

The Colors and Shapes of Language 2

Unit 3

Fairy Tales

Activity 1 – Naming

The teacher says, **“Let’s name things in a castle.”** [Students name.]

- b. The teacher says, **“Let’s name people in a royal court.”** [Students name.]
- c. The teacher says, **“Let’s name things a king would wear.”** [Students name.]
- d. The teacher says, **“Let’s name things a queen would wear.”** [Students name.]

[The teacher needs pictures of a crown, jester hat, royal robe and coat.]

Activity 2 – Describing

- a. The teacher shows a picture of a crown and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that a crown would fit into.” [Students respond.]
“Tell me the function of a crown. What is it for or how do you use it?” [Students respond]
“Tell me the color of the crown.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a jester hat and says, **“Compare this crown to this jester hat. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]

- b. The teacher shows a coat and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that a coat would fit into.” [Students respond.]
“Tell me the function of a coat. What is it for or how do you use it?” [Students respond.]
“Tell me the color of this coat.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a royal robe and says, **“Compare this coat to this royal robe. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]



Activity 3 – Listening to a Story

The teacher reads this story.

The Princess and the Pea

Once upon a time there lived a prince who wanted to marry a real princess. Even though he traveled all over the world trying to find a real princess, he couldn't find what he wanted. Oh, there were a lot of princesses, but how could he determine if they were real princesses? He returned home very sad because he wanted a real princess for his bride. (The teacher draws several stick figures with crowns.)

Several days after his return, there was a terrible storm with thunder and lightning. In the midst of the storm there came a loud knocking on the city gates. The old king went to open it. (The teacher draws a lightning bolt.)

Standing in the pouring rain was a princess who was drenched by the rain and whose hair was a mess from the wind. Her shoes were filled with water, but she said that she was a real princess. (The teacher draws a shoe.)

The old queen did not believe her so she devised a plan to reveal her lie. Before she led the princess to her room, the old queen had the servants place a pea on the bedstead; then they placed twenty mattresses on the pea and topped them with twenty eider-down beds. (The teacher draws a pea.)

The princess had to climb up to the top of the mattresses. In the morning the old queen asked how she had slept.

"It was terrible. I hardly closed my eyes. There was something hard in my bed and now I'm black and blue all over from tossing and turning." (The teacher draws two eyes.)

They all knew then that she was indeed a real princess because she had felt the pea through twenty mattresses and twenty eider-down beds. No one but a real princess could be that sensitive.

The prince took her for his wife because she was a real princess and he placed the pea in a museum for all to see. (The teacher draws a ring.)

- b. The teacher asks the following questions after reading the story:
- i. What did the prince want?
 - ii. Where did he go looking for a real princess?
 - iii. How many mattresses and eider-down beds did the old queen use?
 - iv. Was that a good way to determine if she was a real princess?
 - v. Would a pea make you black and blue? Why or why not?
 - vi. What would have been a better way to determine if she was princess?



Activity 4 – Retelling the Story

The teacher models the retelling of the story, “The Princess and the Pea.” The teacher uses the drawings that were made as the story was told the first time.

Students retell the story with a partner.

Students take turns retelling the story using the pictures. The teacher guides students as they retell the story.

Activity 5 – Writing a paragraph

- a. Students write a persuasive paragraph using this prompt: I would make a perfect princess or prince because. . .
- b. Students use the following outline to write the paragraph:
 - Sentence 1 – State an opinion.
 - Sentence 2 –Give a reason.
 - Sentence 3 –Give an example.
 - Sentence 4 –Give a reason.
 - Sentence 5 –Give an example.
 - Sentence 6 –Give a reason.
 - Sentence 7 – Give an example
 - Sentence 8 – Restate your opinion.

Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

