

A Tale to Be Told

1. Question & Research Task

A **folktale** is a story passed down orally from generation to generation. Every storyteller changes the story to appeal to the audience. As time moves forward, storytellers continue to make the tale more interesting and fascinating for listeners by adding different details for the time.

Read one of these articles as directed by your teacher to build some background knowledge about folktales:

- [Folktale](#) | [Folklore](#) Click on the speaker icon to listen as you read. Your teacher/librarian will give you the database login if needed.

Your teacher/librarian will share some examples of different folktales. *What folktales have you read or heard before?*

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What do folktales have in common and how are they different?



Image Sources:
Wikimedia and Library of Congress

2. Information Sources

You will use these sources to become an Expert on **one type of folktale** and to complete the Student Activity on Slide 3.

Your teacher/librarian will give you database logins if needed. Be sure to click on the speaker icon to listen as you read.

Types of folktales:

- [Myths](#) | [Mythology](#)
- [Legends](#) | [Legend](#)
- [Fairy Tales](#) | [Fairy Tale](#)
- [Fables](#) | [Fable](#)



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3. Student Activity

There are many different types of folktales, including:
Myths, Legends, Fairy Tales, and Fables.

Your teacher will assign you to a group to become an Expert on **one type of folktale**. Then you will join a Jigsaw group to teach and learn about the types of folktales.

1. In your Expert Group: Use sources on Slide 2 to learn about your assigned folktale type.

Make notes in your column on the [*Types of Folktales*](#) chart.

2. In your Jigsaw Group: Use your own *Notes* to teach others about the type of folktale you researched.

Learn from Experts about the other types of folktales. Add notes to other columns on your chart.



4. Assessment Activity

What do folktales have in common and how are they different?

Use notes on your *Types of Folktales* chart to think about how the types of folktales--Myths, Legends, Fairy Tales, and Fables--are both different and similar (alike).

Complete the **3-2-1 Assessment** as directed by your teacher (5 points)

- 3 ways the folktales are different (3 points)
- 2 ways the folktales are similar/alike (2 points)
- 1 thing all the folktales have in common (1 point)



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5. Enrichment Activities

SLIDE NAVIGATION

1

2

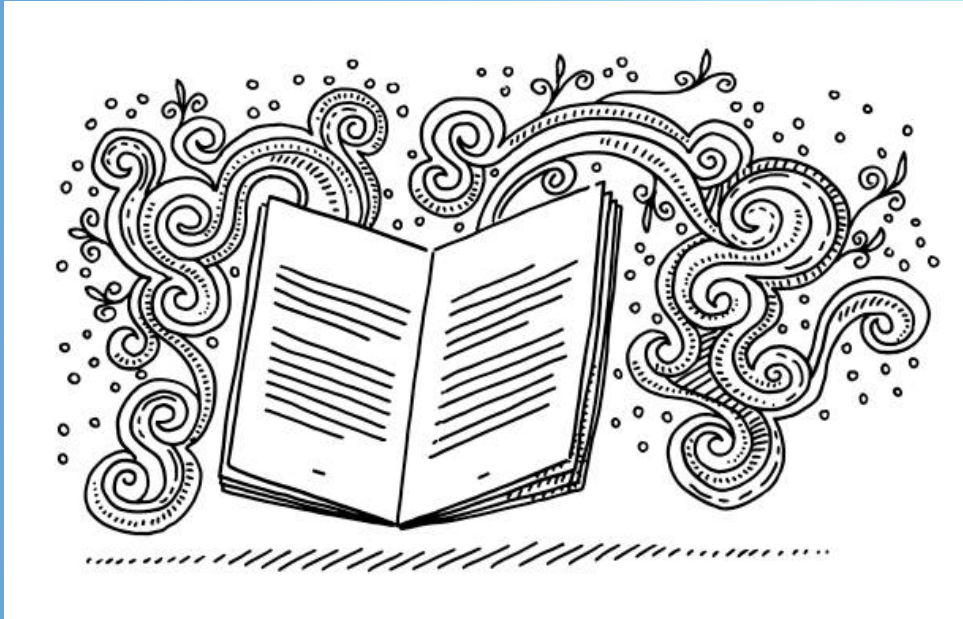
3

4

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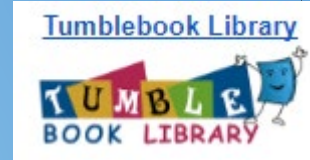
6

Next



Once upon a time...

Search for a folktale or fable to read on to see if you can identify the traits you just learned about. (Use the [Apps portal](#) for log in information)



TumbleSearch 

Search by
Subject

Go

You could also write a folktale using elements of the types of folktales you learned about, and elements of your own culture.

Share your folktale with younger students so that you can help pass on the oral tradition of storytelling.

Your teacher may have you use Flip Grid or Voice Thread from the [Apps Portal](#) to record your folktale.

6. Teacher Resources

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Grade 3 Library Media – Genre Study

Time Frame: Two 50-minute periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Have your school librarian curate a display of Folktale books from the school library to show as examples and for students to check out.
- The Note-taking sheet on Slide 3 and Assessment on Slide 4 could be printed for students to complete on paper

Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: July 2022 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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