

# Fairy Tale Unit of Study



Intended Grades: 2 and 3 but could scale up or down with activities

## Day 1: Immersion

- Explore the fairy tale collection in the classroom library.
  - Allow students time to explore all of the books in the genre. They can look through the illustrations and skim through the books.
- The task for day 1 is for students to simply enjoy the books.

## Day 2: Noticings

Day 2 begins as a continuation of day 1. Allow students to explore books in the fairy tale collection.

- Either give students post-it notes (or for a digital spin, create a Jamboard and share with your students).
  - Task: jot down what makes these stories different from other books they have read.
- After students have recorded their individual notes, come together as a group and create an anchor chart (or again, digitally, using Jamboard) and record student ideas of what makes these fairy tales different from other books read in school.
- Post the student observations in the room for students to refer to throughout the unit.

# Fairy Tale

## NOTICINGS

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

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



What are you noticing in the Fairy Tales you are reading?

1

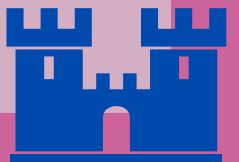
2

3

4

5

6



# Traits of fairy tales- Examples of what students might notice

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- 1) A make-believe story
- 2) Has magic or spells
- 3) Passed down by word of mouth over the years
- 4) Animals act like humans
- 5) Begin with once upon a time
- 6) End with happily ever after
- 7) Has a villain or trickster
- 8) Has good guys
- 9) Might have princes and princesses
- 10) Takes place in a castle or forest
- 11) Groups of 3 or 7
- 12) A kind character is mistreated

## Day 3: Fairy tale scavenger hunt

Students can work individually, in partners, or even in small groups to accomplish this task.

- Students can work together using the information discussed in day 2 as well as information gathered from mini lessons during guided reading.
- This can be done as a whole group activity or even used during a literacy center/station.
  - Task: Students will search through the class library to find text features that match descriptions in the scavenger hunt.
  - It's up to you if the students can use the same title more than once!

## Day 4: Sequencing

Read through a mentor text with the whole class and then divide students into small groups. Discuss as a group what happened first, second, next, then and last in the story.

- Secretly assign each group an event from the story (hand each group a piece of paper with an event written on it).
  - Each group should illustrate a picture and write a caption for their event.
  - Once students have completed their event, gather together and see if the students can place the events in sequential order.

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

Class: \_\_\_\_\_



# Fairy Tale SCAVENGER HUNT

Directions: Search the basket of books to find a fairy tale to fit each category

Fairy tales often end with  
“...happily ever after.”  
Choose a pick that ends  
this way.

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Fairy tales often begin with  
“Once upon a time...” An  
example is:

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How many students are  
girls?

-----

Fairy tales often have  
villains or bad guys. An  
example is...

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Fairy tales often have heroes  
or good guys. An example is...

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Fairy tales often have  
magic. An example is...

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Fairy tales often have  
animals that act like  
humans. An example is...

-----

Fairy tales often have a  
prince or princess. An example  
is...

-----

Fairy tales often have a  
kind of character who is  
mistreated. An example is...

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

Class: \_\_\_\_\_



# Fairy Tale SCAVENGER HUNT

Directions: Search the basket of books to find a fairy tale to fit each category

There can be many versions of the same story. An example is...

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Fairy tales might share a lesson at the end. An example is...

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Fairy tales might share a lesson at the end. An example is...

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Fairy tales might take place in a castle. An example is...

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Which is your favorite Fairy Tale? Why?

-----  
-----  
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# Sequencing

Write down your sequencing notes on this planner.

Book: \_\_\_\_\_

①
②
③
④

Book: \_\_\_\_\_

①
②
③
④

Book: \_\_\_\_\_

①
②
③
④

Book: \_\_\_\_\_

①
②
③
④

Book: \_\_\_\_\_

①
②
③
④

Book: \_\_\_\_\_

①
②
③
④

# Sequencing

Using your notes from the previous page, write the sequence of events for the Fairy Tale.

1

FIRST

2

SECOND

3

NEXT

4

THEN

5

LAST

BOOK

AUTHOR

## Day 5: Sequencing (Independently)

Read aloud a different fairy tale or for classrooms working at a higher level, students can choose their own fairy tale to read independently.

- Have students complete the "Fairy Tale Sequencing Notes" to organize their thinking.
- Students can then illustrate the five events or use words to describe them on the graphic organizer

## Day 6: Story Mapping

Use the provided story map and A Retelling Hand graphic organizer for students to complete.

- Choose another mentor text and complete the graphic organizers together as a group.
- Model the completion of the organizer you choose with the class so students know your expectations.
  - The story map or retelling hand can then be a task for students to complete during their independent reading time.

# Fairy Tales

## STORY MAP

Title:

Author:



Characters

Main Character-

Supporting Characters-

Villain-



Setting (draw a picture and describe)

Problem



Solution



Favorite part and why



Beginning



Middle



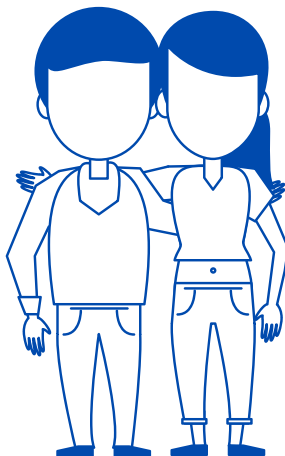
End

# MY RETELLING HAND

Title-

Author-

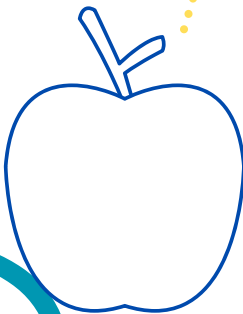
characters



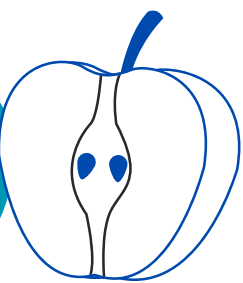
setting



beginning

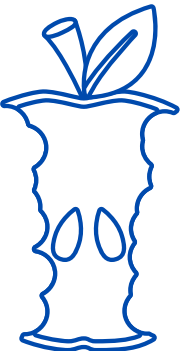


middle



end

Message or Lesson:



## Day 7: Character Traits

Students can have difficulty differentiating between character traits and emotions and physical traits.

- Help your students develop a deeper understanding with the Character Traits Chart included. This anchor chart lists a word bank of possible character traits characters can display.
- I suggest accompanying this chart with a discussion of physical traits characters might have.
- Read a book-whole class, and have students practice identifying and supporting character traits the character displays. This could be another good use of a **Jamboard or Lumio “Shout it Out”**. You will also find a graphic organizer you can use for this lesson.
  - As a follow-up, students can complete a graphic organizer independently during independent reading.

## Day 8: Character Traits Continued- characters inside and out

To continue the study of character traits, use the graphic organizer for describing what characters look like physically versus their behaviors.

- Students will choose a character and illustrate the character, describe the character's behaviors, and the character's physical attributes.

# CHARACTER TRAITS

WORDS THAT DESCRIBE WHAT A CHARACTER IS LIKE.

HONEST  
HELPFUL  
BRAVE  
SMART  
CARING

ENERGETIC  
CREATIVE  
FUNNY  
CHEERFUL  
BOLD

CAREFREE  
LOYAL  
OPTIMISTIC  
AMBITIOUS  
CONFIDENT

INSECURE  
GENTLE  
DAINTY  
FOOLISH  
ANXIOUS

BASHFUL  
TIMID  
SHY  
LAZY  
RUDE

SERIOUS  
LOVING  
SERIOUS  
RESPECTFUL  
THANKFUL

DREAMER  
CURIOUS  
DARING  
CRITICAL  
HATEFUL



# FAIRY TALES CHARACTERS



After reading your fairy tale, list two character traits below.  
Give a reason from the book to tell why you chose each trait.

Draw a picture to show your character.

Title:

Author:

Character Trait

Character Trait

Show the character

Show the character

Text evidence to support

Text evidence to support

NAME: \_\_\_\_\_

FAIRY TALE: \_\_\_\_\_

Draw a picture of  
the character

Write words to  
describe what the  
character looks like

Write words to  
describe the  
character's traits

## Day 9: Focus on the villain

Begin by reading a fairy tale that also has a fractured fairy tale companion text. Read the fairy tale whole group.

- Through group discussion, have students identify the villain and the reasons why that is their choice.
- Have students complete the Wanted posted with the villains information.
- Independently, students can complete a different fairy tale and use the same poster for that fairy tale.

## Day 10: Read All About It!

Have students complete a persuasive writing book recommendation for their favorite fairy tale. Students should include why they are recommending the book and a picture to catch the attention of others.

## Day 11: Comparing and Contrasting Different Versions

Read aloud the fairy tale from day 9 again, followed by the fractured fairytale that accompanies it.

- Work together to complete our Compare and Contrast Venn Diagram. This is an activity that could first be done as a whole class and then repeated independently or in small groups for additional practice.

# Persuasive Writing

My favorite fairy tale is: \_\_\_\_\_

The author is: \_\_\_\_\_

You should read this fairy tale because:

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★ WANTED ★

★ Picture ★

★ ★

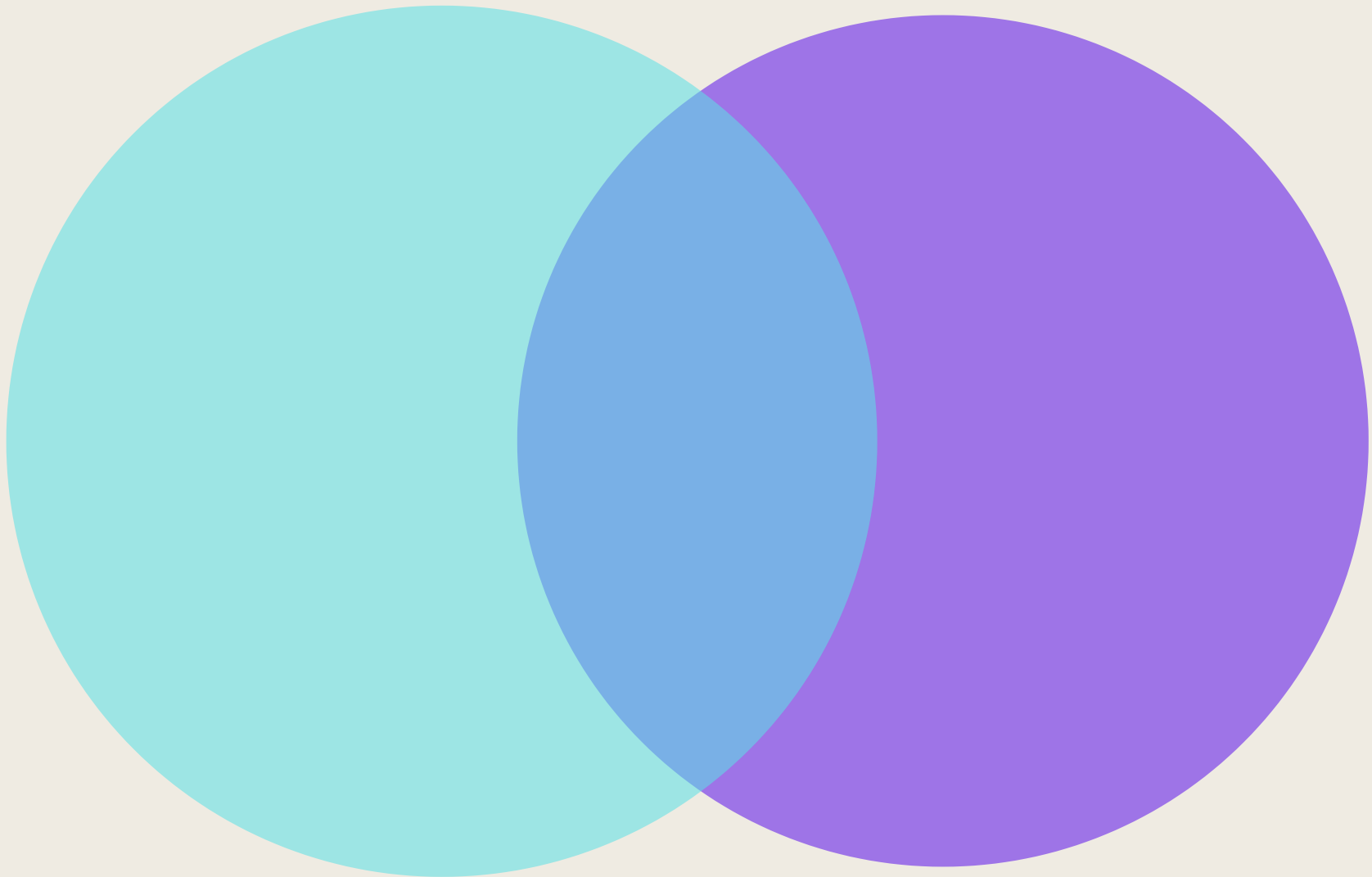
Villain name:

Wanted for:

# COMPARE AND CONTRAST FAIRY TALES AND FRACTURED FAIRY TALES

FAIRY TALE

FRACTURED FAIRY TALE



# Extension Activity- Reader's Theater!

Depending on the time you want to devote to this, this can be small scale with just finding a script for a fairy tale and have students learn their parts- or you can allow students to create props, backgrounds, costumes, etc!

Students can work together to learn a traditional fairy tale or even work together to make their own fairy tale!

An exciting aspect would be to invite families to show day! Students can even create invitations and posters advertising their show!