

Fairy Tale Tunes

Grade Level: 1 - 3

Content Areas: Music, Art, Technology, and Language Arts

Time Frame: 60 minutes

MATERIALS

[Fairy Tale Tunes Books](#)

[Story Map](#) Two for Each Student

[Compare and Contrast Graph](#) for Each Student

Paper and Writing Materials for Students

OBJECTIVES

Students will:

- Identify and describe the similarities and differences in two fairy tales.
- Write an informative paragraph stating how two stories are the same and different and providing textual evidence as support.

VOCABULARY:

Key vocabulary

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

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

Compare - To examine for similarity or differences

Contrast - Difference or the amount of difference

Evidence - An indication that makes something evident

Explain - To Make Clear

Informative - Giving knowledge or information

Story Elements - Commonly identified elements of a story include plot, character, setting, and theme

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:

Start by reviewing the elements of a story such as characters, setting, and major events with students. Ask students what makes a fairy tales different than other stories and ask for some examples of fairy tales.

Tell the students they are first going to be comparing and contrasting [Beauty and the Beast](#) and [Jack and the Beanstalk](#) as a class and [Little Red Riding Hood](#) and [Thumbelina](#) as a small group.

Lesson Procedure:

1. Read *Beauty and the Beast* and *Jack and the Beanstalk* with the class, then create a class story map for each story. Once the two stories have been read and the story maps have been completed, create a class compare and contrast graph.
2. As you are filling out the compare and contrast graph ask students the following questions
 - How is the plot/major events the same/different in each story?
 - How is the setting the same/different in each story?
 - How are the characters the same/different in each story?
3. Now that students have a good understanding of what a compare and contrast graph is have students get into small groups of 2 or 3.
4. Have students listen and read *Little Red Riding Hood* and *Thumbelina*.
5. In their groups, have students first create a story map for each story. Then have students create and fill in a compare and contrast graph for the two stories.
6. Once this is complete, have students stay in their seats and tell them it is time to write a compare and contrast essay using the compare and contrast graph.
7. Review the elements of an informative paragraph (topic sentence, body, concluding sentence). This will be the introduction for the students in writing a class paragraph together on what they have learned.
8. Create a topic sentence with students as a group.
9. Have students describe at least two similarities/differences and supporting them with textual evidence.
10. Create a concluding sentence with students.
11. As a class, evaluate the class paragraph and have each student tell you one thing they learned.

Art Extension:

As an art extension, the students will now have a chance to bring the fairy tales together in a creative, unique way. Listen and sing along to the four Cantata Learning fairy tales again. This will give them important background knowledge as they create their own version of a fairy tale.

Students will create their own fairy tale bringing together two or more of the fairy tales...characters, setting, story line, etc... For example: Perhaps Thumbelina takes the place of Little Red Riding Hood. How would this change the story? How would this change the outcome? What is different and what is the same? They can write their ideas and story on paper or use an online program such as Google Doc's to capture their ideas and story.

Once they have created their new story, have each student use a storyboard with at least 8 cells to tell their story. This will be similar to a comic strip. You can give them a piece of paper to create their own or give them one that is printed out. I created this one in a Google Doc and printed it off. You can get to this storyboard [here](#) and make a copy to use.

Technology Extension:

From the storyboard they create on paper, students can now create a digital storyboard of their new fairy tale using [StoryboardThat](#). With StoryboardThat, students can make any layout or number of cells they would like to include in their storyboard.

Another digital tool that can be used to create a storyboard or comic is [Pixton](#).

YouTube Music Videos for Animal World: Songs About Animal Adaptations:

[Beauty and the Beast](#)

[Jack and the Beanstalk](#)

[Little Red Riding Hood](#)

[Thumbelina](#)

Standards:

First Grade: CCSS.ELA-LITERACY.RL.1.3, CCSS.ELA-LITERACY.RL.1.5, CCSS.ELA-LITERACY.RL.1.9, CCSS.ELA-LITERACY.RF.1.1, CCSS.ELA-LITERACY.W.1.3, CCSS.ELA-LITERACY.W.1.8, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.4

Second Grade: CCSS.ELA-LITERACY.RL.2.3, CCSS.ELA-LITERACY.RL.2.5, CCSS.ELA-LITERACY.RL.2.7, CCSS.ELA-LITERACY.RF.2.3, CCSS.ELA-LITERACY.W.2.3, CCSS.ELA-LITERACY.W.2.8, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.2

Third Grade: CCSS.ELA-LITERACY.RL.3.3, CCSS.ELA-LITERACY.RL.3.9, CCSS.ELA-LITERACY.RF.3.3, CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.2

