

Fairytale Forest Grade 1

Fairies, Fairytales, and Forests



CLASSROOM BEGINNINGS LEARNING PACKAGE

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Introduction

Through an emphasis on sequencing, students in Grade 1 will become familiar with 6 Fairytales.

How to Use this Resource

The Fairytale Forest Curriculum Package has 3 Components:

Part 1. Classroom Beginnings: Recommended for use in the classroom prior to the Fairytale Forest Experience.

Part 2. The Fairytale Forest Field Experience Curriculum: A facilitated curricular experience.

Part 3. Classroom Culminations: Recommended for use in the classroom following the Fairytale Forest Field Experience.

Fairytale Forest Grade 1: Content & Curricular Competencies

Science	Properties of light and sound depend on their source and the objects with which they interact	Demonstrate curiosity and a sense of wonder about the world Make simple predictions about familiar objects or events Experience and interpret the local environment
Language Arts	Story/text including elements of story, literary elements and devices, and vocabulary to talk about texts Language features, structures, and conventions including concepts of print, print awareness, phonemic and phonological awareness, and letter formation	Use foundational concepts of print, oral, and visual texts Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community Recognize the importance of story in personal, family, and community identity Use personal experience and knowledge to connect to stories and other texts to make meaning Recognize the structure and elements of story Exchange ideas and perspectives to build shared understanding Identify, organize, and present ideas in a variety of forms
Physical Education	Participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games Demonstrate caring behaviours in groups	Develop and demonstrate safety, fair play, and leadership in physical activities
Arts	Elements of art including visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition Elements of Art including processes, materials, movements, technologies, tools and techniques to support arts activities	Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Reflect on creative processes and make connections to other experiences Express feelings, ideas, stories, observations, and experiences through the arts

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About the Fairytale Forest Classroom Beginnings Learning Package

This series of lessons will familiarize children with fairytales and will reinforce student understanding of the elements and structures of these stories. Through focused attention to the story sequence, students will understand that all stories have a beginning, middle, and end.

Lessons in this Resource

The Fairytale Classroom Beginnings Learning Package has the following lessons:

- Instruction Plan for Teaching Sequencing Through Fairytales
- Sequencing Worksheets and Self-Assessments for:
 - a. The Three Little Pigs
 - b. Little Red Hen
 - c. Jack and the Bean Stalk
 - d. Goldilocks and the Three Little Bears
 - e. Little Red Riding Hood
 - f. The Gingerbread Man

Recommended Versions of the Above Fairytales



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Instruction Plan for Teaching Sequencing through Fairytales

Background

Students often enjoy repetition as it builds confidence around sequencing. By reengaging students with familiar fairytales, they will build their skills as readers and writers.

Time: 6, 40 Minute Sessions

Materials

- Print copies of The Three Little Pigs, Goldilocks and the Three Bears, The Little Red Hen, Little Red Riding Hood, Jack and the Beanstalk, and the Gingerbread Man.
- Chart paper with a Beginning, Middle, and End written on it.
- Copies of the “Sequencing Worksheet” associated with each story.
- Pencils, Scissors, Glue Sticks

Procedure

1. Activate students' prior knowledge about fairy tales. Ask students how fairy tales usually begin and end. What happens in the middle? (Use this step only in Session 1.) On chart paper, write a chart similar to the one below:
Beginning, Middle, End.
2. Hold up the book. Ask students to predict what will happen.
3. Read the fairy tale aloud, reminding students to pay attention to the events at the beginning, middle, and end. Pause as you are reading to give them opportunities to provide answers for the Beginning, Middle, and Ending Chart. (Fill in the chart as they give suggestions.)
4. Summarize with the 5 W questions: Who? What? Where? When? Why?
5. Following each story, provide students with the accompanying Sequencing Worksheet (see attached).

Note: Ideally, this process is completed with all of the Fairy-tale listed above until students understand the story sequence or formula for fairy tales.

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Example: Beginning, Middle, End Chart

Beginning	Middle	End
Once upon a time...	First	They lived happily ever after. (...or did they)?
	Then	
	Next	
	After that	
	Finally	