

Language Lizard Unit: Supporting our Classmates: Folktales, Bullying and Problem Solving Together

Supporting our Classmates: Folktales, Bullying and Problem Solving Together

Language Lizard Materials Used:

Three Billy Goats Gruff (Teacher's choice of language)

Ellie's Secret Diary (Teacher's choice of language)

**Lessons can be adapted to use different Language Lizard books in a variety of languages

Focus Languages: Teacher's or students' choice

Focus Countries: Norway, England

Grades: 3-5 (Written for Grade 3 audience)

Authors: Lacey Christman and Alicia Penny

Affiliation: The authors are students at West Chester University of Pennsylvania, studying Elementary Education.

Supporting our Classmates: Folktales, Bullying and Problem Solving Together

These lessons have been designed to help students:

- hear and see new languages, and text;
- learn about the geography and location of England and Norway;
- build an appreciation of the diverse languages present in the world and in the United States;
- introduce important concepts of: folktales, bullying, supporting one another, problem solving, non-violent conflict resolution; and
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment while demonstrating teacher support of linguistic diversity.

Dual Language Materials Used: The Language Lizard materials used in these lessons include: *Three Billy Goats Gruff* and *Ellie's Secret Diary* in languages selected by the teacher or students. In lesson one, the teacher may select a folktale such as *The Giant Turnip*, *The Crow King*, *The Dragon's Tears*, *Little Red Hen and the Grains of Wheat*, etc...to teach the format and elements of folktales.

Alignment with State, National Standards: These lessons are easily aligned with state standards, in Social Studies and Language Arts. They can be adapted to include Mathematics standards or to include Common Core English/Language Arts or Mathematics Standards. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections and Individuals, Groups and Institutions.

Rationale and Goals: This series of lessons was developed to help students become aware of the issue of bullying and the ways they can prevent it or stop it as bystanders to the situation. We decided to teach this vital concept through the use of dual language

books because this type of literature helps students gain a better understanding and acceptance of diversity. From being exposed to dual language books students not only become more aware of language differences, but also they discover commonalities between people around the world and themselves. This particular mini unit will help students realize that bullying is a worldwide issue, not just something that takes place in the United States. We chose to focus in on folktales because they tend to teach a moral and it is important for students to be capable of interpreting the moral of a story. Also, it is important to provide students with an opportunity to use their creative writing skills to express what they know about bullying based on classroom learning and their own personal experiences. Overall, these lessons are designed to help students address the issue of bullying while learning academic content.

Concepts/Skills:

- Types of **bullying** and ways to handle the situation as the victim, initiator, or bystander
- Aspects of **folktales**
- Recognizing **differences and similarities** among a diverse group of people
- Writing with a clear and intended focus

Vocabulary:

- | | | | |
|------------------|----------|-----------|-------------------|
| -folktale | -setting | -plot | -static character |
| -personification | -moral | -bullying | -bystander |

State Standards: See lessons for PA Social Studies & Language Arts Standards (April 2011)

Potential New Jersey (2009) Content Standards: Social Studies

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

- 6.1.4.A.14 The world is comprised of nations that are similar to and different from the United States.
- 6.1.4.1.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- 6.1.4.B 1-3 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- 6.1.4.B 4 Places are jointly characterized by their physical and human properties.
- 6.1.4.C.9 Availability of resources affects economic outcomes.
- 6.1.4.D Personal, family, and community history is a source of information for individuals about the people and places around them.
- 6.1.4.D.13 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- 6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures.

New Jersey/Common Core English Language Arts Standards can be integrated:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Lesson Plan One: Aspects of a Folktale

Pennsylvania Standards: Language Arts (April 2011)

PDESAS:R3.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

PDESAS:R3.A.1.6.1: Identify the author's intended purpose of text. Note: narrative and poetic text

PDESAS:R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole
*Please see other states' standards for applicable standards in Language Arts, Social Studies and Mathematics or Common Core Standards.

Objectives:

1. Students will be able to identify the different parts that make up a folktale using an example of a folktale (setting, characters, plot, moral).
2. Students will be able to infer the overall moral of the given folktale.

Lesson Introduction/Anticipatory Set:

Select a folktale and read it before teaching this lesson. Memorize the story to the best of your ability so that the story can be retold orally.

Have students gather on the rug or other area of the classroom. Retell the story, orally, using a lot of expression. This is done so the students hear an example of a folktale told orally. Discuss with students how folktales originated as oral stories shared in different cultures and that once cultures had written language, tales were recorded on paper to be shared with future generations.

Other folktales may be substituted, including: The Giant Turnip, The Crow King, The Dragon's Tears, Little Red Hen and the Grains of Wheat, etc...

Procedures:

1. Give each student a copy of the folktale to use throughout the lesson.
2. Tell the students that many different parts make up one folktale. Say, "We are going to learn about the different parts of a folktale today. We are going to use the folktale I just shared with you to recognize the different parts. First, let's start with the **setting**."
3. Explain to students that the setting of a folktale is non-specific. It does not give an exact location or description, but that some folktales include components of geography that could suggest the country of origin or location where the story was first told.
4. Have students turn to a partner and discuss what they think the setting of the folktale is. Allow some students to share their ideas with the class.
5. Next, discuss the **characters** of a folktale with the students. Explain to them that characters in a folktale are called static characters. This means that they do not mature or change in any drastic way. They are usually stereotyped as either good or evil in order to teach a lesson to the readers.
6. Then, tell students that often, characters in folktales tend to be animals. Tell them that the animals in folktales are usually personified. This means that the animals are able to talk and act just like people. Ask students if they think the story's character is an example of a personified character. Ask them to give examples from the story of how the main

character is static and how it is personified.

7. After discussing the characters, talk about the **plot** of folktales. Explain to students that the plot includes all of the events that lead up to the end of the story. Tell them that in folktales the plot often shows movement from one extreme to the next, such as poverty to wealth or powerlessness to power. Discuss the actions of the character in the selected story. Explain that sometimes folktales tell a story about how something came to be, such as the stars in the sky.

8. Now, explain to students that folktales are used to teach a **moral** or lesson based on the characters actions and experiences. The lesson can be interpreted in different ways. Each person reading the folktale or hearing the folktale can interpret a different moral from it. Ask the students for some of their ideas of what they think the moral of our story is.

9. At this time, have students work with a partner to complete the worksheet about the different parts of a folktale using the information sheet, (see attached), the discussions that have taken place, and the copy of the folktale they were given.

Closure:

Ask the students to raise their hands and name one of the four important aspects that make up a folktale: **setting, characters/animals, plot** and **moral**.

Once the students name all four ask for different volunteers to describe each part. Once you have gone over all of the aspects and definitions of them, tell the students that they are going to have a short homework assignment. For homework the students are going to have to tell the story orally to someone in their family. Remember to remind the students to tell the story from memory like the teacher did in the beginning of the lesson.

Have each student get out their journal. Tell the students that after they tell the folktale to their family member they should write a short one or two paragraph reaction including: **how accurately** they think they retold the folktale, and the **differences** in the way they told it to the way the teacher did.

Assessment:

During the lesson, the teacher should listen to students' conversations as they have discussions throughout the lesson and while they complete the worksheet. Teacher should also use students' contributions to whole class discussions as a way to assess understanding.

At the close of the lesson, the teacher should collect the students' worksheets to assess their level of understanding of the content taught in the lesson. Were they able to identify the different parts of the folktale?

Materials:

Folktale *The Giant Turnip, The Crow King, The Dragon's Tears, Little Red Hen and the Grains of Wheat, etc...*

Paper, pencil, information sheet

Lesson Plan Two: “The Three Billy Goats Gruff”

Pennsylvania Standards: Language Arts and Social Studies (April 2011)

PDESAS: R3.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

PDESAS: G7.1.3.B. Identify and locate places and regions as defined by physical and human features.

PDESAS: G7.3.3.A. Identify the human characteristics of **places** and **regions** using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.

PDESAS: C 5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved.

*Please see other states’ standards for applicable standards in Language Arts, Social Studies and Mathematics

Objectives:

1. Students will be able to predict the outcome of a story.
2. Students will be able to identify different characteristics of bullying.
3. Students will be able to identify Norway and England on a world map.

Lesson Introduction/Anticipatory Set:

Have the students get out their journals that they took home for homework last night. Have them turn to a partner and take turns reading their journal entry. Once the partners have both had a chance to read their journals, ask the students, “How accurately do you think you retold the story?” Allow different students to answer. Next, ask the students how the folktale was different from when the teacher told it. Allow different students to answer. Tell the students that before folktales were written down they were always told orally. This caused them to change as they were passed down from generation to generation. Even now, there can be many different versions of a folktale depending on who is telling the story. Tell the students that today we are going to be reading a folktale that has been around since 1841. It originated in Norway and has changed throughout history. Show Norway on a map or globe. The version we are going to read was written in 2001 in London, England. Show England on a map or globe. Have students practice identifying Norway and England. Tell the students that as we are reading they should take notice of how it is written in two different languages. Discuss with students that Norway and England as well as the United States have citizens who speak many different languages. Similarly, folktales are told all over the world and in many different languages.

Procedures:

1. Hand each student a copy of the book *The Three Billy Goats Gruff*. Tell the students that we are going to do a book walk as a class. Tell the students that a book walk is a useful tool for gaining insight into a book you are going to read (explain to the students what insight means if they do not know). First have the students look at the title page. Allow them to share with a partner any differences they see between the *The Three Billy Goats Gruff* and other books they have read. Have the students look at the copyright

information and observe any differences they see. Allow the students to look over the rest of the book, including pictures and print. Have them share with a partner the differences they see compared to the other books that they have read as well as what they think the book is going to be about. Discuss how this book is written in two languages and that many tales originated from countries where the native language was something different than English. Ask students to list languages they know. Explain that when stories are translated to new languages, sometimes there are slight changes in the story to “fit the new language’s patterns and words.”

2. Begin reading the book *The Three Billy Goats Gruff*, by Henriette Barkow. Make sure to hold the book so the students can see the illustrations.

3. Stop after the sentences “And under that bridge lived a mean and hungry...TROLL.” The teacher should ask the students “Can you remember a time where you did not want to do something because you were scared of someone? Did you end up doing it anyway? Turn to a partner and tell them your answers.” After you have asked the questions, the teacher should say “Now we are going to see what the billy goats decided to do.”

4. The teacher should continue reading the story until they get to the page that ends with “My brother is coming and he’s much much bigger than me,” pleaded the youngest Billy Goat Gruff.” The teacher should then ask the students, “What do you think is going to happen to the youngest Billy Goat Gruff?” Allow a few volunteers to say their predictions and then the teacher should say, “Let’s see what happens next.”

5. The teacher should continue reading the story until they get to the page that ends with “But if you want to eat me, come and get me.” Ask the students to again predict what is going to happen next. Ask for different volunteers than who answered the previous question. Again, after a few people have said their predictions the teacher should say “Let’s see what happens next.”

6. The teacher should finish reading the story to the students. The teacher should then ask the following questions and write the answers on the board:

Raise your hand if you know what bullying is.

Can a few people give me your definition of bullying?

Who was the bully in the story the Three Billy Goats Gruff?

How do you know that is who the bully was?

How do people react when they are being bullied?

7. The teacher will pull up the website <http://pbskids.org/itsmylife/friends/bullies/> on the SMARTboard or projector, or print out relevant pages ahead of time. As a class, go through the website talking about: **what bullying is, different kinds of bullying, why people bully and how bullying can be stopped.**

8. Discuss with students that people can stop bullying by working together.

9. Have students discuss several ways that they can help others who are being bullied.

Have students discuss ways they can seek help if they are feeling bullied.

10. Make a class list of acceptable responses as a reminder about bullying responses.

11. Discuss with students that they everyone in the classroom must work together so that all students feel welcome, trusted and respected.

Closure:

Pass out the students journals. Write the prompt “What would you do if you wanted to cross the bridge that the troll was underneath?” on the board. Break the students into

groups. Tell the students that as a group you want them to brainstorm ideas of how you could get across the bridge by yourself and also with the help of others. Have students reference the lists they constructed about responding to bullying. Allow the students enough time to have a good discussion using multiple alternatives. Tell the students to answer the prompt in their journal. They can either use a solution they would use by themselves or a solution they would use with the help of others. Give the students 10 minutes to finish their journal entries. As students complete their journals, have them review the locations of Norway and England on the world map.

After the students have finished writing in their journals, have a group discussion about the solutions they have come up with. Discuss what is effective or possibly problematic about the solutions.

Assessment:

During the lesson, the teacher should listen to the students' discussion in the anticipatory set and review the answers the students came up with in their journals. The teacher should also listen to the students' answers to the questions they pose throughout and after the story.

At the end of the lesson, the teacher should collect and review the journals the students wrote in during the closure.

Extension:

The teacher can select articles about bullying or world conflict from global newspapers or about problems children face world-wide. Guide a discussion about how conflicts happen world-wide and discuss how each group of people resolved their conflict. Discuss other alternatives for conflict resolution.

Materials:

Three Billy Goats Gruff, by Henriette Barkow

Computer access or print outs from <http://pbskids.org/itsmylife/friends/bullies/>

Journals or paper for written responses

Lesson Plan Three: Bullying- The Problem and Solutions

Pennsylvania Standards: Language Arts and Social Studies (April 2011)

PDE.SAS:1.5.3.A: Write with a focus, with an understanding of topic, task, and audience.

PDESAS:G7.1.3.B: Identify and locate places and regions as defined by physical and human features.

*Please see other states' standards for applicable standards in Language Arts, Social Studies and Mathematics

Objectives:

1. Students will be able to brainstorm ideas for their writing using a web to express their thoughts and answering questions to guide their thinking.
2. Students will be able to write a draft of a folktale using ideas that they have brainstormed and their knowledge of the parts of a folktale from the previous lesson.
3. Students will be able to express their knowledge of the problem and possible solutions for bullying through their writing.

Lesson Introduction/Anticipatory Set:

“Yesterday we read the folktale *The Three Billy Goats Gruff* and we began talking about bullying. We talked about how bullying can happen here or in other countries, and we learned about different types of bullying from the website we visited. We talked about how the folktale *The Three Billy Goats Gruff* connects to bullying also. Today, we are going to write our own folktales. In your folktale you should include a **character** who is bullied and another character or multiple characters that help stop the bullying in a way that is non-violent.” At this time, the teacher should share a folktale he/she wrote as an example to the students. This will also show the students that the teacher is participating in the activity.

Procedures:

Note: The writing process can take several days. This lesson only covers the first day of drafting. The teacher should allot time each day for the students to continue and finish the writing process.

1. Teacher should model for the students the strategies he/she used to brainstorm before writing the folktale.
2. Have students brainstorm ideas for what they would like to write about. Have them fill out a web graphic organizer of what comes to their minds when they think about bullying. Teacher can also facilitate the students thinking by asking questions such as, “Have you ever been bullied before? When have you seen someone being bullied? How do you feel about bullying?”
3. Teacher should model for the students how to plan for writing their folktales. Teacher should explain how he/she decided on the **characters, setting, plot, and moral**.
4. Then have the students brainstorm ideas on what they want their folktale **plot** to be about. Do they want animals to be the **characters**? What do they want the **moral** or lesson of the story to be? What do they want the **setting** to be like? The teacher can generate a worksheet with these questions to help guide the students thinking. Also, the

teacher should have the students take out the informational sheet they have from lesson one on the aspects of a folktale to help them remember all of the parts that they need to include in their writing.

5. Give the students 30 minutes to write drafts of their folktales to get all of their ideas out. The teacher should circulate around the room as the students are writing to help them if they are having a difficult time getting started.

6. After the 30 minutes have passed, ask the students to complete their thought and stop writing. Have them write a one sentence plan for what they would like to accomplish during the next writing session so they do not forget their ideas. Tell the students that they will have time to continue drafting their folktales the following day. Collect the work that the students have completed so far.

Closure:

The teacher should ask the students how their writing has been going, and tell them that they will have more time to write the next day. Tell the students that you would like to share a part of a story with them about bullying. Show them the cover of, *Ellie's Secret Diary* and explain that it is a diary of a girl named Ellie and her experiences with bullying. Tell the students that you have a few copies of the book and you want the students to look over the book with their groups just like they did the day before as a class with the book *The Three Billy Goats Gruff*. Ask them to look for things that make this book unique and different from books they usually read. Tell them to look at the print, vocabulary, title page, copyright information, etc. After giving the students a few minutes to look over the book, allow the students to share what they found with the class. They should point out that it is written in English and another language. They should also mention that it was written in London. Show them where London is on a map. Reiterate to the students that this book is about bullying, and as they have been learning bullying can happen in different parts of the world, but that we can work together to stop bullying. Tell them that other children in different countries have experienced bullying just like they have, and that other writers in different countries have written about bullying just like they have. Tell them that in the back of the book is information about bullying and read that section aloud to the students. After reading the passage, have the students discuss their thoughts on what they just heard and what they have been learning with the same group they completed the book walk with. Have each students complete an exit slip writing one thing they can do to stop or prevent bullying based on what they have been learning over the past few days.

Assessment:

During the lesson, the teacher should assess the students' progress toward developing their folktale while they are brainstorming and writing their drafts.

At the end of the lesson, the teacher should read the students' drafts and write comments on them to help the students revise their folktales the following day. The teacher should read the students exit slips to assess what the students have learned about bullying from this mini unit.

Extension: The next day the teacher should give the students time to continue writing

and revising their folktales to follow the writing workshop process. The teacher should give the students time to work on their folktales until they have revised and edited them numerous times and have a completed folktale. When the students are finished, allow them to share their folktales with their peers. Combine all of their folktales into a class book. This will help enhance the community of the classroom because the students will feel important and accomplished when they sharing their work with their peers and they will be making a collective piece of work together by putting all of their folktales into one large book.

Materials:

Three Billy Goats Gruff, by Henriette Barkow

Ellie's Secret Diary, by Henriette Barkow

Paper

Information Sheet from earlier lesson

Common Elements of Folk Tales Information Sheet

Setting:

The setting of a folktale is non-specific. It does not give an exact location or description, but some folktales include components of geography that could suggest the country of origin or location where the story was first told.

My story's setting:

Characters:

The characters in a folktale are called static characters. This means that they do not mature or change in any drastic way. They are usually stereotyped as either good or evil in order to teach a lesson (moral) to the readers. Characters in folktales tend to be animals, personified. This means that the animals are able to talk and act just like people.

My story's characters:

Plot:

The plot includes all of the events that lead up to the end of the story. In folktales the plot often shows movement from one extreme to the next, such as poverty to wealth or powerlessness to power. Sometimes folktales tell a story about how something came to be, such as the stars in the sky.

My story's plot:

Moral

Folktales are used to teach a moral or lesson based on the characters' actions and experiences.

My story's moral:
