

## ESSENTIAL UNIT GUIDING QUESTION:

How are fairytales unbelievable?

## LESSON GUIDING QUESTION:

What is believable or unbelievable?

### LESSON OVERVIEW

Teachers define the word *unbelievable* and help students identify whether statements posed are believable or unbelievable. Then, students find examples of unbelievable fairytale characters and events in pictures.

### ELA COMMON CORE STANDARDS

- Recognize common types of texts (e.g., storybooks, poems) (RL.K.5)
- With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)

### RESOURCES/MATERIALS

- “Believable or Unbelievable?” (Figure 7.2)
- Various fairytales with many pictures
- post-it notes

**ESTIMATED TIMING:** approximately one 50-minute lesson, or break the lesson into smaller chunks for workshop time

### LESSON DETAILS

#### 1. *Connect to previous learning.*

- Remind students of what they learned in the previous series of lessons about the elements of fairytales, specifically:
  - There might be a **beginning** like “Once upon a time...” or a similar phrase.
  - There are **magical or unreal characters** like a fairy or an animal.
  - There are **magical events (or things)** that happen that are not real like a fairy doing magic or an animal talking.
  - There is a **good character**.
  - There is a **bad character**.
  - There are **certain numbers**, such as 3 animals or 3 times somebody says something.
  - There might be a **royal character**, like a king or queen.
  - There might be an **ending** like “And they lived happily ever after” or a similar phrase.

- Tell them that today the focus is on these two elements:
  - ***There are magical or unreal characters like a fairy or an animal.***
  - ***There are magical events (or things) that happen that are not real like a fairy doing magic or an animal talking.***
- Explain that when characters, events, or things seem unreal or magical, they are also called unbelievable. This is a new word for them, so share the root word and explain that the prefix “un” means “not.” Tell students that today they will focus on the question: ***What is believable or unbelievable?***

2. ***Identify statements as believable or unbelievable.***

- Tell students that you will read aloud many statements one at a time. After you read each one, pause and have them determine if the statement is believable (or true) or if the statement is unbelievable (or false). These statements are on the sheet “Believable or Unbelievable?” in Figure 7.2. Feature it on the document camera or make an overhead transparency of it. Reveal one statement at a time.
- Use the “think aloud” strategy for the first two statements on the sheet “Believable or Unbelievable?” This means you will be talking aloud what you are thinking in your head to show kids how you process information and work out how to do something. Respond to each statement using finger symbols: show a thumbs up sign for statements that are believable; a thumbs down for those that are unbelievable; and, a fist for those statements you are unsure about. Model these finger symbols when you model using the “think aloud” strategy.
- Read additional statements one at a time. After reading each statement, instruct students to turn and talk to a partner to determine if each statement is believable or unbelievable. Have each pair show a thumbs up for each true statement and thumbs down if the statement is false. If they are unsure, they signal with a fist. Verify each answer. Statements 3, 6, and 9 are believable and true on Figure 7.2.

3. ***Explain how learning links to ongoing reading work.*** Tell students that the question: ***“What is believable or unbelievable?”*** applies to fairytales because one main characteristic of fairytales is that something is unbelievable as they learned in the last lesson. It could be an unbelievable character, an unbelievable setting, or an unbelievable event. That is the charm of fairytales. Return to the statements and briefly identify what specifically is unbelievable in each statement: *character, setting, or event.*

4. ***Identify what is believable or unbelievable in fairytale pictures.*** Recall a familiar fairytale as the basis for modeling this activity. Focus on one or two pictures and ask students what part of the text explains these pictures. You might feature these pictures – one at a time – on a document camera or merely hold up the book for all to see. Ask if these pictures represent what is believable or unbelievable. Tell students they will be looking at fairytale pictures and doing the same exercise.

- Instruct students to work in pairs and review several pictures from fairytales. As they review each picture, tell them to discuss with their partners if the picture is believable or

unbelievable. You might have them use post-it notes to flag those pictures that are unbelievable with a **U** and those that are believable with a **B**.

- Then, have them go further to discuss what about the picture is unbelievable: *characters, setting, or event*.
  - **Differentiation:** Have several different types of familiar fairytales replete with pictures available for students to peruse. To differentiate by readiness, provide appropriately challenging fairytales to pairs of students. For high achievers, they can write *character, setting, or event* on their post-it notes.

**5. Know that there are believable and unbelievable characteristics in other books students read.**

- Ask students to report to the whole group some examples of what they saw in their fairytale pictures. In discussion, compare and contrast these characters, settings, and events.
- Explain to the class that today and everyday, they will encounter stories that have unbelievable and believable characters, setting, and events. Have a couple of volunteers share their experiences with reading believable or unbelievable aspects of a story.
- Tell students that in the next lesson they will listen to a fairytale and identify parts of the text that are believable and unbelievable.

**EXTENSIONS:**

- Look for examples of unbelievable characters, actions, or objects in magazines. Have students cut out examples that they see and bring them into class to share.
- Watch a Disney fairytale (e.g., *Beauty and the Beast*, *Sleeping Beauty*, etc.) and record what is unbelievable.

**ASSESSMENTS:**

- participation in discussions and activity
- placement of and writing on post-it notes

## Believable or Unbelievable?

1. A fairy godmother waves her magic wand and a pumpkin turns into a carriage.
2. A princess bites into an apple and falls into a deep sleep for years and years.
3. A prince invites people to come to the castle for a party.
4. A hen bakes a cake.
5. A little pig builds a house of straw.
6. A wolf lives in the forest.
7. Bears sleep on beds and eat oatmeal for breakfast.
8. Princesses kiss frogs and they turn into princes.
9. Brick houses are stronger than houses made from straw.