s71	2s72	2s73	2s74	2s75	2s76	2s77	2s78	2s79	2s80
2s81	2s82	2s83	2s84	2s85	2s86	2s87	2s88	2s89	2s90
2s91	2s92	2s93	2s94	2s95	2s96	2s97	2s98	2s99	2s100
2s101	2s102	2s103	2s104	2s105	2s106	2s107	2s108	2s109	2s110

#### Social Studies

2z1	2z2	2z3	2z4	2z5	2z6	2z7	2z8	2z9	2z10
2z11	2z12	2z13	2z14	2z15	2z16	2z17	2z18	2z19	2z20
2z21	2z22	2z23	2z24	2z25	2z26	2z27	2z28	2z29	2z30
2z31	2z32	2z33	2z34	2z35	2z36	2z37	2z38	2z39	2z40
2z41	2z42	2z43	2z44	2z45	2z46	2z47	2z48		

#### Health & Physical Education

2p1	2p2	2p3	2p4	2p5	2p6	2p7	2p8	2p9	2p10
2p11	2p12	2p13	2p14	2p15	2p16	2p17	2p18	2p19	2p20
2p21	2p22	2p23	2p24	2p25	2p26	2p27	2p28	2p29	2p30
2p31	2p32	2p33	2p34	2p35	2p36	2p37	2p38	2p39	2p40
2p41									

#### The Arts

2a1	2a2	2a3	2a4	2a5	2a6	2a7	2a8	2a9	2a10	
2a11	2a12	2a13	2a14	2a15	2a16	2a17	2a18	2a19	2a20	
2a21	2a22	2a23	2a24	2a25	2a26	2a27	2a28	2	2a29	2a30
2a31	2a32	2a33	2a34	2a35	2a36	2a37	2a38		2a39	2a40
2a41	2a42	2a43	2a44	2a45	2a46	2a47	2a48		2a49	2a50
2a51	2a52	2a53	2a54	2a55	2a56	2a57	2a58		2a59	2a60
2a61	2a62	2a63	2a64	2a65	2a66	2a67				

# Expectation Summary

Selected **Assessed**

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3

#### English Language

3e1	3e2	<b>2</b>	3e3	<b>2</b>	3e4	3e5	<b>1</b>	3e6	<b>1</b>	3e7	<b>1</b>	3e8	<b>1</b>	3e9	3e10	<b>1</b>
3e11	3e12	<b>1</b>	3e13		3e14	3e15		3e16		3e17		3e18		3e19	3e20	
3e21	3e22		3e23		3e24	3e25		3e26	<b>1</b>	3e27		3e28		3e29	3e30	
3e31	<b>1</b>	3e32	<b>3</b>	3e33	3e34	3e35		3e36	<b>1</b>	3e37	<b>3</b>	3e38		3e39	3e40	
3e41	3e42		3e43		3e44	3e45		3e46		3e47		3e48		3e49	3e50	
3e51	3e52		3e53	<b>2</b>	3e54	3e55		3e56		3e57		3e58		3e59	3e60	
3e61	3e62		3e63	<b>1</b>	3e64	3e65		3e66	<b>1</b>							

#### Mathematics

3m1	3m2	3m3	3m4	3m5	3m6	3m7	3m8	3m9	3m10
3m11	3m12	3m13	3m14	3m15	3m16	3m17	3m18	3m19	3m20
3m21	3m22	3m23	3m24	3m25	3m26	3m27	3m28	3m29	3m30
3m31	3m32	3m33	3m34	3m35	3m36	3m37	3m38	3m39	3m40
3m41	3m42	3m43	3m44	3m45	3m46	3m47	3m48	3m49	3m50
3m51	3m52	3m53	3m54	3m55	3m56	3m57	3m58	3m59	3m60
3m61	3m62	3m63	3m64	3m65	3m66	3m67	3m68	3m69	3m70
3m71	3m72	3m73	3m74	3m75	3m76	3m77	3m78	3m79	3m80
3m81	3m82	3m83	3m84	3m85	3m86	3m87	3m88	3m89	3m90
3m91	3m92	3m93	3m94	3m95	3m96	3m97	3m98	3m99	3m100
3m101	3m102	3m103	3m104	3m105	3m106				

#### Science and Technology

3s1	3s2	3s3	3s4	3s5	3s6	3s7	3s8	3s9	3s10
3s11	3s12	3s13	3s14	3s15	3s16	3s17	3s18	3s19	3s20
3s21	3s22	3s23	3s24	3s25	3s26	3s27	3s28	3s29	3s30
3s31	3s32	3s33	3s34	3s35	3s36	3s37	3s38	3s39	3s40
3s41	3s42	3s43	3s44	3s45	3s46	3s47	3s48	3s49	3s50
3s51	3s52	3s53	3s54	3s55	3s56	3s57	3s58	3s59	3s60
3s61	3s62	3s63	3s64	3s65	3s66	3s67	3s68	3s69	3s70
3s71	3s72	3s73	3s74	3s75	3s76	3s77	3s78	3s79	3s80
3s81	3s82	3s83	3s84	3s85	3s86	3s87	3s88	3s89	3s90
3s91	3s92	3s93	3s94	3s95	3s96	3s97	3s98	3s99	3s100
3s101	3s102	3s103	3s104	3s105	3s106	3s107	3s108	3s109	3s110
3s111	3s112	3s113	3s114						

#### Social Studies

3z1	3z2	3z3	3z4	3z5	3z6	3z7	3z8	3z9	3z10
3z11	3z12	3z13	3z14	3z15	3z16	3z17	3z18	3z19	3z20
3z21	3z22	3z23	3z24	3z25	3z26	3z27	3z28	3z29	3z30
3z31	3z32	3z33	3z34	3z35	3z36	3z37	3z38	3z39	3z40
3z41	3z42	3z43	3z44	3z45	3z46	3z47	3z48	3z49	3z50
3z51									

#### Health & Physical Education

3p1	3p2	3p3	3p4	3p5	3p6	3p7	3p8	3p9	3p10
3p11	3p12	3p13	3p14	3p15	3p16	3p17	3p18	3p19	3p20
3p21	3p22	3p23	3p24	3p25	3p26	3p27	3p28	3p29	3p30
3p31	3p32	3p33	3p34	3p35	3p36	3p37	3p38	3p39	

#### The Arts

3a1	3a2	3a3	3a4	3a5	3a6	3a7	3a8	3a9	3a10
3a11	3a12	3a13	3a14	3a15	3a16	3a17	3a18	3a19	3a20
3a21	3a22	<b>2</b>	3a23	3a24	3a25	3a26	3a27	3a28	3a29
3a31	3a32		3a33	3a34	3a35	3a36	3a37	3a38	3a39
3a41	3a42		3a43	3a44	3a45	3a46	3a47	3a48	3a49
3a51	3a52		3a53	3a54	3a55	3a56	3a57	3a58	3a59
3a61	3a62								3a60

## Fairy Tale Adventures

### Language Arts A Unit for Grade 2/3

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#### Analysis Of Unit Components

- 8 Subtasks
- 52 Expectations
- 51 Resources
- 68 Strategies & Groupings
- Unique Expectations --
- 34 Language Expectations
- 2 Arts Expectations

#### Resource Types

- 2 Rubrics
- 15 Blackline Masters
- 2 Licensed Software
- 22 Print Resources
- 0 Media Resources
- 0 Websites
- 7 Material Resources
- 2 Equipment / Manipulatives
- 0 Sample Graphics
- 1 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

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#### Groupings

- 6 Students Working As A Whole Class
- 3 Students Working In Pairs
- 1 Students Working In Small Groups
- 8 Students Working Individually

#### Assessment Recording Devices

- 5 Anecdotal Record
- 2 Checklist
- 2 Rating Scale
- 1 Rubric

#### Teaching / Learning Strategies

- 1 Classifying
- 2 Demonstration
- 2 Discussion
- 1 Guided Reading
- 3 Independent Reading
- 1 Oral Presentation
- 3 Read Aloud
- 1 Reading Response
- 1 Report
- 1 Review
- 2 Story Mapping
- 3 Think / Pair / Share
- 1 Visual/graphic Organizers
- 3 Workbook/work Sheets
- 1 Writing Process

#### Assessment Strategies

- 1 Conference
- 5 Observation
- 1 Performance Task
- 7 Response Journal