

LESSON 1: Welcome to Fairytales, Fables, and Folklore!

MATERIALS:

- Folklorist Journal (one per student)
- Unit Pre-Assessment (one per student)
- Read aloud: *Why Possum Has a Bare Tail* (teacher copy)
- Folktale Recording Chart (one blank copy per student)
- Folkloristics Concept Map Key (one teacher key for reference)
- Folkloristics Concept Map (one blank copy for display, one blank copy per student)
- Examples of oral folklore: fable, fairytale, legend, myth, riddle (copies for each group)
- Exit Slip: Compound Words (one per student)
- Word Wall cards (**folklorist, folklore, fairytale, myth, legend, fable, lore, riddle**)
- Crayons or markers
- Index cards (several per student)

OBJECTIVES:



Oral folklore is a literary genre that includes a variety of traditional tales, including folktales, fairytales, myths, legends, and fables.

Students will be able to:



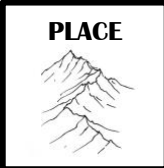
- read a wide range of literature to build an understanding of human experience.
- apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- apply knowledge of language structure, language conventions, and genre to create, critique, and discuss print and non-print texts.

Key Terms:



- folk
- folklore
- folktale
- fairytale
- oral
- myth
- legend

SEQUENCE	TEACHER NOTES
<p>INTRODUCTION: Welcome!</p> <div data-bbox="228 321 399 485" data-label="Image"> </div> <div data-bbox="280 491 354 516" data-label="Caption"> <p>CLASS</p> </div> <p>Welcome the class to their first lesson about of Fairytales, Fables, and Folktales! Explain that the students are going to learn all about different types of stories, how to be a good storyteller, and how to write their own tales.</p> <p>Give every student his/her own <u>Folklorist Journal</u> (this can be any kind of writing folder or binder the teacher prefers). Explain that this will be the journal they will use throughout the unit to respond to writing prompts, to record ideas, to begin their writing drafts, and to take notes.</p> <p>PRE-ASSESSMENT: Assess Prior Knowledge</p> <div data-bbox="224 846 386 1003" data-label="Image"> </div> <div data-bbox="233 1005 380 1031" data-label="Caption"> <p>INDEPENDENT</p> </div> <p>Explain that before beginning the unit, you need to see how much the students already know about different kinds of stories. Distribute the <u>Pre-Assessment</u> to every student, and emphasize that this assessment is not for a grade.</p> <p>Once students have completed the pre-assessment, grade responses to A, B, and C as a class. Children do not need to mark answers wrong with a big “X.” Instead, they should <u>underline</u> the correct answer. Discuss the answers as you go.</p> <p>Record responses from D on chart paper or on the SMART Board/overhead (you may want to save this list to refer to later).</p> <p>Ask children which of the movies they think are fairytales and why they think that. This will begin the dialogue, <i>What exactly is a fairytale?</i></p> <div data-bbox="224 1665 386 1822" data-label="Image"> </div> <div data-bbox="256 1824 354 1850" data-label="Caption"> <p>ANCHOR</p> </div> <p>EARLY FINISHERS: Journal Prompt</p> <p>Write this early-finisher journal prompt on the board: <i>How would you explain what a fairytale is to a kindergartener?</i> Encourage students to write their response on the first page of their <u>Folklorist Journal</u>.</p>	<div data-bbox="997 239 1159 407" data-label="Image"> </div> <div data-bbox="1036 254 1117 279" data-label="Caption"> <p>PLACE</p> </div> <p>During downtime or for an optional homework assignment, allow students to decorate or design the front of their <u>Folklorist Journals</u> to make them their own. Encourage students to carry this journal with them during their daily routines and to take notes about things that inspire them in their surroundings.</p> <p>Throughout this unit, the students will become true folklorists and collect stories and record them in their journal. These notes and stories can help them brainstorm possible topics or serve as mentor texts for when they write their own folktale later in the unit.</p> <div data-bbox="1013 1062 1175 1220" data-label="Image"> </div> <div data-bbox="1052 1222 1149 1247" data-label="Caption"> <p>INTEREST</p> </div> <p>If possible, visit your local and school library before beginning this unit to collect a variety of folklore examples. Place them on a cart for early finishers to explore during the upcoming lessons.</p> <div data-bbox="1159 1444 1305 1591" data-label="Image"> </div> <div data-bbox="1214 1575 1247 1600" data-label="Caption"> <p>TIP</p> </div> <p>This pre-assessment will provide data to inform your instruction and fairytale groups used later in this lesson, which will be based on prior knowledge of folktales. Keep this paper assessment in the individual student’s portfolio for reference.</p>

	<p>Students can grade their own work or exchange with a peer. Having students grade the multiple-choice section will save time.</p> <p>Teachers might tape off a section of the board for your early-finisher instructions, so students know where to look in the future without prompting.</p>
<p>READ-ALoud: <i>Why Possum Has a Bare Tail (Fable)</i></p> <div data-bbox="228 709 402 869"></div> <p>CLASS</p> <p>Invite students to find a comfortable place for listening. Tell the students that you are going to be reading a special kind of story. The stories you will be reading throughout the unit are special because they are meant to be read aloud so that the listener can appreciate the way the story sounds. Remind students to listen and enjoy the story and to think about some ways this story is different than others they may have heard in the past.</p> <p>Before reading, give each student a copy of the <u>Folklore Recording Chart</u> and model how to write the title of the tale in the first column. Tell the students they will need to fill this out independently for every read aloud in this unit, but that you will fill out this first example together. Leave the second two columns blank for now.</p> <p>Read <i>Why Possum Has a Bare Tail</i>.</p> <p>Explain to the students that they just heard a specific type of story. At the end of the lesson, the teacher will ask them to figure out what kind of story it is, so ask the students to be thinking about it as the lesson goes on.</p> <p>As a class, create a one-sentence summary for the tale and model how to write it in Column 3.</p>	<div data-bbox="1154 638 1308 804"><p>TIP</p></div> <p>Always write the read-aloud title on the board and have students record it in their folktale chart in their <u>Folklorist Journals</u>. Teachers will probably need to model how to record each title for the first several read alouds until the students can do it independently.</p> <div data-bbox="997 1211 1159 1377"><p>PLACE</p></div> <p>Ask students to think about different kinds of stories (i.e., ghost stories, fables, tall tales, etc.) that are told in their community. Can they name any? What are some examples and defining characteristics of those stories?</p>

INFORMAL ASSESSMENT: Knowledge of Genres



INDEPENDENT

Write the terms *fairytale*, *myth*, *legend*, *riddle*, and *fable* on the board. Pass out five index cards to each student.

Tell students they have just seen some of these story types on the pre-assessment, and you would like to know if they could name another example of each type. On each index card, students should write the term (i.e., fairytale, myth, legend, fable, riddle) for which they can think of an example.

On the backside, students should write the example for that type. If they can name more than one example for any type, they should raise their hand to get another index card.

Example:



Collect cards from students as they finish them. Be sure they first write their name very small underneath the term, because you will use these cards to make a quick informal assessment of students' prior knowledge of the various types of tales.

DIFFERENTIATE: Background Knowledge



READINESS

Sort the cards into three readiness piles as they are turned in. For example: (1) students who turn in multiple cards with unique/sophisticated examples, (2) students who turn in at least one correct example, and (3) students who turn in no correct examples/turn in blank cards (NOTE: Even scholars debate the difference between myths and legends. It is perfectly fine if students swap these).



TIP

If students are unable to think of an example of any of the story types, they can just write their name on a card and turn it in blank.

Depending on student responses, the teacher might want to work toward consensus on criteria before students generate examples.

Option: After you have made your readiness groups, tape the cards to a wall in clusters, with the example facing forward (except the blanks) and then label each cluster by its story type (i.e., legend, fairytale, fable, etc.).

This way, you can create a class folklore wall. As you read new tales throughout the unit, you can add new cards with examples into each cluster. Students can refer to this wall as a bank of tales to help them remember examples from each story type.

PLACE



If students discover folklore at home or in the community that have been written by local authors or that are specific to where they live, encourage them to bring them to class to share and add to the cart of folklore books for the class to enjoy.

If students show great initiative and interest in writing their own

EARLY FINISHERS: Explore an Interesting Story



Allow the students to pull a book from the folktales cart that interests them. Ask them to record the title on their Folktale Recording Sheet and begin reading.

folktales throughout the unit, encourage students to write or type a final draft of their story and staple a few blank pages at the end of the story. Add student’s stories to the folklore cart and encourage early finishers to read the story and write feedback to the student on the blank pages at the end of the story.

WORD WORK: Folkloristics



Write the word *folkloristics*, on the board. Encourage students to create their own personal word wall page in their Folklorist Journal, and to add the word “folkloristics” to it. Students can add new vocabulary terms to their Word Wall as they are introduced throughout the unit.

Explain that we can sometimes break down big words into smaller words to figure out their meanings.

Distribute crayons or colored pencils. Encourage students to deconstruct the word with you, using three different colored crayons or markers. Draw a box around the base word **folk** with one color, and shade it in.

KID-FRIENDLY DEFINITION: Folk

Explain that **folk** are the regular people in the community—not the presidents, kings and queens, or the famous people—the “common” people. **Folkloristics**, then, has something to do with “common people” or “common folk.”

Explain that you can also look at the ending or suffixes of words to find a meaning. Encourage students to draw a box around the “-ics” suffix at the end of the word, using a different color. If we cover the “-ics” part of the word to simplify it, we are left with the word **folklorist**.

Box “-ist” using a different color. Explain that “-ist” at the end of a word means someone who works with something. Write the following words on the board: *dentist, florist, zoologist*. Ask students what each of these people work with to emphasize this idea (i.e., a dentist works with teeth, a



Throughout this unit, students will be introduced to many new vocabulary terms. Encourage the students to create their own word wall in their Folklorist Journals where they can write the words and definitions so that they can access the terms both inside and outside of the classroom. Encourage students to fold their word wall paper in half, and to write the new vocabulary term on the left side of the paper, and the definition and a corresponding picture on the right-hand side to help aid recall and organization.



Base words are words from which many other words are formed.

FOLK: “The common people of a society or region considered as the representatives of a traditional way of life and especially as the originators or carriers of the customs, beliefs, and arts that make up a distinctive culture.”
(*American Heritage Dictionary*)



LANGUAGE

florist works with flowers, a zoologist works with animals). A **folklorist** works with or studies folklore. Add the word **folklorist** to the Word Wall.

If students still don't know what the word means, break it down further. When a word can be broken into two smaller words, it is called a **compound word**. Draw a line between **folk** and **lore** to show that it is comprised of two different words.

KID-FRIENDLY DEFINITION: Lore

Lore is knowledge, usually handed down from grandparents to children, and so on. This makes folklore the lore or the knowledge of the "people." Add the word **lore** to the Word Wall.



LANGUAGE

Display the blank copy of the Folkloristics Concept Map. There are many kinds of information that can be passed down from generation to generation: family recipes, ways to celebrate a holiday, songs, prayers, etc.

Highlight the path to from **folkloristics** to **oral**. Ask students for suggestions about what **oral** means (i.e., oral is something to do with the mouth, or verbal/spoken expression). Explain that throughout this unit, the students will be folklorists who study **oral folklore**, or the "spoken lore (stories) of the people."

ACTIVITY: Identifying Different Story Types

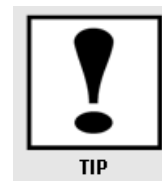
Continue to display the blank copy of the Folkloristics Concept Map. Reiterate that one branch of folkloristics is oral folklore. Draw students' attention to the empty bubbles under the **oral folklore**.

Introduce the Word Wall cards: **fairytale**, **myth**, **legend**, **riddle**, and **fable**. Define each word and explain that these are some different types of oral folklore, and that each group will be given an example of one or more of these types to read. The students will need to work together to determine

LORE: "Accumulated knowledge or beliefs held by a group about a subject, especially when passed from generation to generation by oral tradition."
(*American Heritage Dictionary*)

"-IST": indicates one who does or believes in or studies something.

FOLKLORE: (1846) Germans use *Volkskunde*—the lore of the people. The French used folklore in addition to the term *traditions populaires*.



TIP

Teachers can laminate and cut the prepared Word Wall cards for the unit (in Introduction resources), and then place them in a prominent, visible place on the wall or in a pocket chart for students to easily reference throughout the unit. If needed, students can draw pictures to accompany the terms in order to help aid recall. These pictures can be taped on the Word Wall beside the terms.



For students who struggle with fluency/comprehension, consider having them partner read, echo read, or choral read in their small groups.

what kind of oral folklore they have been given, and where they think it belongs on this flow chart.

Using the results from the earlier informal assessment, group the students into three fairytale groups:

- Group 1: students who turned in multiple cards with unique/sophisticated examples
- Group 2: students who turned in at least one correct example
- Group 3: students who turned in no correct examples, or who left their cards blank

DIFFERENTIATE: Different Student Groupings



Students in Group 1 can work independently, while Group 2 should be monitored by the teacher and given assistance when needed. If students from Group 1 finish early, they can assist Group 2. The teacher should work closely with Group 3 for more direct instruction.

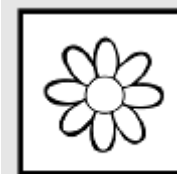
Distribute the types of oral folklore—(fable, fairytale, legend, myth, and riddle) to each group and encourage students to work together to read the tales and think about what folklore category they belong to. Give children with less knowledge of folktales (Group 2 and 3) the obvious examples (riddles, fairytales, and fables) and those with more knowledge (Group 1) trickier or more complex examples (legend/myth). Or, if you prefer to group by reading level, give struggling readers simpler forms (riddle) and the advanced readers more abstract/subtle forms (legend/myth).

After reading the folklore, the group members must decide how to categorize their tale, and where the tale belongs on the flowchart.

CLOSE/WHOLE GROUP: Review Terms



Once the groups are ready, review lesson vocabulary with students, asking for kid-friendly definitions for **fairytale**, **myth**, **legend**, **riddle**, and **fable**. Add these cards on the Word Wall.



DETAILS



OVER TIME

Discuss how students categorized their tales and where they thought they belonged on the Folkloristics Concept Map. Ask: *What do all the story examples have in common?* (Possible answers: They are passed down. They are told to somebody. Some have animals that talk.)

Give every student a copy of the blank Folkloristics Concept Map, and students can fill out the bubbles as the teacher explains them. Then, students can keep the flow chart in their Folklorist Journals for reference.

Write the terms **fairytale, myth, legend, riddle, and fable** on the correct places on the displayed Folkloristics Concept Map (see key if needed).

Point out that all of the stories are oral narratives—they are passed down orally by storytellers and from person to person, and they are narratives, which is another word for a story.

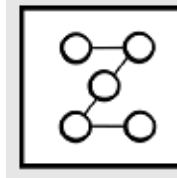
Explain that the main difference between myths and legends and folktales is that myths and legends were believed by a culture at one time to be true. People thought that the gods were real in myths, and people thought that the characters in legends had really lived (and some did—like Johnny Appleseed.)

Folktales, on the other hand, people know are made up or fictional. Folktales are stories that either have lots of events (complex, multi-episode) like fairytales, or have just one event (single episode) like fables.

Ask students to think back to the story that was read aloud earlier (*Why Possum has a Bare Tail*) to see if they can now identify what kind of story it is. Highlight your way through the Folkloristics Concept Map and encourage students to follow along on their own maps with their finger.

Ask these questions as you go to model how to use the flow chart:

- *Is this story folklore?*
- *Is this story an oral narrative (i.e., did I read the story aloud)?*



Do not spend too much time focusing on the comparison of tale types. This can get complicated as the boundaries sometimes bleed together. In the past, for examples, some cultures believed the magic of folktales was true. Some folktales do come from ancient myths. The point is that you show which kind of tales you will study, and where they fit into the realm of their “profession”—folklorists who study folktales.

- *Is this story a legend, folktale, or myth (i.e., is it a story that has been believed to be true or known to be fictional)?*
- *Is it complex or simple (i.e., is there one episode or many)?*

Students should draw the conclusion that the story is an oral narrative, it is a fictional story, and it only centers on one episode: the possum's tail and why it is bare, making the story a fable.

Ask students to take out their Folktale Recording Chart and to write the word **fable** in Column 2. This will complete the record for that tale. Explain to students that this is what their entry should look like for every tale you read aloud during this unit (i.e., they should write the title, the type of tale, and a one-sentence summary of the tale).

Exit Slip: Compound Words



Give every student a copy of the exit slip. Explain that they will be practicing a little more with breaking down words and looking at their meanings. Students should complete this slip and hand it in before they leave.

PREPARATION: Review Exit Slip

The exit slip is a formative assessment that will allow the teacher to determine how well students have grasped concepts from the lesson.

The teacher should score the slips by giving students one point for every correct response (12 points possible). Use the “extra” section at the bottom to inform decisions, but do not count them in the overall scores. Place the students into three groups: Group 1 (10 or more points), Group 2 (7-9 points), or Group 3 (0-6 points).

These groups will be used in the next lesson (Lesson 2) to review and reinforce concepts, and to clear up any confusion or misunderstandings.



This assessment provides independent practice with identifying compound words.