

LESSON 3: Magic Tales

MATERIALS:

- Read-aloud: *Snow White and Rose Red* (teacher copy)
- Early-Finishers Word Work Card: *pathos* (as many as needed)
- Fairytale Word Splash Handout (one projected teacher copy or one per student)
- Fairytale Timeline (one per student)
- Folklorist Journals
- Exit Slip: Empathy (one per student)
- Word Wall cards (**character, empathy, sympathy, universal**)
- Index cards (several per student)

OBJECTIVES:



BIG IDEA

Folktales can help us feel empathy.

Folktales have formulaic elements.

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 structures, language conventions, and genres to create, critique, and discuss print and non-print texts.



LANGUAGE

Key Terms:

- character
- universal
- empathy
- sympathy

Suggested Story Vocabulary:

- desert
- befell
- wizened
- inquisitive
- seized
- disfigure

SEQUENCE

WARM-UP/ASSESS: Review from Last Class



INDEPENDENT

Give every student five index cards. Write the following sentences on the board:

1. *The woodsman can't kill Snow White.*
2. *Will you read me stories at bedtime?*



TIP

Write the names of the tales read so far on the board as a reminder to the students as they work on the task of

3. *The tablecloth covered the table.*
4. *She is happy to see her grandmother.*
5. *The snowstorm was blinding.*

Ask students to write the compound word from each sentence on each index card and separate the two smaller words with a slash.

Answers:

- 1) woods/man, 2) bed/time, 3) table/cloth, 4) grand/mother, 5) snow/storm

On the back of one of the cards, have students **summarize** one of the tales they have read thus far in two sentences or less.

Also, ask the students to write one important lesson or **moral** learned when studying that tale and to give an example of that lesson in real-world context.

Students should turn this in to the teacher. Teachers can use this formative assessment data to determine if students understand big ideas from previous lessons. It can also serve as a pre-assessment of students' ability to write a plot summary.

If students are still struggling with writing summaries, remind them to use the "Somebody Wanted, But, So, Then" sentence frame from the last lesson.

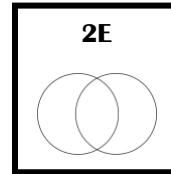
EARLY FINISHERS: *Pathos* Card



Allow early finishers to do extra practice with word work by completing the Early-Finishers Word Work Card: *pathos*.

summarizing, or have them consult their Folktale Recording Chart.

Teachers may want to have a filing system (box or file folders) where students can file their exit/assessment cards after they finish a task.



For students struggling with or who have disabilities in

written expression, an oral summary or drawing may substitute for the written summary. This will enable teachers to assess these students' retention of narrative from yesterday and pre-assess students' ability to summarize. Students can also use the "Somebody Wanted, But, So, Then" sentence frame to write their summaries if needed.



Create an early-finishers area with a pocket chart or

accordion folder, where early finishers can pull activities for each lesson.

READ-ALOUD: *Snow White and Rose Red* (Fairytale)



Invite students to find a comfortable place for listening. Tell the students that you are going to read them another folktale. Remind students to listen and enjoy the story, and to pay particular attention to what kinds of feelings they experience while listening to the story.

Read *Snow White and Rose Red*.

Explain to the class that Snow White and Rose Red are the main **characters** in this story. A character is someone that the story is predominantly about. Remind students that, in the last class, they learned that when they listen to or read a story, their brains engage in the story and that engagement helps them better learn morals or lessons. Similarly, how characters are described and what they do in a story can make the listener feel attached to them, which can create strong feelings for the listener when something negative or positive happens to that character. Add **character** to the Word Wall.

JOURNAL RESPONSE: *Snow White and Rose Red*



Ask the students to consider how they felt about the **characters** in the *Snow White and Rose Red* fairytale and to describe how the story made them feel in their Folklorist Journal.

Give students a brief amount of time to write (3-5 minutes). Ask students to consider these questions while writing and to back up their statements with specific examples from the story:


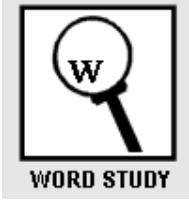


- *What emotions did you experience while the story was being read?*
- *Why did you feel that way?*
- *What did the author do to make you feel strong emotions for the characters and what happened to them?*
- *Have you ever had similar experiences to those of the characters in this story? (Of course, they won't have been changed into bears, but perhaps they've had something taken from them, or perhaps they've treated someone with kindness who did not deserve it.)*



Snow White and Rose Red tells the story of two

sisters who are kind to their mother, a bear who seeks warmth, and even an unkind dwarf who berates them for helping him in a way he didn't like. However, *Snow White and Rose Red* is not technically a traditional folktale (a story originating from a community and passed down), but a fairytale (the 19th-century name given to magical stories written for children). In the early 19th century, Wilhelm Grimm adapted this story from a tale called *The Ungrateful Dwarf*, which was written by Karoline Stahl and published in a collection of stories meant to convey the importance of good morals to German children.

The difference between a traditional fairytale (a folktale with magical elements) and a literary fairytale (an invented tale, not originating orally from a culture) will be investigated later. The version used for this lesson is a retelling of this well-known fairytale. There is no need to make the distinction for students at this point.

	 <p>This prompt is the first step in developing empathic thinking in the students.</p>
<p>WORD WORK: Empathy vs. Sympathy</p>  <p>Discuss with students how two different words can have almost the same meaning. Ask how students felt toward the story characters (possible responses: <i>I felt mad. I felt sorry for the bear.</i>) Record emotions on the board.</p> <p>Ask children to explain why they felt that way. The “whys” will expose a feeling of sympathy or empathy: For example, if they have felt cold and tired like the bear, they are feeling empathy. If they felt sad because the bear was put under a spell, they felt sympathy.</p> <p>From students’ answers, distinguish between the two terms: Explain that you feel sympathy when you feel sad for someone who is going through something that you yourself have never experienced. As a whole class, circle the examples that show sympathy.</p> <p>Explain that you feel empathy when you feel sad for someone, because you have experienced something similar, and you understand what he or she is going through. Underline the examples that show empathy.</p> <p>Add sympathy and empathy to the <u>Word Wall</u>.</p>	 <p>Empathy: “Identification with and understanding of another's situation, feelings, and motives ...or vicarious experiencing of the feelings, thoughts, or attitudes of another.” (<i>American Heritage Dictionary</i>)</p> <p>Sympathy: “A feeling or an expression of pity or sorrow for the distress of another; compassion.” (<i>American Heritage Dictionary</i>)</p> <p>Allow students to share some of their personal experiences and authentic examples of sympathy versus empathy within their own lives.</p> 
<p>WORD WORK: Divide Words/Spelling Practice</p>	



WORD STUDY

Write **sympathy** and **empathy** on the board. Remind the students that you have been working with compound words.

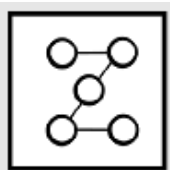
Ask students to suggest a good place to divide the words: *Do you see a word part that is the same in both words?* Try different suggestions, ultimately dividing the prefix from the word root: sym/pathy, em/pathy. Underline the suffix “-pathy.” Encourage the students to add these words to their personal word wall and to divide them as well.

Explain that “-pathy” is a suffix that means feelings. Because this word has a suffix, it gives insight as to what the words mean.

Ask the class to consider: *Are these words compound words?* Reemphasize that compound words can be divided into two separate words that can stand alone, whereas words with prefixes and suffixes are parts of words that give insight into the word’s meaning.

Ask: *Can you think of a good way to remember which words are compound words and which words are made up of prefixes and suffixes?*

ACTIVITY: Word Splash



PATTERNS

Display the Fairytales Word Splash and/or distribute as a handout to each student. Students must determine how the words and phrases are related to fairytales:

- Wicked (typical description of witches or fairies)
- Woods (typical generic setting for fairytales)
- Number 3 (most common number in fairytales)
- Wishes (the most common element in fairy tales)
- “Once upon a time...” (formulaic opening)
- “Happily ever after” (expected outcome)
- Beauty (the way most princesses or good female characters “must” look)
- Magic sleep (motif found in stories like *Sleeping Beauty* and *Snow White*)

GROUP/PARTNER TALK: Word Splash



TIP

Put a list of fairytale titles on the board so students have more examples to use in coming up with how the words relate to fairytales they know. The teacher should generate the list, since it may be difficult for students to generate a list at this point.



Using the results from Formative Assessment 1 (Lesson 2), cluster the students according to the three premade groups: A, B, or C.

Within these three main clusters, the teacher can then group the students into small groups or partnerships according to student/class needs.

Ask each small group or partnership to create a two-column grid by folding a piece of paper in half (or using a page in the Folklorist Journals).

In one of the columns, students will record the word or phrase, and in the other column they will record their guesses about how that word relates to fairytales. Encourage students to identify specific tales that they are familiar with that contain these elements.

Allow students to share responses whole class. After gathering student thoughts, the teacher can guide students toward consensus so that students leave with an understanding of how these words relate to fairytales.

Explain that there are elements that are **universal** in many fairytales. This means that the students will see them occur over and over. Add the word **universal** to the Word Wall.

If desired, the teacher can write these words on index cards and cluster them to make a Motif Word Wall.



Universal: (Latin) *universalis*, meaning “of or belonging to all”

DISCUSS/DIRECT INSTRUCTION: Fairytales



Explain to the class: *Today, we will be studying a particular type of folktale: the fairytale.* Explain that fairytale can be written as one word or two. Ask students to write the word in their personal word wall in their Folklorist

Journals while you write the word **fairytale** on the board and put a slash through it like in the previous activity (fairy/tale).

Tell the students: *Based on your knowledge of compound*

words, what type of stories should fairytales be? (Possible answer: stories about fairies)

Explain that breaking this word apart to determine its meaning is a little misleading, because not all fairytales feature fairies. In fact, few fairytales have fairies in them at all, but most have some magical elements.

A more accurate name for fairytales would be “magic tales.” Specialists in the field actually prefer this term. They also refer to such stories as “wonder tales.” Encourage students to add these terms to their personal word wall.



Pass out the Fairytales Timeline that shows the genesis of the term **fairytales**. Have students remain in their pairs and use the timeline in order to write a short explanation for how folktales became fairytales.

Students should (1) read the information on the timeline, (2) interpret the timeline, and (3) summarize the events into 1-2 sentences using their own words.

CLOSE: Review of Concepts



Read the following statements aloud. If students think it is a **universal** situation, that it is something that happens everywhere to all people, they should give a thumbs-up. If it is **NOT** universal, not something that happens everywhere, they should give a thumbs-down.

- *Children are sometimes scared of the dark.*
- *It snows in winter.*
- *People have birthdays.*
- *People have birthday parties.*
- *Children have drinking fountains in their schools.*

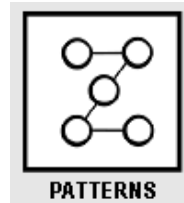
Explain to the class that storytellers often used universal themes so that they could appeal to all listeners, regardless of where the story was told.

PLACE



Allow students to make up additional statements that

are either universal or that are not universal, or specific only to where they live. Emphasize that children share similar thoughts and feelings all over the world, regardless of where they live.



Ask students if they can distinguish between the

	<p>statements that are universal and those that are not.</p>
<p>EXIT SLIP: Review Empathy & Sympathy</p> <div data-bbox="256 394 444 596" data-label="Image"> </div> <p>The <u>Exit Slip</u> contains summaries of fairytales with which children may identify. Students will either identify if they (1) empathize, (2) sympathize, or (3) feel nothing for given situations, and give reasons for their responses. This is a formative assessment that will allow the teacher to determine how well students have grasped the concepts from the lesson.</p> <p>PREPARATION: Review Exit Slip</p> <p>The teacher should score each <u>Exit Slip</u> out of three points (one point for each question). The student will receive a point if he/she gives an adequate reasoning that illustrates their understanding of the concepts and sufficiently explains why he/she felt sympathy, empathy, or nothing at all. Vague responses that do not demonstrate understanding of the words should be given no points.</p> <p>Using these scores, the teacher should sort the students into three groups:</p> <ul style="list-style-type: none"> • Group 1 (a score of 3/3) • Group 2 (a score of 2/3) • Group 3 (a score of 1/3 or less) <p>These groupings will be used at the beginning of the next lesson to review, to help reinforce ideas, and to clear up any confusion or misunderstandings.</p>	