Folktales

First Grade

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Introductory Sheet:

Typical First Grade Learner:

First grade is a transition year for many students. Each student is now required to come to school and goes all day long. They start to become more independent. First graders are beginning to understand social relationships and should be given opportunities to practice those skills. These students are beginning to want feedback in order to modify behaviors and to contain conflict resolution skills. (education.com) First graders have concepts about numbers and letters. Some are good readers before this point, but many are still struggling. These students are beginning to learn more than numbers at this point. They are working hard to understand time, money, and how to skip count by 5’s, 10’s, and 2’s. Many students love science at this age because they are naturally curious about the world around them. For social studies, many students are learning about their community, school, family, history, economics, and broad topics of government. (pbs.org)

Rationale:

It is important for students to learn about events and symbols that are important to our country and why. Students need to explore oral history and begin to discover some of the similarities and differences of the way people lived in the past and how they live in the present. By teaching students about American folktales, they are learning important information about the culture of the United States. These students are also learning the difference between historical fact and fiction in American folktales. Finding information about American folktales can also help students understand why there are certain American holidays, such as Johnny Appleseed day. This unit covers multiple important social studies standards for first graders, such as: History, 1.1.1, 1.1.2, 1.1.4, 1.19, and 1.1.10.
Goals:

1. Students will understand the importance of American folktales and folklore in history.
2. Students will understand the purpose of American folktales and folklore.
3. Students will be able to distinguish multiple similarities and differences between the way people lived in the past and how they live in the present and why.
4. Students will understand how American folktales have created hope for people.
5. Students will begin to understand the importance of charity and community.

Learning Objectives:

- Given the two stories, students will be able to determine which is fantasy and which is reality two out of two.
- Given a picture graph of the students’ favorite apples, the students will answer at least four out of the five questions correctly.
- Through a class discussion, the students will be able to identify at least one historical fact in the book *Johnny Appleseed*.
- Through a class discussion, the students will be able to identify at least one historical fiction idea in the book *Johnny Appleseed*.
- Given a writer’s notebook, students will record at least five natural resources that they observed during the school exploration.
- Given the writing rubric, the student will write a letter (purpose) to their hero (audience/person) receiving at least a score of 4 out of 5.
- Given a class discussion, the students will be able to describe at least two folktale characters that can be known as heroes.
• Given a sorting worksheet, students will match the old jobs to the new technology that has replaced them getting at least six out of the eight correct.

• While playing the song “John Henry,” students will demonstrate appropriate listening behavior by being silent 100% of the time.

• Given a folktale character, each student will use books and other resources such as the internet, to find the answers to the five given questions.

• Speaking to a partner, each student will give two ideas about how the teachers made the characters come alive in the Reader’s Theatre Presentation “Tall Tales from the Wild West.”

• Given the five questions, the student will create a script for his/her folktale character.

• Given a partner, the students will provide a correct answer to each of the five questions asked.

• While being interviewed on the Oprah Show (the teacher will be playing Oprah), the students will provide a correct answer to each of the questions asked.

• While being interviewed on the Oprah Show (the teacher will be playing Oprah), the students will stay on topic while answering each question five out of five times.

Indiana State Standards:

Social Studies:

1.1.11 Chronological Thinking, Historical Analysis and Interpretation, Research: Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture. (Core Standard) Example: Johnny Appleseed, Paul Bunyan and John Henry

1.3.9 Environment and Society: Give examples of natural resources found locally and describe how people in the school and community use these resources. (Core Standard) Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.
1.1.4 Identify local people from the past who have shown honesty, courage and responsibility. (Core Standard)

1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. (Core Standard)

- Example: Clothing, the use of technology, methods of transportation, entertainment and customs

1.1.9 Chronological Thinking, Historical Analysis and Interpretation, Research: Use the library and other information resources to find information that answers questions about history. (Core Standard)

**Math:**

Number Sense

1.1.10 Represent, compare, and interpret data using pictures and picture graphs.

**English/Language Arts:**

1.3.4 Distinguish fantasy from reality.

1.5.5 Write for different purposes and to a specific audience or person. (Core Standard)

- Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

1.7.4 Organization and Delivery of Oral Communication: Stay on the topic when speaking. (Core Standard)

1.7.1 Comprehension: Listen attentively. (Core Standard)

**Music:**

1.6.4 Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

**Fine Arts/Theatre:**

1.6 Students create scripts and theatre pieces through collaboration, inquiry, and improvisation
Unit Web:

- Learn about transportation and heroes.
- Learn about the holiday and do a picture graph with apples.
- Answer five questions about your character while role-playing that character.
- Go on an exploration to find natural resources.
- Write a letter to your hero.
- Be your folktale character.
- Use a variety of sources to research information about a specific folktale character.
- Listen to two stories and decide which is a reality and which is a fantasy.
- Learn about folktales.
- Johnny Appleseed
- Daniel Boone
- Paul Bunyan
- American Folktales 1st Grade
- John Henry
- Fantasy or Reality (Fact or Fiction)
- Character Interview
- Role-Playing
Letter to Parents:
Dear parents/guardians,

At the beginning of next week, your students are going to be starting a new unit for Social Studies! This unit is going to be over American folktales and tall tales, such as the famous Johnny Appleseed, Paul Bunyan, and John Henry. The purpose of this unit is to help students explore why American folktales and folklore have been important to the culture of the United States. Also, students will begin to see similarities and differences of how people lived in the past and how they now live in the present.

During this unit, students will be doing multiple activities such as: creating graphs, writing letters, going on an exploration to, and doing research on a specific folktale character in order to role play that character. Also, we will be having a guest speaker, S. E. (Sandy) Schlosser, come into the classroom to tell some folktales orally and discuss how to write a tall tale. If you want to get involved, the class will much appreciate it if you have some costumes/props to send in that would be beneficial for students to use during their role play. For example: coon skin hats, overalls, plaid shirts, cowboy hats and boots, canteens, etc. PLEASE remember that no toy guns or weapons are allowed to be brought to school. PLEASE DO NOT send those types of items with your child. Also, I encourage you to speak with your students about some of your favorite folktales that you have heard about!

I hope you and your child is as excited about this new unit as I am! If you have any questions or concerns about this unit, please do not hesitate to contact me. Also, if you have any feedback or ideas during this unit, please feel free to email me and add contributions. I appreciate your time.

Sincerely,

Mrs. Hiatt

Email: smclark@spartans.manchester.edu
Trade Books:

Annotated List of Trade Books for Folktales


  In this book, Zora Neale Hurston takes the readers beyond the typical American folktales. This book has a much exaggerated tall tale on each page. This book does not have a set story, but instead has a different embellished saying on each page. Not only does this book contain different exaggerated tales, it also discusses idioms. These idioms can show light on how silly certain sayings can sound. This book could be used to enhance this unit by helping students understand how folktales are created. This book could also be used to help students make a connection with idioms and tall tales. This book could be used to help students come up with ideas for their own tall tale.


  This book discusses how Mike Fink is a man who can do the impossible. He ran away from home as a child because he hated to be contained indoors. As he grew up, he became the leader of a group of men who work on the Mississippi River known as the keelboatinen. He protected his men by wrestling and defeating grizzly bears and huge alligators. The story progresses to discuss how steamboats became popular and took over the jobs of the keelboatinen. This book could be used as a good example of an American folktale. If a student decided to role play Mike Fink, then this book could be used as a resource for his/her research.


  Paul Bunyan began his life in Maine. Even as a baby, his strength and size was phenomenal! Paul was born into a family of loggers, and even as a child, he could just pick trees right out of the ground. Paul always seemed to be in trouble and this book talks about several of these throughout his childhood. As Paul got older, he decided to roam the countryside with his pet Babe, in order to become one of the world’s greatest lumberjacks. This book is a good way to discuss heroes in American folktales and how stories were told to create reasons of how natural landforms came to be. This book could be used as a resource for his/her research if a student decided to role play Paul Bunyan.


  Pecos Bill is a cowboy hero from Texas! In this book, it begins with the birth of Pecos Bill and how he was raised by coyotes. In this story, it discusses the great inventions that Pecos Bill comes up with such as lassos and rodeos. The story progresses as Pecos Bill can do some amazing things, such as tame the wildest horses and wrestle the wildest
critters! The story comes to an end by discussing the unique wedding that Pecos Bill has and how he is reunited with his family! This book could be used to further discuss American folktales. This book would be good to use in order to help inspire students to understand the differences from fantasy and reality.


This book talks about how amazing Sally Ann was from the day she was born. She was the toughest baby around and could outdo many even as an infant! Born in Kentucky, she could wrestle alligators, bears, and rattlesnakes! This book discusses how Sally Ann is not scared of anything. This book ends the story by discussing how Sally Ann saves Davy Crockett and they get married. This book is good to demonstrate how women came to play in American folktales. Also, if a student chose to role play Sally Ann Thunder, this book would be given to her/him to use as a resource for their research.


Daniel Boone in this book is known as the “Great Pathfinder.” This book discusses his birth and how he grew up to be a great pioneer. Daniel Boone was an amazing outdoorsman. A unique detail about Daniel Boone is that he loved to read even though he never had the chance to go to school. This book discusses several adventures that Daniel Boone had and describes how he can be known as a hero to many! This book can be used to show students how pioneers found new land across the United States and to inspire students to investigate their own community. This book is also a good resource for a student who is role playing Daniel Boone.


This book discusses how it is still a mystery to this day whether or not John Henry truly existed. However, this story goes on to tell the tale of this strong heroine. John Henry was an African American male who was free and extremely hard working. The story begins with his birth and discusses how strong John Henry was even as a baby. As he grew up, his major contribution in his life was helping create the railroads back when they were first invented. What he is famous for, which is discussed fully in this book, is the day that he beat the steam drill! This book can be used to discuss transportation and how important railroads were in the past and how important they are in the present. This book can also be used as a resource for students who are role-playing John Henry.


This book begins when Thunder Rose is first born to parents who were once in slavery. As an infant, Thunder Rose possessed great talents. These talents were unusual for a baby, or even for a normal adult. She can grab on to lightening and roll it into a ball. Thunder Rose can bend wire and scrap metal. She even invents barbed wire and can wrestle up hoodlums with no problem! This book is a good way to show women in
American folktales and how they were incorporated. This book is a good way to discuss how thunder and lightning is formed in storms.


  This book has all the classic American folktale stories in one book. This book contains a story about the famous Paul Bunyan. Another classic hero, this book talks about Johnny Appleseed. This book also has a story about Davey Crockett and his wife, Sally Ann Thunder Ann Whirlwind. John Henry is also featured in this book because nobody should forget about the hero who beat the steam drill! This book also contains a collection of stories about other characters such as Pecos Bill, Stormalong, and Annie Oakley. This book is good in order to teach students about several American folktales all at once or could be split up. This book could be used as an introduction to the unit or could be used as a resource to the students for their role playing.

- **Shepherd, J. (2010).** *Johnny Appleseed.* USA: Cartwheel Books.

  This book shares a special tale with the reader about how a young boy who loved the outdoors turns into the legendary man that we know today as Johnny Appleseed. The book also discusses how Johnny Appleseed was a real man, whose name was Johnny Chapman. Johnny Chapman was born in Massachusetts. This book shows how Johnny Appleseed was a kind man who planted apple trees all across America. This book demonstrates how the compassion of one man can make a big difference in the lives of many. This book is a great way to start many conversations, such as community and charity or natural resources. This book is also good to demonstrate that some folktales are based on truth but then are exaggerated over time. This book is a good resource for students who choose to role play as Johnny Appleseed.
Bulletin Board:

FOLKTALE CHARACTERS!
TRUE OR FALSE

JOHN HENRY

John Henry lost his life by defeating the steam drill.

PAUL BUNYAN

Paul Bunyan had a pet ox named Blue.

DAVY CROCKETT

Davy Crockett was a soldier.

JOHNNY APPLESEED

Johnny Appleseed’s real name was Johnny Chapman.

DANIEL BOONE

Daniel Boone was known as the “Great Pathfinder.”

ANNIE OAKLEY

Annie Oakley was an amazing sharpshooter.
Sally Ann saved the life of Daniel Boone.

Pecos Bill was raised by a loving family.

Slue Foot Sue married Davy Crockett.

Mike Fink was the leader of the keelboatmen.

**Bulletin Board Answer key:** The students will flip the picture up from the bottom to find the answer. The answers (below) will be under each of the pictures.

**John Henry:** True

**Paul Bunyan:** False. Paul Bunyan’s pet ox was named Babe.

**Davy Crockett:** True

**Johnny Appleseed:** True

**Daniel Boone:** True

**Annie Oakley:** True

**Sally Ann Thunder:** False. She saved the life of Davy Crockett and then they got married.

**Pecos Bill:** False. Pecos Bill was raised by coyotes.

**Slue Foot Sue:** False. Slue Foot Sue was married to Pecos Bill.

**Mike Fink:** True
Field Trip/Guest Speaker:

A guest speaker would be beneficial for my first grade students to supplement my folktale unit. This would be an opportunity for the students to hear multiple folktales orally, which is how they were originally told, and how they could write their own folktale story. For my guest speaker, I would like to have S. E. (Sandy) Schlosser. According to americanfolklore.net, Schlosser is a “Spooky Series author, storyteller, teacher, webmaster, and folklorist…” and “is a frequent guest on radio/TV shows and at schools, conferences, and storytelling events all across the United States.”

When looking at the options that Schlosser offers, I would choose the option of customizing my own program. I would first have her give her speech on how to write a tall tale. Then, I would base it off the option that discusses American Tall Tales, such as Paul Bunyan and Pecos Bill, but would like to add some of the folktales that include women.

After the guest speaker, the next day I would give my students an organizational writing sheet that would help them begin creating their own tall tale. After filling out the sheet, I would then have the students write their rough draft of their tall tale. My goal would be that eventually students would make their tall tale story into a book with several pictures and then I would combine them all to make one large class book. Finally, students will share their class book with another class to make the assignment feel more meaningful. I would also display the book for parents’ night.
Pre-test and Post-test Assessments:

**Pre-test:**

**Folktale Pre-Assessment**

Name:___________________________________  Date:____________________________

**Directions:** Circle the correct answer.

1. Which of the characters below is an American folktale character?
   a. Barney
   b. George Washington
   c. Johnny Appleseed

2. What does it mean if a story is fantasy?
   a. The story is true.
   b. The story is not true.
   c. The story is funny.

3. What does it mean if a story is a reality?
   a. The story either is true or could be true.
   b. The story is not true.
   c. The story is sad.

4. What is an example of a natural resource?
   a. Trees
   b. Machine
   c. Car

5. Which of these characters can be known as a folktale hero?
   a. Superman
   b. Oprah
   c. John Henry

6. What type of transportation (ways to travel) was just beginning when John Henry was alive?
   a. Boats
   b. Railroads
   c. Cars
Folktale Pre-Assessment: Answer Key

1. c
2. b
3. a
4. a
5. c
6. b
Post-test:

Folktale Post-Assessment

Name:___________________________________ Date:____________________________

1. List two American folktale characters.
   ________________________________________  __________________________________

2. What does it mean if a story is fantasy?
   d. The story is true.
   e. The story is not true.
   f. The story is funny.

3. What does it mean if a story is a reality?
   d. The story either is true or could be true.
   e. The story is not true.
   f. The story is sad.

4. List two natural resources that can be found around the school.
   ________________________________________  __________________________________

5. Write about one folktale character that can be known as a hero and why.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. Give one example of a past job that was replaced by technology and what type of technology replaced it.
   Job:________________________________________________________________________
   Technology:__________________________________________________________________
Folktale Post-Assessment: Answer Key

1. Could be: John Henry, Johnny Appleseed, Paul Bunyan, Slue Foot Sue, Annie Oakley, Sally Ann Thunder, Davy Crockett, Daniel Boone, or any other American folktale character that was discussed during the unit.

2. B

3. A


5. Could be: John Henry, Johnny Appleseed, Paul Bunyan, Slue Foot Sue, Annie Oakley, Sally Ann Thunder, Davy Crockett, Daniel Boone, or any other American folktale character that was discussed during the unit. Then, student needs to provide why. This could be that the character saved someone, the character solved a problem, the character gave people hope, etc.

6. Examples:
   Farmer-Farming machines/tractors
   Movie stores-Red boxes
   Factory workers-Robots/machines
   Railroad workers-Steampunk drill
   Wal-Mart workers-Self-checkout machines
   Post office workers-Email
   BMV workers-Computers
   Tailors-Sewing machines
Technology and Literature:

In my unit plan, there is a great deal of literature incorporated. In each of the first five lessons, there is a book that is read at the beginning of the lesson. These books are read in order to provide background knowledge on major folktale stories and characters. Then, as the unit progresses, students will choose a character to research and answer questions about. During this time, the students will conduct research using two main sources: literature and technology. There will be a variety of literature provided through the teacher and library at this time to help students research their characters. Students will use technology at this time to find internet resources that can help them find answers about their characters. Also, students will use the technology to look at pictures to come up with ideas of how they should dress when they have to role play their folktale character.
Lesson Plans:

Mrs. Hiatt’s Folktale Unit: Lesson 1

Lesson: Fact or Fiction

Length: 30 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

Language Arts

1.3.4 Distinguish fantasy from reality.

Performance Objective(s):

Given the two stories, students will be able to determine which is fantasy and which is reality two out of two.

Assessment:

The teacher will use a checklist to check if the students understand the concepts or not.

Advance Preparation by Teacher:

- Have the two stories prepared
- Have the checklist with every students name on it

Procedure:

Introduction/Motivation:

“Good afternoon everybody! Today we are going to talk about the difference between fantasy and reality. Can anyone tell me what fantasy is?” (Allow students time to answer) (Bloom’s: Knowledge) If students struggle, lead them along. Tell them that fantasy is something that is not true. Next, ask the students “Can anybody tell me what the term reality means?” (Allow students time to answer) If students struggle, lead them along in the discussion. Tell them that reality is something that could really happen, or that is true. “Well, today we are going to listen to two short stories and I want you to decide which is fantasy and which is reality. Then, we are going to play a game.”

Step-by-Step Plan:

1. After introduction, read students the first Mrs. Hiatt’s story, which is fantasy.
2. Next, read the second story about Mrs. Hiatt, which is reality. (Gardner’s: Verbal-Linguistic)
3. After finishing the second story, ask the students to put their thumbs up if they think the first story was a reality. (Gardner’s: Bodily-Kinesthetic)
4. Next, ask the students to put their thumbs up if they thought the first story was a fantasy.
5. Then, ask the same two questions about the second story. (During these questions is where the teacher will mark on the checklist which students are understanding and which are not.)
6. After the students vote, go over the two stories. Tell the students about how the first story is considered a fantasy and is untrue. Then, tell them the second story is a reality and is true.
7. Ask the students how they knew which story was true and which story was false. Have a class discussion over this. (Gardner’s: Interpersonal) (Bloom’s: Comprehension)
8. Ask the students to compare and contrast the two stories. Have a class discussion over this. (Bloom’s: Analysis)
9. Now, tell the students it is time to play the game “Two Truths and a lie” (only we are modifying it to be only one truth and one lie.
10. Tell the students that each of them is going to make two statements. They need to say something about their self that is true and something that is a lie. They need to come up with this on their own. (Gardner’s: Intrapersonal) Then, all the students will put thumbs up if they think the first statement was true and then ask them to put thumbs up of they think the second statement is true. Then, have the student share which statement was true and which was false.
11. Give the students an example. Mrs. Hiatt has blue eyes. Mrs. Hiatt has a pet pig. (The first statement is true and the second is false)
12. After the game is over, have students go back to their desks and begin closure.

Closure:

“Let’s review what we learned today. Can anyone tell me what a fact is? (Allow students time to answer) Can anyone tell me what fiction is? (Allow students time to answer) Great job everybody! Now, starting tomorrow we are going to be discussing folktales. Does anyone know what a folktale is? (Give students time to answer) A folktale is a story that has been exaggerated, which means that it may have some facts but it is mostly fiction. For instance, maybe the person was a real person, but he/she did not do the things that have been told about them. Tomorrow we are going to discuss folktales more and we are going to read a story about the famous Johnny Appleseed!”

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:

The teacher will have the story read to them out loud and will have a copy of the stories to look at. The teacher will review the stories in order to help him/her to remember.

Student with ADHD:

Teacher will make sure that this student is sitting by people who will help keep him/her on task and not distract him/her. Teacher will make sure to sit this student towards the front next to her. Give this student a checklist to help him/her follow along.

Student with Gifts and Talents in Creativity:
Encourage this student to use a lot of detail when telling their truth and lie.

**Self-Reflection:**

After lesson, I would ask myself “How did the lesson go? Were the students engaged? Did the students understand and comprehend the stories and terms fact and fiction? Was there anything in the lesson that did not go smoothly and should be modified next time? Are students really on board to learn about folktales? How was the classroom management? Did students behave properly during discussion time with one another and follow classroom procedures?”

**Fiction**

Mrs. Hiatt is a farmer. She is a big girl, almost as tall as the ceiling in the classroom. Her feet are as big as watermelons. Mrs. Hiatt has a pet pig as big as a car and he follows her everywhere. His name is Bobby Joe. She is married to a man named Brandon. Brandon has curly hair as tight as Bobby Joe’s tail. Brandon is a tiny man. He is as skinny as a twig and has the teeth of a beaver. He has a wonderful beaver teeth smile that warms anyone around him. Mrs. Hiatt and Brandon is a very unique couple with many talents. They are such good farmers because they have special gifts. Bobby Joe fertilizes the special soil, Mrs. Hiatt’s tears water the seeds, and Mr. Hiatt’s bright smile provides the warmth and sunlight that plants need. They can grow crops all year long. Friends and families in their town of Farmville will never go hungry!

**Fact**

Mrs. Hiatt is a college student who is working hard to become a teacher. She has no children, but is happily married to a man named Brandon, who is also a college student working hard to become a teacher. She has a pet dog whose name is Oscar Mayer and he follows her everywhere. He is five years old and is about the size of Mr. Hiatt’s feet. Mrs. Hiatt has two turtles, as green as the leaves of trees in the summer time. Her turtle Seymour is about the size of a quarter, and Franklin is about the size of a half dollar. Mrs. Hiatt’s favorite colors are pink and purple. She has two younger sisters and an older brother. One of her sisters is seventeen and has so many freckles that you cannot even connect the dots. Her other sister is thirteen, and has blonde hair, as yellow as a golden apple. Mrs. Hiatt’s brother is twenty-four and he is married to a woman who has hair as dark as the night sky. Mrs. Hiatt is special because she is a hard worker and has mounds of patience.

**Mrs. Hiatt’s Folktale Unit: Lesson 2**

**Lesson:** Johnny Appleseed

**Length:** 30 minutes

**Age or Grade Level Intended:** 1st Grade

**Academic Standard(s):**
Mathematics: Number Sense

1.1.10 Represent, compare, and interpret data using pictures and picture graphs.

Social Studies: History

1.1.10 Chronological Thinking, Historical Analysis and Interpretation, Research: Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture. (Core Standard) Example: Johnny Appleseed, Paul Bunyan and John Henry

Performance Objective(s):

Given a picture graph of the students’ favorite apples, the students will answer at least four out of the five questions correctly.

Through a class discussion, the students will be able to identify at least one historical fact in the book Johnny Appleseed.

Through a class discussion, the students will be able to identify at least one historical fiction idea in the book Johnny Appleseed.

Assessment:

When students are finished answering the questions, the will turn in their bar graph and questions worksheet. This will be a formative assessment to see how well the students are grasping the concept of a picture graph.

Advance Preparation by Teacher:

- Copy of the book Johnny Appleseed by Jodie Shepherd
- Yellow, green, and red apples already pre-cut in order for each student to have one slice of each
- A place to have a visual picture graph
- Worksheet for each student

Procedure:

Introduction/Motivation: (This should take place in the reading/sharing area)

“Good afternoon everybody! Can anybody tell me what we learned yesterday?” (Give students time to reflect) (Bloom’s: Knowledge) “That is correct! Yesterday, we discussed the differences between fantasy and reality. Can someone tell me the differences?” (Allow students time to answer) (Bloom’s: Comprehension) “Exactly. Fantasy means that something is false or exaggerated, while reality is something that it true. Well, yesterday I also told you that today we are going to learn about Johnny Appleseed! He is a man that really existed but many of the stories told about him are fantasy. Although, he still is an important man to America and we even have a holiday dedicated to him called Johnny Appleseed day! Then, after I read the story, I have a special surprise for everyone!”
Step-by-Step Plan:

1. After introduction, begin to read *Johnny Appleseed* by Jodie Shepherd aloud. (Gardner’s: Verbal-Linguistic)
2. While reading, pause after certain pages and ask students to think in their mind and make a prediction about what is going to happen next in the story. (Bloom’s: Analysis)
3. When reading the part about apple trees, do a think aloud for the students where you make a connection. For example, I will discuss the memory of the apple tree at my grandmother’s house and how my brother and I use to pick the apples and eat them.
4. When finished reading the story, ask students to identify parts of the story that they think is reality (fact) and why. After allowing several students to answer and having a class discussion, ask students to identify parts of the story that they believe were fantasy (fiction) or exaggerated and why. (Bloom’s: Evaluation) (Gardner’s: Interpersonal)
5. Next, instruct students to go back to their desk, get out a pencil, have desk leaders of the day pass out the worksheets, and to wait quietly while you get their surprise.
6. Now, pass out the slices of apple to each student. While passing them out, tell students that they need to try each slice of apple and then decide which one is their favorite.
7. Then, go to the smart board or chalkboard or Elmo (whatever you decide is best and is available/for my class, we will use the smart board), write the three colors of the apples and instruct the students to follow along copying the information on their own worksheets. Tell students that when you call out the name of their favorite, they need to raise their hand and vote for it. Remind them that they can only vote for one.
8. After writing the numbers for each color, tell the students that we are going to create a picture graph with the information we have gathered.
9. Set up the graph on the smart board so that students can see. Discuss the parts of the graph while drawing. (Gardner’s: Visual-Spatial)
10. Have students copy the graph.
11. Next, fill in the graph with the students. For example, start with the red apples. Ask the students how many people had red apples as their favorite? Then, draw that many. (Gardner’s: Logical-Mathematical)
12. After filling in the graph, have students fill out the worksheet of questions on the graph. Walk around and check on students in order to make sure that they understand the questions and to clarify any questions. (Gardner’s: Intrapersonal)
13. When finished, students need to put their sheet into the homework basket on the teacher’s desk and read quietly or work on other homework as they wait for the other students to finish.

Closure:

“Can everyone work together to tell me three important things about Johnny Appleseed?” (Give students time to answer) (Bloom’s: Knowledge) “Can someone tell me what we did with the picture graph today?” (Bloom’s: Comprehension) (Allow students time to discuss) Then, go over the questions on the worksheet and discuss the answers. “Now, tomorrow we are going to talk about another folk tale character! His name is Daniel Boone and he is a great explorer. After we discuss him, we may even go on an exploration of our own!”

Adaptations/Enrichment:

**Student with Learning disability in reading comprehension:**
The student will have the story read to them out loud and will have a copy of the stories to look at. The teacher will review the stories in order to help him/her to remember. The teacher will highlight the most important parts of the story.

**Student with ADHD:**

Teacher will make sure that this student is sitting by people who will help keep him/her on task and not distract him/her. Teacher will make sure to sit this student towards the front next to her. Give this student a checklist to help him/her follow along. Encourage student to participate in class discussion.

**Student with Gifts and Talents in Creativity:**

Encourage students to use specific details when drawing their apples. If they have free time after answering the questions, give them the options of coloring the apples.

**Self-Reflection:**

Did the students understand and comprehend the story about Johnny Appleseed and why he is important to American folklore? Did students grasp the differences between reality and fantasy throughout the story? Did students understand the favorite apples picture graph? Was there anything in the lesson that did not go smoothly and should be modified next time? Are students really on board to learn more about different folktale characters? How was the classroom management? Did students behave properly during discussion time with one another and follow classroom procedures?

**Mrs. Hiatt’s Folktale Unit: Lesson 3**

**Lesson:** Daniel Boone

**Length:** 30 minutes

**Age or Grade Level Intended:** 1st Grade

**Academic Standard(s):**

Social Studies1.3.9 Environment and Society: Give examples of natural resources found locally and describe how people in the school and community use these resources. *(Core Standard)*

*Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.*

**Performance Objective(s):**
Given a writer’s notebook, students will record at least five natural resources that they observed during the school exploration.

**Assessment:**

When students are finished with school exploration, they will turn in their writer’s notebook. The teacher will assess the notebook by making sure each student has at least five natural resources that could have been observed during school exploration.

**Advance Preparation by Teacher:**

- Copy of *Who Was Daniel Boone?* by Sydelle Kramer
- Each student has a writer’s notebook and writing utensil
- Have a pre-planned path for exploration of natural resources

**Procedure:**

**Introduction/Motivation:** (This should take place in the reading/sharing area)

“Good afternoon everybody! Can anyone tell me what we learned yesterday?” (Give students time to reflect) *(Bloom’s: Knowledge)* “That is correct! Yesterday we learned about Johnny Appleseed. Can anyone tell me why Johnny Appleseed was important?” *(Bloom’s: Comprehension)* (Give students time to answer) “Wow, everyone has been such great listeners! Well, today we are going to learn about Daniel Boone. Does anyone remember what I said about Daniel Boone yesterday?” (Give students time to answer) “That is right! Daniel Boone is a great explorer! Now, listen to me read his story so we can learn more about him. As we read, try to decide what in his story is fantasy or reality; remember this means what is false and what is true.”

**Step-by-Step Plan:**

1. After introduction, begin to read *Who Was Daniel Boone?* by Sydelle Kramer aloud. *(Gardner’s: Verbal-Linguistic)*
2. While reading, pause after certain pages and ask students to make predictions about what they think will happen next in the story. *(Bloom’s: Analysis)*
3. When the book talks about Kentucky, model a think aloud for the students making a connection to the time I visited Kentucky with my family and what the landscape looked like. Ask the students if any of them have ever been to Kentucky and what it looked like? *(Bloom’s: Knowledge)* *(Gardner’s: Visual-Spatial)*
4. Each time the book talks about a natural resource, point this out to students. Ask the students what they think is a natural resource? After some discussion, let them know that a natural resource is something that is found in nature and is necessary or useful to humans. *(www.dictionary.com)* *(Bloom’s: Comprehension)*
5. When finished reading the story, ask students to identify parts of the story that they believe were fantasy or reality and why. *(Bloom’s: Evaluation)* Have a class discussion about this. *(Gardner’s: Interpersonal)*
6. Then, explain to students that we are going to go on a class exploration around the outside of the school in order to look for natural resources that our school and community have.
7. Instruct students to grab their writer’s notebooks and a writing utensil, and then line up. Tell students that they must record at least five natural resources that they observe around the school in their notebooks.

8. Next, lead students through the pre-planned path, allowing them time to observe natural resources. (Gardner’s: Naturalist/Bodily-Kinesthetic) Encourage students to be quiet in order to better observe their surroundings and to enjoy the sounds of nature. (Gardner’s: Intrapersonal)

9. After the exploration is over, bring students inside and have them turn in their writer’s notebooks.

Closure:

“Can someone tell me again what a natural resource is?” (Bloom’s: Knowledge) (Give students time to answer) “Will some people share a natural resource that they observed and how this resource can be used?” (Bloom’s: Application) (Allow time for discussion) “Now, I would like everyone to work together in order to tell me two reasons why Daniel Boone was important to what is America today?” (Allow students to answer) “Great job everyone! Now, tomorrow we will continue our discussions about folk tales and we will learn about a new person: Paul Bunyan. Paul Bunyan is a hero to many and we will talk about who some of your heroes are!”

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:

Give the student a list of the main ideas in the story, or give the student a copy of the book in order to follow along and have the major ideas marked or flagged. Make sure to ask clarifying questions and repeat important parts of the story.

Student with ADHD:

Give the student a checklist of activities for the lesson in order to help him/her follow along. Make sure the student is near people who will not get him/her in trouble. Give the student a responsibility during the exploration in order to keep him/her on track.

Student with Gifts and Talents in Creativity:

Encourage these students to also draw the natural resources that they find.

Self-Reflection:

After lesson, I would ask myself “How did the lesson go? Were the students engaged? Did the students understand and comprehend the story about Daniel Boone and why he is important to American folklore? Was there anything in the lesson that did not go smoothly and should be modified next time? Are students really on board to continue learning about folk tales? How was the classroom management? Did students behave properly during discussion time with one another and follow classroom procedures? Did the students behave properly during the exploration? Did the students understand what natural resources are? Was this lesson an overall success?”
Mrs. Hiatt’s Folktale Unit: Lesson 4

Lesson: Paul BunyanHeroes

Length: 30 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

Social Studies

1.1.5 Identify local people from the past who have shown honesty, courage and responsibility.  (Core Standard)

English/Language Arts

1.5.5 Write for different purposes and to a specific audience or person. (Core Standard)

Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

Performance Objective(s):

Given the writing rubric, the student will write a letter (purpose) to their hero (audience/person) receiving at least a score of 4 out of 5.

Given a class discussion, the students will be able to describe at least two folktale characters that can be known as heroes.

Assessment:

The student will turn in their letter, if finished, at the end of the period. If the letter is not finished, it is homework and will be expected to be turned in the next morning when school starts.

Advance Preparation by Teacher:

- Copy of Paul Bunyan by Steven Kellogg.
- Example letter
- Writing rubric
- Writing letter paper
- Writing music
Procedure:

Introduction/Motivation:

“Does anyone know how we got so many lakes in the United States? Does anyone know how the Grand Canyon was formed?” (Give students time to reflect and answer) (Bloom’s: Comprehension) “Well, as the legend goes, these were created by Paul Bunyan. Of course, this is fantasy. Can someone tell me again what fantasy means?” (Choose a student to answer) (Bloom’s: Knowledge) “That is correct. Fantasy means that it is false, or not real. However, it is an interesting folktale and these stories made Paul Bunyan a hero.”

Step-by-Step Plan:

1. First, read Paul Bunyan by Steven Kellogg. (Gardner’s: Verbal-Linguistic)
2. After reading the book, ask students about certain parts of the book and if they think these parts could happen in real life. (Bloom’s: Analysis)
3. Then, ask students why they believe Paul Bunyan is known as a hero.
4. Next, discuss reasons why someone may be a hero and some qualities that heroes have. (brave, kind, intelligent, loving, famous) (Gardner’s: Interpersonal)
5. Ask several students to share who their heroes are and why.
6. Send students back to their desks.
8. Tell students that they are going to write a letter to their hero.
9. Put rubric on the projector and read it to students.
10. The teacher will put her example letter on the overhead projector and will read aloud to class. (Gardner’s: Visual-Spatial)
11. Give students time to work independently on their letters. (Gardner’s: Intrapersonal) Turn on classical music low so they can listen as they work (writing music). (Gardner’s: Musical) Walk around and answer questions.

Closure: (At the end of the time, have the students who are finished with their letters turn them in. Other students, who are not finished, instruct them to take it home as homework and turn it in the next morning.)

“What are three things that we learned about Paul Bunyan today?” (Give students time to answer) (Bloom’s: Knowledge) “Why is Paul Bunyan considered a hero?” (Allow students time to answer) (Bloom’s: Comprehension) “Good. Paul Bunyan is considered a hero because of all these things and this is why he is considered an important folktales character in American History. Can some of share how Paul Bunyan is similar and/or different than some of the other American folktales characters we have learned about which are Johnny Appleseed and Daniel Boone?” (Give students time to name several comparisons and contrasts) (Bloom’s: Analysis) “Well, when you come back next week we are going to talk about several more important American folktales characters and do a special activity to go with it.”

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:
Give the student a list of the main ideas in the story, or give the student a copy of the book in order to follow along and have the major ideas marked or flagged. Make sure to ask clarifying questions and repeat important parts of the story. Read the rubric, directions, and sample letter out loud. Point out to the class that the word wall has many words that can help them when they write their stories.

**Student with ADHD:**

Give the student a checklist of activities for the lesson in order to help him/her follow along. Make sure the student is near people who will not get him/her in trouble. Help the student take one part of the letter at a time.

**Student with Gifts and Talents in Creativity:**

Encourage these students to also draw a picture to go with their letter or a border around their letter. The student could also put their letter on a creative shape (For example, make the letter into a heart or start shape; or if the person was a police officer, make the letter into the shape of a badge).

**Self-Reflection:**

After lesson, I would ask myself “How did the lesson go? Were the students engaged? Did the students understand and comprehend the story about Paul Bunyan and why he was considered a hero and important to American folklore? Was there anything in the lesson that did not go smoothly and should be modified next time? Are students really on board to continue learning about folktales? How was the classroom management? Did students behave properly during discussion time with one another and follow classroom procedures? Did the students behave properly during the quiet writing time? Did the students follow the rubric? Was the rubric kid-friendly enough? Was this lesson an overall success?
# Hero Letter Writing Rubric

<table>
<thead>
<tr>
<th>What You Need</th>
<th>Points You Got</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have an introduction. (Example: Dear ______,)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Have at least three reasons why this person is your hero.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Have a closing. (Example: Sincerely, Your name)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** 5
Dear Dad,

You are my hero. You are the best dad in the whole world. I look up to you and think of you as a hero because you work three jobs to take care of our family. You are also my hero because you coach all of my sports teams, and you are the nicest coach. Heroes are very brave and so are you. When I am scared of the dark, you come and check my room for me. One time a spider was in my room and you saved me. Heroes are the best and you are too. Thank you so much for being the best dad and for being my hero.

Your loving daughter,

Mrs. Hiatt
Mrs. Hiatt’s Folktale Unit: Lesson 5

Lesson: John Henry/Past and Present Transportation and Technology

Length: 30 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

Social Studies:

1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. (Core Standard)

- Example: Clothing, the use of technology, methods of transportation, entertainment and customs

Music:

1.6.4 Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Performance Objective(s):

Given a sorting worksheet, students will match the old jobs to the new technology that has replaced them getting at least six out of the eight correct.

While playing the song “John Henry,” students will demonstrate appropriate listening behavior by being silent 100% of the time.

Assessment:

Teacher will have students turn in their sorting worksheet at the end of the period. The teacher will have an observation checklist to observe listening behavior during the song.

Advance Preparation by Teacher:

- Copy of John Henry written by Julius Lester and illustrated by Jerry Pinkney, a Caldecott Honor Book
- Sorting worksheet for each student
- John Henry song

Procedure:

Introduction/Motivation:
“How many of you think that you are soooo strong that you could beat a machine?” (Allow students to answer) “Well, according to a famous American folktale, John Henry was. Today, we are going to read about John Henry and even listen to a song that was written about him!”

**Step-by-Step Plan:**

13. As you come to the page about the steam drill, do a think aloud about how you have noticed many jobs disappearing due to the advancement of technology. Specifically, I will talk about at my dad’s factory.
14. When finished reading the book, ask the students if they think now in the present if we still have people that build railroads or technology such as the steam drill? Ask them why they think that happened. *(Gardner’s: Interpersonal)* Ask students if they know someone who has lost their job due to technology?
15. Send students back to their desks.
16. Put the sorting worksheet on the overhead projector. Read directions to the students. Read aloud each picture for the students. *(Gardner’s: Visual-Spatial)*
17. Instruct them to work on the sorting worksheet. *(Gardner’s: Intrapersonal/ Logical-Mathematical)* Walk around and answer clarifying questions.
18. As students work, play the John Henry song for them. *(Gardner’s: Musical)*

**Closure:**

“Can you tell me three things you learned today?” (Allow students time to answer) *(Bloom’s: Knowledge)* “What are some of the differences and similarities between John Henry and the other folktale characters that we learned about?” (Allow students time to answer) *(Bloom’s: Analysis)* “Could John Henry be considered a hero like Paul Bunyan? Why or why not?” (Allow students time to answer) *(Bloom’s: Comprehension)* “In our world today, do you think technology is a good thing? Why or why not?” (Allow students time to answer) *(Bloom’s: Evaluation)* “Well, next week each of you is going to choose a folktale character to research. Then, you are going to play that character for the class. Don’t worry; we are going to take plenty of time to work on it.”

**Adaptations/Enrichment:**

**Student with Learning disability in reading comprehension:**

Give the student a list of the main ideas in the story, or give the student a copy of the book in order to follow along and have the major ideas marked or flagged. Make sure to ask clarifying questions and repeat important parts of the story. Read the directions and pictures out loud for the students.

**Student with ADHD:**

Give the student a checklist of activities for the lesson in order to help him/her follow along. Make sure the student is near people who will not get him/her in trouble. Help the student take one part of the worksheet at a time.

**Student with Gifts and Talents in Creativity:**
Encourage these students to color the pictures on the sorting worksheet. Tell them they can also add their own pictures.

**Self-Reflection:**

After lesson, I would ask myself “How did the lesson go? Were the students engaged? Did the students understand and comprehend the story about John Henry and why he was considered an important person in American folklore? Was there anything in the lesson that did not go smoothly and should be modified next time? Are students really on board to continue learning about folktales? How was the classroom management? Did students behave properly during discussion time with one another and follow classroom procedures? Did the students understand how technology is different in the present than it was in the past? Do they understand how jobs have changed from the present and the past? Was this lesson an overall success?
The Effect of Technology on Jobs

**Directions:** Cut out the pictures on the second page and glue them in the present column matching them with the job they took the place of.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Farmer" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Movie Stores" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Factory Workers" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Railroad Workers" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Wal-Mart Workers" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Post Office Workers" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="BMV Workers" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Tailor" /></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Cut out these pictures. Glue them in the present column across from the job that they took the place of.

(Farming Machines)  (Red Boxes)

(Robots / Machines)  (Steam Drill)

(Self Check-Outs)  (Emails)

(Computers)  (Sewing Machines)
Mrs. Hiatt’s Folktale Unit: Lesson 6

Lesson: Choosing a Folktale Character

Length: 30 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

Social Studies

1.1.9 Chronological Thinking, Historical Analysis and Interpretation, Research: Use the library and other information resources to find information that answers questions about history. (Core Standard)

Performance Objective(s):

Given a folktale character, each student will use books and other resources such as the internet, to find the answers to the five given questions.

Assessment:

The assessment will be done with a checklist and observation. The teacher will make sure that the students are working on answering their five questions about their character. The teacher will have a summative assessment on the last day of the unit by having the students role play as their character answering the five questions.

Advance Preparation by Teacher:

- Have folktale characters available for the students to choose from.
- Sign-up sheet. As the students choose their character, put it next to their name on the sign-up sheet.
- Have the five questions prepared that each student needs to answer.
- Have already talked to the librarian and have books available for the folktale characters.
- Have directions prepared for the students.
- Student Checklist.

Lesson Plan:

- The teacher will explain the assignment. The teacher will tell students that each of them will get to be a folktale character of their choice. The teacher will read aloud and handout the five questions that each student will need to be able to answer about their character.
- The teacher will explain that the students will use different resources to find the information about their characters, such as books in the library or websites on the computer.
- Next, the teacher will display the choices of characters on the projector/Elmo.
- The teacher will read aloud the names of each character and give a brief statement about each.
The teacher will go around to each student’s desk and sign them up for the character that he/she chooses. If many students are choosing the same character, encourage them to learn about a new one.

With the time left, give students books about his/her character. Tell them they need to look through their books and see if they can find information that answers the questions about his/her characters.

Demonstrate this to students by choosing a character and look through a book to find an answer to a question about that character.

Explain to them that this is called researching when they search through books to look for information about a specific character or subject.

Tell students that tomorrow they are going to learn more about role playing and how they can bring their character to life!

Five Questions:

1. What is your character’s name? Are there any other names that your character goes by?
2. What are three words that can describe what your character is like?
3. What is your character known for? Why are they important?
4. Is your character a real person or was he/she made up?
5. When did your character live? What time period? What years?

Character List:

1. John Henry
2. Paul Bunyan
3. Johnny Appleseed
4. Pecos Bill
5. Daniel Boone
6. Davey Crockett
7. Annie Oakley
8. Slue-Foot Sue
9. Sally Ann Thunder
10. Jesse James
11. Casey Jones
12. Febold Feboldson
13. Ethan Allen
14. Sam Hyde
15. Mike Fink
16. Thunder Rose

Mrs. Hiatt’s Folktale Unit: Lesson 7

Lesson: Role-Playing: How to Bring Your Folktale Character Alive

Length: 45 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):
English/Language Arts

1.7.1 Comprehension: Listen attentively. (Core Standard)

Social Studies

1.1.9 Chronological Thinking, Historical Analysis and Interpretation, Research: Use the library and other information resources to find information that answers questions about history. (Core Standard)

Fine Arts: CREATIVE PROCESS

1.7 Students create scripts and theatre pieces through collaboration, inquiry, and improvisation

Performance Objective(s):

Speaking to a partner, each student will give two ideas about how the teachers made the characters come alive in the Reader’s Theatre Presentation “Tall Tales from the Wild West.”

Given a folktale character, each student will use books and other resources such as the internet, to find the answers to the five given questions.

Given the five questions, the student will create a script for his/her folktale character.

Assessment:

The assessment will be done with a checklist and observation. As the students talk with their partners the teacher will check next to their name if they are participating and have given at least two ideas. The teacher will again check off each student’s name by making sure that the students are working on answering their five questions about their character. The teacher will have a summative assessment on the last day of the unit by having the students role play as their character answering the five questions.

Advance Preparation by Teacher:

- Have volunteers for dressing up and reading the Reader’s Theatre script.
- Have enough scripts for each character.
- Have computer lab reserved.
- Have a list of appropriate websites the students can use to research their characters.
- Have books available still.
- Student Checklist.

Lesson Plan:

- Have discussion with the students about role-playing. Tell students what role-playing is. Help them make connections by pointing out that they role-play every time they do a Reader’s Theatre during morning work.
- Then, the teacher and volunteers will do their presentation over the Reader’s Theatre “Tall Tales from the Wild West.”
- After presentation, have students talk with their partner about how the “actors” made the characters come alive. What made the presentation fun and exciting?
• After time to talk with partners, have a class discussion about how the teachers made the characters come alive. (Help them with ideas, such as dressing up, changing their voices, using expressions) Write the ideas on the board as a visual reference for students.
• The teacher should choose a character to research in order to scaffold what this looks like for students. For example, I would choose Slue Foot Sue. I want to know what she looks like, so I would go to Google images and type in her name.
• In the computer lab, the teacher needs to have a list of websites that can help students research their characters.
• Encourage students to research how their character dressed and come up with ideas for a costume. (Teacher will help get costume supplies for students)
• Take students to computer lab and give them the rest of the time to be working on their five questions about their character.
• The teacher needs to walk around and check for understanding. Make sure the students are getting answers and ask them questions to help guide them.
• Tell students that tomorrow will be their last day to research and then they are going to practice being their characters.

Mrs. Hiatt’s Folktale Unit: Lesson 8

Lesson: Folktale Character Research and Practice

Length: 45 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

1.1.9 Chronological Thinking, Historical Analysis and Interpretation, Research: Use the library and other information resources to find information that answers questions about history. (Core Standard)

English/Language Arts

1.7.4 Organization and Delivery of Oral Communication: Stay on the topic when speaking. (Core Standard)

Performance Objective(s):

Given a folktale character, each student will use books and other resources such as the internet, to find the answers to the five given questions.

Given a partner, the students will provide a correct answer to each of the questions asked.

Assessment:

The teacher will have a checklist and will check each student to make sure that he/she has answered each of the five questions. Then, as the students work on being their characters and answering their questions,
the teacher will walk around with a checklist and check if the students are staying on topic when answering the question asked.

**Advance Preparation by Teacher:**

- Computer Lab time reserved.
- Make sure that books are still available.
- Student checklist.
- Assigned partners for practicing.

**Lesson Plan:**

- Start class off by taking students to computer lab to finish answering questions about their characters.
- Walk around and make sure that students are getting the questions answered. If not, help them along.
- Give students 10-15 minutes to finish up. Check and make sure that every student has finished.
- Take students back to classroom.
- Tell them assigned partners.
- Have each students practice answering their five questions. Remind them to use change in voice and expression. Demonstrate for them.
- Tell them that when speaking they need to stay on topic when answering questions. The teacher will demonstrate this for students by answering two questions. The first, she will stay on topic and answer the question clearly. The second, the teacher will say “um” several times and not answer the question.
- Then, the teacher will ask students to decide which one was staying on topic and which was not.
- Next, give the students opportunities to practice.
- Walk around and check if each student is staying on topic and answering questions. Give students tips and feedback on how they are doing.
- Tell them that tomorrow will be a complete practice/rehearsal day and everyone will also figure out what they want to use for props/costumes.

**Mrs. Hiatt’s Folktale Unit: Lesson 9**

**Lesson:** Folktale Character Final Practice

**Length:** 30 minutes

**Age or Grade Level Intended:** 1st Grade

**Academic Standard(s):**

English/Language Arts

1.7.4 Organization and Delivery of Oral Communication: Stay on the topic when speaking. (Core Standard)
Performance Objective(s):

Given a partner, the students will provide a correct answer to each of the five questions asked.

(This was taught in lesson 8 but is being practiced in this lesson)

Assessment:

As the students work on being their characters and answering their questions, the teacher will walk around with a checklist and check if the students are staying on topic when answering the question asked and will provide feedback to the students and help those who are struggling with the concept.

Advance Preparation by Teacher:

- Student checklist.
- Assigned partners for practicing.
- Student props/costumes

Lesson Plan:

- Begin lesson by telling students they now should know the correct answers to their five questions about their characters. They should also know what their character looks like so they can find props to help them get into character. Tell them this is the last day for them to practice and try on their costumes/props.
- Have students decide on props/costumes.
- Tell them assigned partners. At halfway, half students switch to a different partner.
- Have each students practice answering their five questions. Remind them to use change in voice and expression. Demonstrate for them.
- Demonstrate again what it looks like when someone answers a question while staying on topic and while not staying on topic.
- Walk around and check if each student is staying on topic and answering questions. Give students tips on how they are doing.
- Tell them that tomorrow will be the character interview day. Students will be interviewed on the “show” three at a time and everyone else will play the role as the audience while the three are being interviewed. After each three are interviewed, there will be a “commercial” and then three more students/folktale characters will come on the show.
- Tell students the order they will be interviewed in for tomorrow.

Mrs. Hiatt’s Folktale Unit: Lesson 10

Lesson: Folktale Character Interview

Length: 45 minutes

Age or Grade Level Intended: 1st Grade

Academic Standard(s):
English/Language Arts

1.7.4 Organization and Delivery of Oral Communication: Stay on the topic when speaking. (Core Standard)

**Performance Objective(s):**

While being interviewed on the Oprah Show (the teacher will be playing Oprah), the students will provide a correct answer to each of the questions asked.

While being interviewed on the Oprah Show (the teacher will be playing Oprah), the students will stay on topic while answering each question five out of five times.

**Assessment:**

The teacher will have a checklist and will mark if the students answered their five questions correctly and if they stayed on topic.

**Advance Preparation by Teacher:**

- Student checklist
- Student props
- Oprah costume

**Lesson Plan:**

- Start class by explaining again to students how the Oprah Show will go.
- Have students get all their props/costumes around.
- Have classroom set up for the show.
- Have the first three students sit in the interview chairs.
- Have all the rest of the students sit in the audience.
- Ask each of the students the first question, second, and so on until you have asked all five questions. Have students take turns answering. Complete assessment for each student after he/she answers each question on whether or not the question was answered correctly and if the student stayed on topic.
- After those three have answered there questions, go to commercial and have the next three come up and then continue the same interviewing technique.
- After interviewing all the students, congratulate them on their effort and good work.
- Have a class discussion about how the interviews went and what the students liked and disliked about the whole experience.