**ATTACHMENT 1:**

**FANTASY GENRE STUDY UNIT**

3.RL.1-10; 3.W.2; 3.W.3

Target grade level: 3rd

**KEY PROVISIONS:**

* Provide time to listen to, browse through, and select fantasy books to read
* Provide time for students to question, discuss, and respond to their reading
* Provide opportunities for writing within the genre
* Demonstrate the features of fantasy in reading and writing
* Use a variety of means of expression to respond and create fantasy
* Coordinate with library for materials and class visits

**BIG IDEAS:**

Fantasy is rooted in folklore, legends, and myths

Fantasy can be:

* Contemporary fairy tales
* Magical stories
* Talking animals and toys

**ESSENTIAL SKILLS AND CONCEPTS:**

* Fantasy means more than it says; the use of metaphorical comments on society; universal truths
* The author makes the story believable
* The story includes elements of fantasy, such as unusual but believable characters, magic, talking animals and toys, references to folklore, legends and myths
* Plots are original and ingenious

**MENTOR TEXTS/ANCHOR TEXTS/PAIRED TEXTS/TEXT SETS:**

* Anchor Text: *Where the Mountain Meets the Moon* by Grace Lin. Little, Brown, 2011.

See attachment 2, Fantasy Genre Study Lesson Plan, for an introduction to unit.

A modern folktale based on traditional Chinese folklore. Includes a quest, magical talking animals, magical objects, good vs evil, curses and promises, a dragon and a brave, strong young girl who wants to improve her parents’ lives. Notes the value of stories.

* Related fantasy books to select to read independently or in literature groups:
	+ **DRAGONS**
		- *The Dragon Keeper (series)*, by Kate Climo. Yearling, 2009
		- *Everyone Knows What a Dragon Looks Like*, by Jay Williams. Four Winds, 1976.
		- *St. George and the Dragon,* by Margaret Hodges, Little, Brown, 1990.
		- *The Book of Dragons,* by Michael Hague. HarperCollins, 1995.
	+ **TALKING ANIMALS**
		- *Zorgamazoo,* by Robert Paul Weston. Razorbill, 2008.
		- *Charlotte’s Web,* by E. B. White. Harper Collins, 2006.
		- *Higgelty, Piggelty, Pop,* by Maurice Sendak, Harper, 1967.
		- *The One and Only Ivan,* by Katherine Applegate, HarperCollins, 2012.
		- *The Tale of Despereaux,* by Kate DiCamillo, Candlewick, 2008.
	+ **TALKING TOYS**
		- *The Doll People,* by Ann Martin and Laura Godwin, Hyperion, 2000.

Also

* *The Meanest Doll in the World*, by Ann Martin and Laura Godwin, Hyperion, 2003
* *The Runaway Dolls*, by Ann Martin and Laura Godwin, 2008
* **EXTRAORDINARY PLACES**
	+ *Journey,* by Aaron Becker, Candlewick, 2013.
	+ *Where the Wild Things Are,* by Maurice Sendak. HarperCollins, 1963.
	+ *Jumanji,* by Chris Van Allsburg, Houghton Mifflin, 2012.
	+ *The Mysteries of Harris Burdick*, by Chris Van Allsburg, Houghton Mifflin, 1984.
* **TIME TRAVEL**
	+ - *The Good, the Bad, and the Goofy (Time Warp Trio),* by Jon Scieszka, Viking, 1992.

Also

* *Knights of the Kitchen Table (Time Warp Trio),* by Jon Scieszka, Scholastic, 1991.
* *The Not So Jolly Roger (Time Warp Trio),* by Jon Scieszka, Scholastic, 1991

* **IMAGES OF FANTASY IN PICTURE BOOKS (ILLUSTRATOR STUDY)**
	+ - *Voices in the Park,* by Anthony Browne, DK, 2001
		- *The Tunnel,* by Anthony Browne, Walker Books, 2008
		- *Changes,* by Anthony Browne, Knopf, 1991
		- *The Piggybook,* by Anthony Browne, Dragonfly, 1990
		- *The Invention of Hugo Cabret,* by Brian Selznick, Scholastic, 2007
		- *Tuesday*, by David Weisner, Sandpiper, 1997

Also:

* *The Three Pigs*, by David Weisner, Clarion, 2001
* *Sector 7*, by David Weisner, Clarion, 1999
* *Free Fall*, by David Weisner, HarperCollins, 1991
* *June 29, 1999*, by David Weisner, HMH Books for Young Children, 1995
* **THE WORKS OF HANS CHRISTIAN ANDERSEN (AUTHOR STUDY)**
	+ - *The Ugly Duckling,* by Hans Christian Andersen, illus by Jerry Pinkney, HarperCollins, 1999
		- *The Nightingale,* by Hans Christian Andersen, illus by Jerry Pinkney, Phyllis Fogelman Books, 2002
		- *The Emperor’s New Clothes,* by Hans Christian Andersen, illus by Virginia Lee Burton, HMH, 2004

**ASSESSMENT:**

* Character maps of extraordinary characters
* Imaginary places map
* Creating ‘surreal’ artwork like Van Allsburg or Browne
* Create a card game or board game based on stories of Hans Christian Andersen
* Writing Journals:
	+ Compare and contrast stories of similar categories, noting differing perspectives
	+ Note unique words and language used to mean something else (metaphoric language)
	+ Reflect on favorite kinds of fantasy stories
* Write a modern illustrated fantasy tale that includes the features we have learned.