

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/Tales for Learning

Course Code: ELA

COURSE INTRODUCTION:

When students enter 6th grade, they should already have a solid foundation in literature and other subject areas and should be able to read and write fluently. They begin to explore deeper and subtler themes across reading, writing, speaking and listening. In reading, students will cite evidence to support analysis of both literature and informational text, determine central idea and theme, and create an objective summary. Additionally, students will use context clues to determine meaning, will analyze the overall text structure, and will explain how the author's point of view or purpose is conveyed. In a variety of genres, students will evaluate arguments from specific claims and compare/contrast various author's crafts. Students will integrate information in varied formats using media. In writing, students will use the writing process and conventions to create varied works for multiple purposes. Students will write narratives to develop real or imaginary experiences or events, write informative/explanatory text to examine a topic, write an analysis of relevant content, and write arguments to support claims with clear reasons and evidence. Students will conduct short and extended research projects using print and digital resources. In speaking and listening, students will engage effectively in a wide range of collaborative discussions and present claims and findings in a logical sequence using evidence as support. In language, students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings as well as acquire and use accurately and effectively grade-appropriate general academic and domain specific vocabulary words. By the end of 6th grade, students are ready to study literature with complex and challenging themes.

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<p>UNIT DESCRIPTION:</p> <p>This unit, Tales for Learning, uses various digital and print resources such as stories, poems, dramas, video clips, and movies related to the topic of fairytales and folktales. The tales are from different cultures will be used to teach students about theme or central idea, writing effective summaries, and determining how plot unfolds. In this unit, students will describe how a character changes as the plot unfolds and how a particular section or piece fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. The student will compare and contrast the experience of reading printed text to listening to or viewing an audio, video, or live version of the same text. Students will compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	<p>SUGGESTED UNIT TIMELINE:</p> <p>CLASS PERIOD (min.):</p> <p>4 weeks</p> <p>50 minutes</p>
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none">1. How do authors use varied techniques to convey theme and point of view?2. How does plot unfold in a series of episodes?3. How might one particular section contribute to the development of the theme, setting, or plot?4. How might different forms or genres vary their approaches to similar themes and topics?5. How might a written version of a story differ from an audio, video, or live version of the story?	

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ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	R.2.C.6.b R.1.H.6.b R.1.H.6.i	3.5	RL.6.2		3
2. The student will describe how a particular story’s or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text	R.2.C.6.b R.2.C.6.c	1.6 3.5	RL.6.3		2 3
3. The student will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	R.2.A.6.b R.2.C.6.b R.2.C.6.c R.2.C.8.b	2.4 3.5	RL.6.5		3

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4. The student will explain how an author develops the point of view of the narrator or speaker in a text.	R.6: Assess how point of view or purpose shapes the content and style of a text	R.2.C.6.d	2.4	RL.6.6		2 3
5. The student will compare and contrast the experience of reading to listening to or viewing an audio, video, or live version of the text.	R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	R.1.I.6.a	1.6	RL.6.7		2 3
6. The student will compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	R.1.I.6.a R.2.C.6.c	1.6	RL.6.9		2 3

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

Determining Theme and Summarizing Formative Assessment: Students will read two 6th grade-level fairy/folktales and determine the theme for each one and cite textual evidence to support the answer. Additionally, students will use framing questions as a basis to summarize two grade-level fairy/folktales. (Objective 1)

Analyzing Plot and Characters Formative Assessment: Students will read two 6th grade-level fairy/folktales and determine the plot of each one and complete a *Plot Diagram*. Students will explain how the main events of a story, the setting, and the character's actions contribute to the development of the plot and how the main character changes as the plot unfolds. (Objective 2)

Determining Impact of Textual Pieces Formative Assessment: Students will read the tale titled *The Fisherman and His Wife* and deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting. Students will answer the following questions. 1) Explain the purpose of the first paragraph? Use text-based evidence to support your answer. 2) Explain the purpose of the last sentence of the story? 3) Which paragraph of the story gives the setting of the story? Give text based evidence to support your

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answer. 4) Which paragraph contains the climax of the story? How do you know? Use text-based evidence to support your answer. (Objective 3)

Development of Point of View Formative Assessment: Students will read a grade-level fairy/folktale and answer the questions. 1) Who is telling the story? Cite textual evidence to support your claim. 2) Explain how the author develops the point of view of the narrator. Use textual evidence to support your explanation. 3) What is the most likely reason the author decided to tell the story from the point of view he/she did? 4) How might telling the story from a different point of view impact the story? Use textual evidence to support your explanation. (Objective 4)

Written Version VS Video Version Formative Assessment: Students will use a chart titled Digital/Live VS. Written Version Comparison Chart to compare and contrast a video version of The Ugly Duckling to a written version. (Objective 5)

Short Story VS Poem Formative Assessment: Students will use a chart titled *Short Story VS Poem/Drama Chart* to compare and contrast a Jack and the Beanstalk written in short story format to Jack and the Beanstalk written as a poem. (Objective 6)

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>Note: To set the stage for the unit, share the Unit Description with the students and discuss the similarities and differences between fairytales and folktales. The following websites may prove helpful in describing the differences.</p> <p>http://www.5earch.com/?s=characteristics+of+a+fairy+tale&gclid=CJzK1qmSmrACFYcBQAodvUS8ZA; http://www.ask.com/web?qsrc=6&q=Characteristics+of+Folktales&o=15142&l=sem</p> <p><u>Determining Theme and Summarizing</u></p> <ol style="list-style-type: none"> Advance Organizer: To provide a focus for learning and activate prior knowledge, ask students to complete a <i>KWL Chart</i>. Assessment for Learning: State the objective in student friendly terms. “In the first part of this lesson you will review the process for determining a theme or central idea of a literary text and in the second part of the lesson you will review the process for creating an objective summary of a literary text.” Direct Teaching: Briefly review the meaning of theme, central idea, and universal theme/topic with students. Students should have learned theme in previous grade levels; however, the following source may prove helpful if students need an in-depth review of the concept of theme. http://www.readworks.org/lessons/grade4/theme/lesson-1

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	<p>4. Modeling: Use two or three simple fairy/folktales to model for students how to determine theme in literary text. Websites for obtaining fairy/folktales are: http://www.webenglishteacher.com/fairytales.html; http://grimm.thefreelibrary.com/Fairy-Tales; http://www.surlalunefairytales.com/</p> <p>5. Guided Practice with a Partner: Ask students to work with a partner to read two fairy/folktales and determine theme and tell what textual evidence supports the answer.</p> <p>6. Cooperative Learning Structure: Ask each pair to join with two other pairs to share what they believe the themes to be for the two fairy/folktales.</p> <p>7. Independent Practice: Ask students to work alone and read two 6th grade-level fairy/folktales and the determine theme of each one and cite textual evidence to support the answer.</p> <p>8. Using Technology to Collaborate: Have students post their responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Direct Teaching: Review with students the meaning of summarizing and the difference between an objective summary and subjective summary. http://www.ehow.com/how_8555145_write-narrative-summary.html</p> <p>10. Exemplar Summaries: Show students examples of three or four exemplars of summaries for literary texts, and ask them to generate a listing of characteristics effective summaries possess. Lead a classroom discussion of the characteristics of effective summaries.</p> <p>11. Modeling: Model for students how to use <i>Narrative Framing Questions</i> as a basis to create an effective summary of literary text. http://wwwstatic.kern.org/filer/cipdManilaWebsite/Writing_a_Summary_-_Narrative.pdf</p> <p>12. Guided Practice: Ask students to work with a partner to read and summarize two simple fairy/folktales using <i>Narrative Framing Questions</i>.</p> <p>13. Cooperative Learning Structure: Ask each pair to join with two other pairs to share their summaries for the two fairy/folktales.</p> <p>14. Independent Practice: Ask students to work alone to read and summarize two grade-level fairy/folktales using the <i>Narrative Framing Questions</i>.</p> <p>15. Using Technology to Collaborate: Have students post their summaries on the classroom Wiki or Blog and comment on two other summaries.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p><u>Determining Theme and Summarizing</u></p> <p>1. Students will complete a <i>KWL Chart</i>.</p>

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	<p>2. Students will learn the objective of the unit. “In the first part of this lesson you will review the process for determining a theme or central idea of a literary text and in the second part of the lesson you will review the process for creating an objective summary of a literary text.”</p> <p>3. Students will take notes as the teacher reviews the meaning of theme and how to determine theme.</p> <p>4. Work with a partner to read two fairy/folktales and determine theme. Cite text evidence to support your answer.</p> <p>5. Join with two other pairs to share what you believe the themes to be for the two fairy/folktales.</p> <p>6. Work alone and read two 6th grade-level fairy/folktales and determine the theme of each one. Cite text evidence to support your answer.</p> <p>7. Post your responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>8. Take notes while your teacher reviews the meaning of summarizing and the difference between an objective summary and subjective summary.</p> <p>9. Look at examples of three or four exemplars of effective summaries for literary text and generate a listing of the characteristics possessed by effective summaries. Share your ideas in a class discussion.</p> <p>10. Learn how to use <i>Narrative Framing Questions</i> as a basis to create an effective summary of literary text.</p> <p>12. Work with a partner to read and summarize two simple fairy/folktales using the <i>Narrative Framing Questions</i>.</p> <p>12. Join with two other pairs to share your summaries for the two fairy/folktales.</p> <p>13. Work alone to read and summarize two simple fairy/folktales using the <i>Narrative Framing Questions</i>.</p> <p>15. Post your summary on the classroom Wiki or Blog and comment on two other summaries.</p>
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2	<p><u>Analyzing Plot and Characters</u></p> <p>1. Advance Organizer and Cooperative Learning: To provide a focus for learning and activate prior knowledge, ask students two questions. 1) How does plot unfold in a literary text? 2) How might characters change as the plot moves towards resolution? Have students share responses using a <i>Four Corners Sharing</i> cooperative learning structure.</p> <p>2. Assessment for Learning: State the objective in student friendly terms. “In this lesson you will review the process for determining plot of a literary text and determining how the setting, main events and character’s actions contribute to plot development.”</p> <p>3. Direct Teaching: Briefly review the meaning of plot by showing the <i>Plot Diagram</i>. http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html?tab=4; Explain how to determine plot in literary texts, and how to complete a <i>Plot Diagram</i>. http://staff.fcps.net/tcarr/shortstory/cinderella.htm</p>

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	<p>Note: Students should have learned about plot in previous grade levels; however, the following source may prove helpful if students need a review of the concept of plot. Resources for teaching: <i>Elements of Plot PowerPoint Presentation</i> http://www.slideshare.net/guestea2354/elements-of-plot-powerpoint-presentation; <i>Teaching Plot Structure through Short Stories</i> http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-plot-structure-through-401.html</p> <p>4. Modeling: Use two or three simple fairy/folktales to model for students how to determine plot and how to complete a <i>Plot Diagram</i>. Also, model for students how to describe how the main events of a story, the setting, and the character’s actions contribute to the development of the plot. Also model for students how to describe how the character changes as the plot unfolds.</p> <p>5. Guided Practice with a Partner: Ask students to work with a partner to read two fairy/folktales and determine the plot by completing a <i>Plot Diagram</i>. Ask students to explain how the main events of a story, the setting, and the character’s actions contribute to the development of the plot and how the main character changes as the plot unfolds.</p> <p>6. Cooperative Learning Structure: Ask each pair to join with two other pairs to share what they believe the plot to be for the two fairy/folktales.</p> <p>7. Independent Practice: Ask students to work alone and read two 6th grade-level fairy/folktales and the determine the plot of each one and complete a <i>Plot Diagram</i>. Ask students to explain how the main events of a story, the setting, and the character’s actions contribute to the development of the plot and how the main character changes as the plot unfolds.</p> <p>8. Using Technology to Collaborate: Have students post their responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Metacognition/Reflection: Ask students to reflect in their journals. “What did you find to be most challenging, determining theme or plot? Explain why.”</p>
<p>Obj. #</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p>
<p>2</p>	<p><u>Analyzing Plot and Characters</u></p> <p>1. Write down answers to two questions. 1) How does plot unfold in a literary text? 2) How might characters change as the plot moves towards resolution? Share responses using a <i>Four Corners Sharing</i> cooperative learning structure.</p> <p>2. Listen to the objective of the lesson: “In this lesson you will review the process for determining plot of a literary text and determining how the setting, main events and character’s actions contribute to plot development.”</p> <p>3. Listen carefully and take notes as your teacher discusses plot and how various story elements contribute to plot development.</p> <p>4. Listen carefully as your teacher models how to complete a <i>Plot Diagram</i> and how to describe how the main events of a story, the setting, and the character’s actions contribute to the development of the plot.</p>

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	<p>5. Work with a partner to read two fairy/folktales and determine the plot by completing a <i>Plot Diagram</i>. Explain how the main events of a story, the setting, and the character’s actions contribute to the development of the plot and how the main character changes as the plot unfolds.</p> <p>6. Join with two other pairs to share the plot to be for the two fairy/folktales and share other answers.</p> <p>7. Work alone and read two fairy/folktales and determine the plot of each one and complete a <i>Plot Diagram</i>. Then, explain how the main events of a story, the setting, and the character’s actions contribute to the development of the plot and how the main character changes as the plot unfolds.</p> <p>8. Post your responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Reflect in your journals. “What did you find to be most challenging, determining theme or plot? Explain why.”</p>
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3	<p><u>Determining Impact of Textual Pieces</u></p> <p>1. Advance Organizer and Cooperative Learning: To provide a focus for learning and activate prior knowledge, ask students three questions. 1) How might one sentence contribute to the development of theme in a poem? 2) How might one paragraph contribute to setting, theme or plot in a short story? 3) How might one scene contribute to the plot of a drama? Have students share responses using an <i>Inside Outside Circle</i> cooperative learning structure.</p> <p>2. Assessment for Learning: State the objective in student friendly terms. “In this lesson you will review the process for determining how a particular section of text fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.”</p> <p>3. Direct Teaching: Teach students the process for determining how a particular piece of text fits into the overall structure of a text and contributes to the plot, theme or setting. If you are unsure how to go about teaching this process you may want to refer to the information in the document called <i>Ideas for Teaching CCSS Standard RL.6.5</i>.</p> <p>4. Modeling: Ask students to read the fairytale <i>The Hungry Elf</i> on the website http://www.deseretnews.com/article/590043721/The-hungry-elf.html Model for students how to deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting. Then, do a think aloud to respond to the following questions. 1) Explain the purpose of the first paragraph? Use text-based evidence to support your answer. 2) Explain the purpose of the last sentence of the story? 3) Which paragraph of the story gives the setting of the story? Give text based evidence to support your answer. 4) Which paragraph contains the climax of the story? How do you know? Use text-based evidence to support your answer.</p> <p>5. Guided Practice with a Partner: Ask students to work with a partner and read the story <i>Thumbelina</i> http://www.americanliterature.com/chillens/Thumbelina.html or another fairy/folktale of your choice. Students should deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting. Students</p>

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	<p>should answer the following questions. 1) Explain the purpose of the first paragraph? Use text-based evidence to support your answer. 2) Explain the purpose of the last sentence of the story? 3) Which paragraph of the story gives the setting of the story? Give text based evidence to support your answer. 4) Which paragraph contains the climax of the story? How do you know? Use text-based evidence to support your answer.</p> <p>6. Cooperative Learning Structure: Use a Pair, Square, Share cooperative learning structure to have students share responses and offer suggestions.</p> <p>7. Independent Practice: Ask students to work alone and read <i>The Fisherman and His Wife</i> http://www.americanliterature.com/chillens/FishermanAndHisWife.html. Students should deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting. Students should answer the following questions. 1) Explain the purpose of the first paragraph? Use text-based evidence to support your answer. 2) Explain the purpose of the last sentence of the story? 3) Which paragraph of the story gives the setting of the story? Give text based evidence to support your answer. 4) Which paragraph contains the climax of the story? How do you know? Use text-based evidence to support your answer.</p> <p>8. Using Technology to Collaborate: Have students post their responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Metacognition/Reflection: Ask students to reflect in their journals. “What did you find to be most challenging about this lesson? Why?”</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	<p><u>Determining Impact of Textual Pieces</u></p> <p>1. Write answers to three questions. 1) How might one sentence contribute to the development of theme in a poem? 2) How might one paragraph contribute to setting, theme or plot in a short story? 3) How might one scene contribute to the plot of a drama? Share responses using an <i>Inside Outside Circle</i> cooperative learning structure.</p> <p>2. Listen to the objective of the lesson “In this lesson you will review the process for determining how a particular section of text fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.”</p> <p>3. Listen carefully and take notes as your teacher describes the process for determining how a particular piece of text fits into the overall structure of a text and contributes to the plot, theme or setting.</p> <p>4. Read the fairytale <i>The Hungry Elf</i> on the website http://www.deseretnews.com/article/590043721/The-hungry-elf.html Then, listen to your teacher as she/he explains how to deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting.</p> <p>5. Work with a partner and read the story Thumbelina http://www.americanliterature.com/chillens/Thumbelina.html or another fairy/folktale of your teacher’s choice. Then, deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting. Then, answer the following questions. 1) Explain the purpose of the first paragraph?</p>

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	<p>Use text-based evidence to support your answer. 2) Explain the purpose of the last sentence of the story? 3) Which paragraph of the story gives the setting of the story? Give text based evidence to support your answer. 4) Which paragraph contains the climax of the story? How do you know? Use text-based evidence to support your answer.</p> <p>6. Share answers using a Pair, Square, Share cooperative learning structure and offer suggestions to classmates for ways to improve answers.</p> <p>7. Work alone and read <i>The Fisherman and His Wife</i> http://www.americanliterature.com/chillens/FishermanAndHisWife.html. Then, deconstruct the text by making a graphic organizer of the main events, completing a plot diagram and determining the theme and setting. Answer the questions. 1) Explain the purpose of the first paragraph? Use text-based evidence to support your answer. 2) Explain the purpose of the last sentence of the story? 3) Which paragraph of the story gives the setting of the story? Give text based evidence to support your answer. 4) Which paragraph contains the climax of the story? How do you know? Use text-based evidence to support your answer.</p> <p>8. Post your response on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Reflect in your journal. “What did you find to be most challenging about this lesson? Why?”</p>
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	<p><u>Development of Point of View</u></p> <p>1. Advance Organizer and Cooperative Learning: To provide a focus for learning and to activate prior knowledge ask students to write answers to two questions. 1) What does point of view mean in literary text? 2) How does the author convey point of view to readers? Have students share answers using a <i>Think, Pair, Share</i> cooperative learning structure.</p> <p>2. Assessment for Learning: State the objective in student friendly terms. “In this lesson you will review the process for determining point of view and determining how an author develops or conveys the point of view of the narrator or speaker in a text.</p> <p>3. Direct Teaching of Point of View: Before beginning this part, it is a good idea to read the information on <i>Suggestions for Teacher Before Teaching Point of View</i>. Then, review for students the meaning of point of view and the three/four types, how to determine point of view and how authors convey or develop point of view. For additional ideas on how to teach point of view, the following websites may prove helpful. http://www.dummies.com/how-to/content/understanding-point-of-view-in-literature.html; http://www.learner.org/interactives/literature/read/pov1.html; http://www.nexuslearning.net/books/holt-eol2/Collection%204/Point%20of%20View.htm; http://voices.yahoo.com/understanding-point-view-literature-495530.html</p> <p>4. Modeling: Ask for volunteers to retell the story of <i>The Three Little Pigs</i>. Most of your students will have some background knowledge of this popular fairy tale; however, each student will have a slightly different recollection of the story. Read aloud some version of <i>The Three Little Pigs</i>. http://www.surlalunefairytales.com/threepigs/other.html Do a think aloud to model how to answer the following questions. 1) Who is telling the story? Cite textual evidence to support your claim. 2) Explain how the author develops point of view of</p>

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	<p>the narrator. Use textual evidence to support your explanation. 3) What is the most likely reason the author decided to tell the story from the point of view he/she did? 4) How might telling the story from a different point of view impact the story? Use textual evidence to support your explanation.</p> <p>5. Guided Practice: Go the <i>SurLaLune Fairy Tales</i> website. http://www.surlalunefairytales.com/ and find two different versions of the same tale. Print one version for half the class and the other version for the other half of the class. All students will read both versions. After reading, students will work with one other person the answer the questions. 1) Who is telling the story? Cite textual evidence to support your claim. 2) Explain how the author develops point of view of the narrator. Use textual evidence to support your explanation. 3) What is the most likely reason the author decided to tell the story from the point of view he/she did? 4) How might telling the story from a different point of view impact the story? Use textual evidence to support your explanation.</p> <p>6. Cooperative Learning Structure: Use a Pair, Square, Share cooperative learning structure to have students share answers to the questions and offer suggestions.</p> <p>7. Independent Practice: Use the story from the last lesson entitled <i>The Fisherman and His Wife</i> http://www.americanliterature.com/chillens/FishermanAndHisWife.html or use different version of this tale http://www.surlalunefairytales.com/fishermanwife/other.html Have students work alone to read the story and answer the questions. 1) Who is telling the story? Cite textual evidence to support your claim. 2) Explain how the author develops point of view of the narrator. Use textual evidence to support your explanation. 3) What is the most likely reason the author decided to tell the story from the point of view he/she did? 4) How might telling the story from a different point of view impact the story? Use textual evidence to support your explanation.</p> <p>8. Using Technology to Collaborate: Have students post their responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Metacognition/Reflection: Ask students to reflect in their journals. "If you were author of mysteries, which type point of view would you prefer using? Why?"</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4	<p><u>Development of Point of View</u></p> <p>1. Write answers to two questions. 1) What does point of view mean in literary text? 2) How does the author convey point of view to readers? Share answers using a Think, Pair, Share cooperative learning structure.</p> <p>2. Listen carefully as your teacher gives the objective of the lesson. "In this lesson you will review the process for determining point of view and determining how an author develops or conveys the point of view of the narrator or speaker in a text."</p> <p>3. Listen carefully and take notes as your teacher reviews the meaning of point of view and discusses how authors convey or develop point of view.</p> <p>4. Listen carefully and take notes as your teacher models how to determine point of view and how to answer various types of questions related to point of view.</p>

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	<p>5. Read two versions of the same fairy tale, and work with one other person the answer the questions. 1) Who is telling the story? Cite textual evidence to support your claim. 2) Explain how the author develops point of view of the narrator. Use textual evidence to support your explanation. 3) What is the most likely reason the author decided to tell the story from the point of view he/she did? 4) How might telling the story from a different point of view impact the story? Use textual evidence to support your explanation.</p> <p>6. Share answers using a Pair, Square, Share cooperative learning structure.</p> <p>7. Read the story The Fisherman and His Wife or a different version of the tale. Work alone to answer the questions. 1) Who is telling the story? Cite textual evidence to support your claim. 2) Explain how the author develops point of view of the narrator. Use textual evidence to support your explanation. 3) What is the most likely reason the author decided to tell the story from the point of view he/she did? 4) How might telling the story from a different point of view impact the story? Use textual evidence to support your explanation.</p> <p>8. Post your responses on the classroom Wiki or Blog and comment on two other responses.</p> <p>9. Reflect in your journal. “If you were author of mysteries, which type point of view would you prefer using? Why?”</p>
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>
<p>5</p>	<p><u>Written Version VS Video Version</u></p> <p>1. Advance Organizer and Cooperative Learning: To provide a focus for learning and to activate prior knowledge ask students to write answers to the questions. How might a written version of a story differ from a video, audio or live version of the same story? Have students share answers using a <i>Four Corners Sharing</i> cooperative learning structure.</p> <p>2. Assessment for Learning: State the objective in student friendly terms. “In this lesson you will review the process for comparing and contrasting the experience of reading to listening to or viewing an audio, video, or live version of the text.</p> <p>3. Direct Teaching: Ask student to tell the things they would consider when comparing two written literary texts. Help students generate a listing of points that may be used for comparing two written literary texts (i.e. point of view, theme, tone, setting, plot, characters, sequence, format, length, use of dialogue, choice of language/word usage, use of illustrations/graphics, etc.) Then ask students how this list would change if comparing a written text to an audio, video or live version of the same text. Help students modify the listing. Use the listing to create a form for students to use when comparing a video and written text. Title the form: <i>Digital VS. Written Version Comparison Chart</i>.</p> <p>4. Modeling: Use the <i>Digital VS. Written Version Comparison Chart</i> to model for students how to compare and contrast a video version of <i>The Three Little Pigs</i> to a written version.</p> <ul style="list-style-type: none"> ➤ Video <i>Three Little Pigs</i> (8 minutes in length) http://www.youtube.com/watch?v=Olo923T2HQ4 ➤ Written version of <i>The Three Little Pigs</i> http://www.surlalunefairytales.com/threepigs/index.html <p>5. Guided Practice: Ask students to work in pairs and to use the <i>Digital VS. Written Version Comparison Chart</i> to compare and contrast a video version of <i>The Grasshopper and Ants</i> to a written version.</p> <ul style="list-style-type: none"> ➤ Video <i>The Grasshopper and Ants</i> (8 minutes in length) http://www.youtube.com/watch?v=wM1DgihKHVI

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	<ul style="list-style-type: none"> ➤ Written version of <i>The Grasshopper and Ants</i> http://www.umass.edu/aesop/content.php?n=0&i=1 <p>6. Cooperative Learning Structure: Use a Pair, Square, Share cooperative learning structure to have students share answers to the information on their <i>Digital VS. Written Version Comparison Charts</i>. Then, discuss the information as a class.</p> <p>7. Independent Practice: Ask students to use the <i>Digital/Live VS. Written Version Comparison Chart</i> to compare and contrast a video version of <i>The Ugly Duckling</i> to a written version.</p> <ul style="list-style-type: none"> ➤ Video <i>The Ugly Duckling</i> (8 minutes in length) http://www.youtube.com/watch?v=RCX-mPstrPU ➤ Written version of <i>The Ugly Duckling</i> http://www.surlalunefairytales.com/uglyduckling/index.html <p>8. Metacognition/Reflection: Ask students to reflect in their journals. “Which would you prefer, reading a story or viewing a story? Why?”</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
5	<p><u>Written Version VS Video Version</u></p> <ol style="list-style-type: none"> 1. Write answers to the questions. How might a written version of a story differ from a video, audio or live version of the same story? Share answers using a <i>Four Corners Sharing</i> cooperative learning structure. 2. Listen to the objective of the lesson. “In this lesson you will review the process for comparing and contrasting the experience of reading to listening to or viewing an audio, video, or live version of the text. 3. Tell the things you would consider when comparing two written literary texts. Work with the teacher and classmates to generate a listing of points that may be used for comparing two written literary texts (i.e. point of view, theme, tone, setting, plot, characters, sequence, format, length, use of dialogue, choice of language/word usage, use of illustrations/graphics, etc.) Then, describe how this list would change if comparing a written text to an audio, video or live version of the same text. Work with the teacher and classmates to modify the listing. Your teacher will use your ideas to create a form that may be used when making a comparison called a <i>Digital VS. Written Version Comparison Chart</i>. 4. Listen carefully as your teacher models how to use the <i>Digital VS. Written Version Comparison Chart</i> and how to compare and contrast a video version of <i>The Three Little Pigs</i> to a written version. 5. Work in a pair and to use the <i>Digital VS. Written Version Comparison Chart</i> to compare and contrast a video version of <i>The Grasshopper and Ants</i> to a written version. 6. Use a Pair, Square, Share cooperative learning structure to share answers with classmates about the information on your <i>Digital VS. Written Version Comparison Chart</i>. Then, discuss the information as a class. 7. Work alone and use the <i>Digital/Live VS. Written Version Comparison Chart</i> to compare and contrast a video version of <i>The Ugly Duckling</i> to a written version. 8. Reflect in your journal. “Which would you prefer, reading a story or viewing a story? Why?”
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

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6	<p>Short Story VS Poem</p> <ol style="list-style-type: none"> Advance Organizer and Cooperative Learning: To provide a focus for learning and to activate prior knowledge ask students to write answers to the questions. How might a story be different if it were told using two different genres? Have students share answers using a <i>Four Corners Sharing</i> cooperative learning structure. Assessment for Learning: State the objective in student friendly terms. “In this lesson you will review the process for comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics.” Direct Teaching: Ask student to tell the things they would consider when comparing a short story to a poem or drama. Help students generate a listing of points that may be used when making a comparison (i.e. point of view, theme, tone, setting, plot, characters, sequence of events, format, length, use of dialogue, choice of language/word usage, use of illustrations/graphics, etc.) Use the listing to create a <i>Short Story VS Poem/Drama Chart</i>. Modeling: Use the <i>Short Story VS Poem/Drama Chart</i> to model for students how to compare and contrast a story written in short story format to the same story written as a poem. ---Poem: <i>Three Little Pigs</i> http://www.youtube.com/watch?v=nJK1mKWwoOo&feature=youtube_gdata_player ---Short Story: <i>The Three Little Pigs</i> http://www.surlalunefairytales.com/threepigs/index.html Guided Practice: Ask students to work in pairs and to use <i>Short Story VS Poem/Drama Chart</i> to compare and contrast a story written in short story format to the same story written as a poem. ---Poem: Cinderella: http://www.units.muohio.edu/technologyandhumanities/sexton.htm ---Short Story: Cinderella: http://www.surlalunefairytales.com/cinderella/index.html Cooperative Learning Structure: Use a Pair, Square, Share cooperative learning structure to have students share information in their <i>Short Story VS Poem/Drama Chart</i>. Then, discuss the information as a class. Independent Practice: Ask students to work alone and to use <i>Short Story VS Poem/Drama Chart</i> to compare and contrast a story written in short story format to the same story written as a poem. --Poem: <i>Jack and the Beanstalk</i>: http://www.kingpoetry.com/jackb.htm --Short Story: <i>Jack and the Beanstalk</i>: http://www.surlalunefairytales.com/jackbeanstalk/index.html Metacognition/Reflection: Ask students to reflect in their journals. “If you wanted to read a particular story, which genre would you prefer? A short story or poem? Why?”
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
6	<p>Short Story VS Poem</p> <ol style="list-style-type: none"> Write answers to the questions. How might a story be different if it were told using two different genres? Share answers using a <i>Four Corners Sharing</i> cooperative learning structure. Listen to the objective of the lesson. “In this lesson you will review the process for comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics.”

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3. Tell the things you would consider when comparing a short story to a poem or drama. Work with the teacher and classmates to generate a listing of points that may be used when making a comparison (i.e. point of view, theme, tone, setting, plot, characters, sequence of events, format, length, use of dialogue, choice of language/word usage, use of illustrations/graphics, etc.) Your teacher will use the listing to create a *Short Story VS Poem/Drama Chart* that may be used by you when comparing a short story to a poem or drama.
4. Listen carefully and take notes as your teacher models how to use the *Short Story VS Poem/Drama Chart* and how to compare and contrast *The Three Little Pigs* written in short story format to the same story written as a poem.
5. Work in with another student and use the *Short Story VS Poem/Drama Chart* to compare and contrast *Cinderella* written in short story format to the same story written as a poem.
6. Use a Pair, Square, Share cooperative learning structure to share answers about the information in your *Short Story VS Poem/Drama Chart* and engage in a discussion with the class.
7. Work alone and use *Short Story VS Poem/Drama Chart* to compare and contrast *Jack and the Beanstalk* written in short story format to the same story written as a poem.
8. Reflect in your journal. "If you wanted to read a particular story, which genre would you prefer? A short story or poem? Why?"

UNIT RESOURCES: (include internet addresses for linking)

Websites for Tales

<http://www.webenglishteacher.com/fairytales.html>

<http://grimm.thefreelibrary.com/Fairy-Tales>

<http://www.surlalunefairytales.com/>

Fairy Tales Song Lyrics by Anita Baker

<http://www.sing365.com/music/lyric.nsf/Fairy-Tales-lyrics-Anita-Baker/08E90F1C08F22C4C48256DD8002A7F60>

Poems of Fairy Tales

Poem Reading of the Crocodile: http://www.youtube.com/watch?v=HZ6g7-V3mnw&feature=watch_response

Poem Reading of Jack and the Beanstalk: <http://www.kingpoetry.com/jackb.htm>

Audio Versions of Tales

<http://storynory.com/>

Animated Films Database

http://en.wikipedia.org/wiki/Big_Cartoon_DataBase

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Video Version of Jack and the Beanstalk (1952 Family comedy starring the comedy team of Abbott and Costello. 1 hr. 22 min.)

<http://www.youtube.com/watch?v=w30miI9Vgw0>

Written version of Jack and the Beanstalk

<http://www.pitt.edu/~dash/type0328jack.html>

Video of Walt Disney's Silly Symphony Cartoon of *The Country Cousin* (8 minutes in length)

http://www.minecraftguidevideo.com/video/3U7adg_yPLM/Disney-36-Silly-Symphony-The-Country-Cousin.html

Written version of *The Country Cousin* (Also called *The Country Mouse and City Mouse*)

<http://www.rickwalton.com/folktale/bryant08.htm>