

Fairy Tale Tunes

Grade Level: K - 4

Content Areas: Music, Technology and Language Arts

Time Frame: 60 minutes

MATERIALS

Fairy Tale Tunes Books

Chart Paper

OBJECTIVES

Students will:

- Listen to and read fairy tales, focusing on comprehension and analytical skills.
 - Analyze the fairy tales for common elements and genre characteristics.
 - Collaborate to gather information
-

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Characteristic - A feature or quality belonging typically to a person, place, or thing and serving to identify them.

Fairy Tale - A simple children's story about magical creatures

Plot - The main events of a story

Prediction - A statement about what will happen or might happen in the future

FREE SONG

[Click here](#) to download or stream the Fairy Tale Tunes songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

PROCEDURES/ACTIVITIES

Preparation:

Gather the Fairy Tale Tunes books.

Lesson Procedure:

1. To start out begin by asking students to share the names of various fairy tales. They can think about books, television programs, and movies. As they share titles, list the titles on the board or on chart paper.
2. Get out the six Cantata Learning Fairy Tale Tunes books and show them to students. The books are Cinderella, Gingerbread Man, Goldilocks, Rapunzel, Snow White and Three Little Pigs.
3. As you show the class the front covers of the Fairy Tale Tunes ask students to identify elements that may indicate that the story is a fairy tale, referring to their brainstormed lists for ideas.
4. As you read ask students to identify the fairy tale possibilities for the book. Reinforce any ideas that students suggested from the pictures on the cover and title page.
5. While you are reading the books ask students to brainstorm a list of characteristics that describe the six different fairy tales. Once you have read the books ask students to share the characteristics they came up with for each book. Again, list the details on the board or on chart paper.
6. As students to make suggestions, encourage any additional information that they volunteer that provides examples. Note the examples on the board or chart paper as well.
7. Ask students to think about the plot of the fairy tales that they are familiar with and predict what will happen in this story as you read.
8. Again, ask students to think about the plot of fairy tales and to predict what will happen in this story. Reinforce predictions that students made earlier in the process.
9. Ask students to predict what will happen next in the story, referring to their understanding of fairy tales and predictions that they have already made.
10. Ask students to share any additional characteristics that they noticed, and add these items to the list.
11. If students have not identified the characteristic, explain that fairy tales often teach readers or listeners a lesson.
12. Identify the lesson from the Fairy Tale Tunes.

Technology Extension:

Break students into six groups. Give each student one of the *Fairy Tale Tunes* books. Have students use [Story Map](#) and then working in their groups, have students complete the Story Map for the fairy tale.

Once every group has completed the Story Map and printed their responses, gather students as a group and invite them to share their findings.

Post the printed maps together, organized by story element. In other words, collect all of the printouts on characters are together, all of the printouts on conflict are together, and so forth. Reinforce the connections between the conflict and resolution in the various stories and the plots of the books.

Music and Art Extension:

Have students make puppets or paper dolls to retell the tales. Here are [5 fun puppets to make](#).

Have students either act out the Fairy Tale Tunes with their songs or they can use their own stories to act out the tales. Using the Plot Diagram worksheet have students use the fairy tale they create and have them complete the basic outline of the events in the story that they made.

Standards:

NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

6.Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

8.Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11.Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12.Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Language Extension:

Start by having students create their own Fairy Tale. Have them write out the story. Making sure that there is a plot, exposition, rising action, climax, falling action and a resolution.

Encourage students to check the brainstormed lists of fairy tale elements as well as the printouts from the Story Map as they work.

Using the [Plot Diagram worksheet](#) have students use the fairy tale they create and have them complete the basic outline of the events in the story that they made.

Have students share their stories with the class.