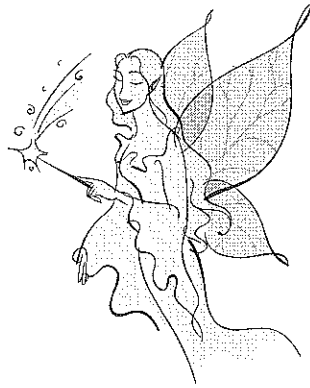


Fairy Tale Unit



Rationale

This unit plan is developed for a fourth grade classroom. This unit's goal is to introduce students to the genre of fairy tales. The topic is not simply reading and talking about fairy tales, but also investigating the structure of fairy tales. It is important that students understand the purpose for fairy tales and the impact they have on our everyday lives. This topic could honestly be taught at any age level, but because of the depth of this topic, fourth grade is an appropriate age level for comprehension of the material studied.

Students will envision a world created for fairy tale characters. They will be able to recognize and understand the characteristics of fairy tales and how common threads run through most fairy tales. Students will examine more than just the common fairy tales that most people have grown up with. They will study variations of fairy tales from other parts of the world and from authors with different perspectives on the same story. The topic of fairy tales will help students develop the knowledge of theme and story with the incorporation of exciting activities.

An unlimited variety of activities could be planned around this topic. However, the following activities are of the greatest importance and will be included in this unit. PowerPoint and WebQuest are two technological devices that will be used. Students gain a variety of instruction that will

motivate them to learn. An author's chair and Reader's will be utilized Theater to help students bring their stories to life.

Fairy Tales Content Outline

Lesson # 1

Introduction of the Genre: Fairy Tales

Standards:

Pennsylvania State Standards

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, F
- 1.6.5. Speaking and Listening: A, B, C, D, E, F

General Objectives:

Once given the appropriate information, students will be able to:

- recognize and explain the fairy tale genre.
- differentiate between a story that has been “retold by” an author compared to a story that is “by” an author.
- understand that even though fairy tales have come from all parts of the world, they are still relevant to the student’s life.
- familiarize themselves with they history of the printing press.

Activities:

- Class discussion on history of fairy tales
- Printing press experience
- Map activity introduction
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- journal participation evaluation

Lesson # 2

Fairy Tale Elements

Standards:

Pennsylvania State Standards

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, B, C, F
- 1.6.5. Speaking and Listening: A, B, C, D, E, F

General Objectives:

Once given the appropriate information, students will be able to:

- recognize and list story elements.
- define elements of fairy tales.

Through classroom activities, students will be able to:

- understand the importance of sequencing in a story.
- appreciate a story teller's ability to develop a story with logical patterns and sequencing.

Activities:

- Class discussion and review
- Class discussion on fairy tale elements
- Story map activity
- Imaginary tour activity
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal partner evaluation
- journal participation evaluation
- fairy tale folder evaluation

Lesson # 3

Characteristics of Fairy Tales

Standards:

Pennsylvania State Standards

**ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:**

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, B, C, F
- 1.5.5. Quality of Writing: B
- 1.6.5. Speaking and Listening: A, B, C, D, E, F
- 1.8. 5. Characteristics and Functions of the English Language: C

General Objectives:

Once given the appropriate information, students will be able to:

- find similarities between various fairy tales.
- recognize and list fairy tale characteristics.
- define fairy tale characteristics.

Through classroom activities, students will be able to:

- make comparisons between fairy tales.
- outline characteristics within fairy tales they have read.
- successfully complete his or her role within their groups.

Activities:

- Class discussion and review
- Class discussion on fairy tale characteristics

- Story comparison activity within groups
- Class graph activity
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- characteristic comparison sheet evaluation
- journal participation evaluation
- fairy tale folder evaluation

Lesson # 4

Point of View

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.4.5. Reading, Analyzing and Interpreting Literature: A
- 1.5.5. Quality of Writing: A, B, C, E
- 1.6.5. Speaking and Listening: A, B, C, D, E

General Objectives:

Once given the appropriate information, students will be able to:

- recognize and define point of view.
- recognize, define and give examples of different points of view.

Through classroom activities, students will be able to:

- recognize the importance of point of view in stories.
- recognize that point of view depends of the character and his/her intentions within the story.
- rewrite a fairy tale from another point of view from another character or object within the story.

Activities:

- Class discussion and review
- Point of view activity: "The House"
- Class discussion on point of view
- Rewriting fairy tale from another point of view
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation

- journal participation evaluation
- fairy tale folder evaluation
- rubric assessment of rewritten fairy tale.

Lesson # 5

Literature Circles

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.5.5. Quality of Writing: B
- 1.6.5. Speaking and Listening: A, B, C, D, E

General Objectives:

Once given the appropriate information, students will be able to:

- familiarize him/herself with various selections of fairy tales.
- find similarities between various fairy tales.
- refresh their memory on previously studied material

Through classroom activities, students will be able to:

- use their art abilities to create a character based on the author's description of the character.
- correctly use their writing abilities to complete their literature circle activities.
- successfully complete his or her role within their groups.
- connect fairy tales with the countries they originated in.
- cooperatively work with partners to complete a task.

Activities:

- Class discussion and review
- Literature Circle
- Class discussion
- 3-D character creations
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation
- completion of literature circle jobs
- fairy tale folder evaluation
- rubric assessment of individual and group presentation.

Lesson # 6

Fractured Fairy Tales

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.5.5. Quality of Writing: B
- 1.6.5. Speaking and Listening: A, B, C, D, E

General Objectives:

Through classroom activities, students will be able to:

- use their art abilities to create a character based on the author's description of the character.
- compare the characters made with that of other students.
- have their created characters interact as if they were in the fairy tale.
- accurately complete their story maps.

Activities:

- Class discussion and review
- Compare fractured fairy tales with originals
- Class discussion
- Venn Diagram
- News Paper Article
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation

Lesson # 7

Writing Fractured Fairy Tales

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.5.5. Quality of Writing: A, B, C, E
- 1.6.5. Speaking and Listening: A, B, C, D, E

General Objectives:

Through classroom activities, students will be able to:

- reflect back upon previously created story maps to generate ideas and use the information to create their own fractured fairy tale.
- brainstorm a list of possible fractured fairy tale topics with their partner.
- successfully complete the writing process and have a piece of work ready to be published.
- publish their work on the internet with guidance from the teacher.
- follow directions with no difficulties.

Activities:

- Class discussion and review
- Brainstorming with partner
- Story board activity
- Writing fractured fairy tales
- Publish fractured fairy tales online
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation

Lesson # 8

Multicultural Fairy Tales

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.6.5. Speaking and Listening: A, B, C, D, E

General Objectives:

Once given the appropriate information, students will be able to:

- understand and be able to discuss with other students multicultural fairy tales.
- be able to recognize the difference between a multicultural fairy tale and a fairy tale from the U.S.
- be able to explain the importance of multicultural fairy tales.
- be able to state important things to remember, as an author, when writing multicultural fairy tales.

Through classroom activities, students will be able to:

- compare fairy tales with the same theme, but from different countries
- make educated guesses as to where they think a fairy tale originated from using clues within the text.
- become aware of others' unique cultural differences through reading fairy tales from that location.
- accurately connect fairy tales with the countries they originated in and find the location on the map.

After classroom activities and discussion, students will reflect back upon:

- and evaluate their views and feelings on multicultural fairy tales.

Activities:

- Class discussion and review
- Map activity
- Reading multicultural fairy tales
- Class discussion and brain storming
- Big as life window book reports
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation

Lesson # 9

Readers' Theater

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.4.5. Reading, Analyzing and Interpreting Literature: A
- 1.5.5. Quality of Writing: A, B, C, E
- 1.6.5. Speaking and Listening: A, B, C, D, E

General Objectives:

Once given the appropriate information, students will be able to:

- understand and be able to discuss with other students various types of fairy tales that have been discussed through the course of this unit.
- talk about the importance of readers' theater.
- compare and contrast readers' theater with stage acting.

Through classroom activities, students will be able to:

- develop a better understanding of dialog and the use of tone.
- understand that even without props and costumes, the audience is still able to enjoy and appreciate theater presentations.
- explain how a book can be transformed into a play.
- appreciate a performance by other students.

Activities:

- Class discussion and review
- Introduction to Readers' Theater
- Performing of Readers' Theater
- Fairy Tale Diorama Activity
- Journals/Silent Reading

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation

Lesson # 10

Fairy Tale Party

Pennsylvania State Standards:

ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:

- 1.1.5. Learning to Read Independently: A, C, D, E, F, G, H
- 1.2.5. Reading Critically in All Content Areas: B, C
- 1.3.5. Reading, Analyzing and Interpreting Literature: A, C, F
- 1.4.5. Reading, Analyzing and Interpreting Literature: A
- 1.5.5. Quality of Writing: A, B, C, E
- 1.6.5. Speaking and Listening: A, B, C, D, E

Activities:

- Dress up and pretend to be fairy tale characters.
- Complete PowerPoint and present.
- Discuss with other students their favorite parts of fairy tales.

Assessment:

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation

Vocabulary Activities:

❖ Word Wall

A word wall will be displayed in the back of the classroom. The word wall will contain vocabulary words talked about in classroom discussion and words that students find during their reading of individual fairy tales. The word wall will serve as a reference for students to 1. find the correct spelling of the word, 2. become familiar with the word and as an encouragement to use it in class and daily conversation, 3. and as an encouragement for students to make activities using the words on the word wall.

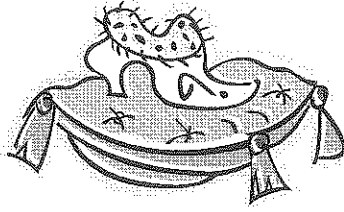
❖ Vocabulary Quiz

Vocabulary quizzes will be given occasionally throughout the lesson to the students. The purpose of the quizzes is to test each student's comprehension and understanding of the words they will see regularly throughout the unit. The quizzes will be in a variety of formats including: matching, multiple choice and fill in the blank. Quizzes will be counted for a grade and weighed into each student's final unit grade. Spelling will count on quizzes where the student must spell the word from memory.

❖ Vocabulary Games

Vocabulary games will be played throughout the lesson, mainly before a unit quiz to familiarize the students with the words before they are tested on them. Students, within their groups, will develop the

vocabulary games. This will first, help students become more familiar with the words being tested; second, allow students to feel a sense of ownership of the lesson and games; and third, serve as an extra review for the students creating the test.



Lesson # 1

Introduction of the Genre: Fairy Tales

❖ *Pennsylvania State Standards*

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

❖ *Objectives*

Once given the appropriate information, students will be able to:

- recognize and explain the fairy tale genre*.
- differentiate between a story that has been “retold by” an author compared to a story that is “by” an author.*
- understand that even though fairy tales have come from all parts of the world, they are still relevant to the student’s life*.
- familiarize him/herself with various selections of fairy tales.
- read and summarize information on the lives of: Jacob and Wilhelm Grimm, Hans Christian Andersen, and Johannes Gutenberg.*
- familiarize themselves with the history of the printing press.*
- summarize the history, as we know it, of fairy tales.*

Through classroom activities, students will be able to:

- follow directions.
- understand and appreciate the process of using an old fashion printing press.*
- locate countries on the world map.
- connect fairy tale with the countries they originated in.
- openly discuss their views and experiences with fairy tales.
- define vocabulary words presented during the class discussion.
- use their writing ability to express their ideas in a coherent manner.

After classroom activities and discussion, students will reflect back upon:

- the history of fairy tales.*
- the lives of those who inspired/encouraged the development and continuation of fairy tales.*
- the impact fairy tales have had on a global level.

** indicates an objective specific to this lesson.*

❖ *Materials*

- “Fairy Tale Folders”
- student journals
- Brief history of the lives of the Grimm brothers and Hans Christian Andersen, worksheet. (Appendix A)
- *Rumpelstiltskin*. Jacob and Wilhelm Grimm. Illustrated by Donna Diamond. Houghton Mifflin. 1985.
- Large world map (Back wall)
- Pushpins (near world map)

❖ *Vocabulary*

- **parchment – n.** The skin of a sheep or goat prepared as a material on which to write or paint. A written text or drawing on a sheet of this material.

- **oral tradition of storytelling** – stories being passed down from generation to generation by word of mouth.
- **printing press** – **n.** Invented by Johann Gutenberg in c1450, the printing press made the mass publication and circulation of literature possible.
- **Hans Christian Andersen** - Danish writer, famous for his fairy tales, which were not meant merely for children but for adults as well.
- **Jacob and Wilhelm Grimm** - German writers, famous for their fairy tales, compiled volumes of fairy tales for the public.
- **Classic** – **adj.** Having lasting significance or worth; enduring.
- **Rumpelstiltskin** – fairy tale “retold by” Jacob and Wilhelm Grimm. The fairy tale is about a little man who holds a young girl captive until she can guess his name.
- **Publish** – **v.** To prepare and issue (printed material) for public distribution or sale.
- **genre** – **n.** a category of literature or other various forms of artistic expression
- **fairy tale** – **n.** a story that has been passed down from generation to generation. Usually involves magic, evil and royal characters
- **retold** – **tr. v.** not the original author, but someone who wrote the fairy tale down in his/her own words and published it.
- **originated** – **v.** where the story came from – physical location.

❖ Activities

Anticipatory Set:

- Discuss with students the history of fairy tales:
 - Although little is known about the actual history of fairy tales: “The remains of parchment found in ancient Egyptian tombs indicate that thousands of years ago, people told stories similar to those we read today. The oldest fairy tales were passed down from parents to children and retold for generations through the oral tradition of storytelling. People delighted in sharing and listening to stories about mysterious and extraordinary events. People took the stories they heard with them as they traveled around the world. Over time, some of the details of the fairy tales were altered, but the main significant points remained unchanged. In the 15th century, the invention of the printing press by Johannes Gutenberg changed the oral tradition of storytelling. Soon, people began collecting and writing fairy tales into books.”
 - Three frequently recognized collectors and writers of fairy tales are:
 - ◆ **“Jacob and Wilhelm Grimm.** The Grimm brothers of Germany collected tales from people who lived in the countryside of their native country. Beginning in 1812, they published several books

of fairy tales. Among the stories in their collections are *The Frog Prince* and *Snow White and the Seven Dwarfs*.”

- ◆ **“Hans Christian Andersen.** As a child, Danish poet and writer Hans Christian Andersen enjoyed listening to his father read stories and hearing his grandmother tell folktales. In 1835, Andersen published the first of many volumes of fairy tales. His stories included the popular tales *The Little Mermaid*, *The Ugly Duckling* and *The Emperor’s New Clothes*.”
- Pass out a worksheet the briefly tells about the lives of the Grimm brothers and Hans Christian Andersen. Students will be expected to read and keep this worksheet in their fairy tale folder.
- Introduce students to the story *Rumpelstiltskin*. Explain that *Rumpelstiltskin* is a classic Grimm Brother’s fairy tale.
- Remind students that the front cover of *Rumpelstiltskin* only says “Retold by Jacob and Wilhelm Grimm” because the brothers were not the original authors. However, they were the ones who wrote down the story in their own words and put the story into print.

Developmental Activities:

- Remind students that it was because of Johannes Gutenberg’s printing press that storytelling changed dramatically because now, storytellers could write their stories down and publish them for a mass audience.
- Tell students that today, in 2004, they will recreate and use a printing press similar to the one Johannes Gutenberg invented.
- Students will first select a sentence from *Rumpelstiltskin* and, using the letter blocks, create the sentence in the printing press tray.
***Remember because of the way the printing press is designed, the print the students create will appear in reverse, so they must create the print in reverse. ***



- After the activity is complete, each student should have a better understanding of how a printing press works and how long and tedious the process was.
- With the remaining time, have students can create their names using the materials.

Closing Activities:

- Review the history of fairy tales and the impact Johannes Gutenberg’s printing press had on the distribution of fairy tales.

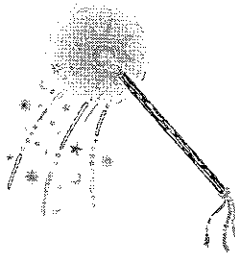
- As a closing activity, tell students it is important to know where a fairy tale originated from because that will often tell you more information about the story and the author. Explain to students that even though a story originated in another country they can often connect the story with their own lives, because people all across the world experience similar situations.
- Finally, direct students' attention to the back wall. Tell student that throughout the unit they will be reading various fairy tales from all parts of the world and their job is to (after every story they read) locate the country the story originated in using a pushpin as a marker. By the end of the unit, students will see their accomplishments.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topic:*

- Think about the stories you have been told by adults. Did the adults read these stories from a book? Where there any stories the adults told you from their own memory? Could you retell these stories from your own memory?
- List as many of the fairy tales you have ever heard or read as you can.

❖ *Assessment / Evaluation*

- direct questioning
- informal observation
- group discussion
- journal participation evaluation



Lesson # 2

Fairy Tale Elements

❖ *Pennsylvania State Standards*

**ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:**

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point view.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.

- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

❖ Objectives

Once given the appropriate information, students will be able to:

- familiarize him/herself with various selections of fairy tales.
- recognize and list story elements.*
- define elements of fairy tales.*
- refresh their memory on the difference between a story that is “retold by” an author compared to a story that is “by” an author.

Through classroom activities, students will be able to:

- follow directions.
- complete an in-depth worksheet that will help students further their knowledge of the fairy tale: *Sleeping Beauty*.*
- understand the importance of sequencing in a story.*
- appreciate a story teller’s ability to develop a story with logical patterns and sequencing.*
- label fairy tale elements they find within the story they have read.
- connect fairy tales with the countries they originated in.
- openly discuss their views and experiences with fairy tales.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.

After classroom activities and discussion, students will reflect back upon:

- an author’s ability to sequence.*
- descriptions of fairy tale lands.*
- qualities of their favorite character.*

* indicates an objective specific to this lesson.

❖ Materials

- *The Sleeping Beauty*. Retold and Illustrated by Mercer Mayer. 1984.
- *The Sleeping Beauty* worksheet (Appendix B)
- Story Map (Appendix C)
- “Fairy Tale Folders”
- student journals

❖ Vocabulary

- **fairy tale elements** - characters, setting, plot, conflict, resolution. The parts of the story.
- **characters –n.** the people, animals, or things that are in the story

- **setting** – n. where and when the story happens
- **plot** –n. the events that take place in the story
- **conflict** – n. the problem the main character has to overcome
- **resolution** – n. how the main character solves the problem
- **story map** – n. an organizational tool used to organize the elements of a story

❖ Activities

Anticipatory Set:

- Read the story “The Sleeping Beauty” to students. As a review, point out: “Retold by Mercer Mayer” on the front cover and ask a student to explain the significance.
- After reading the story, ask the students:
 - *What do you like most about the story? What do you like least about the story? Who was your favorite person or thing in the story? Why is this person or thing your favorite in the story? Where does this story take place? Does the story take place over a long period of time or a short period? What challenges do the characters in the story have to face? How do they solve that problem?*

Developmental Activities:

- Tell students that like most other stories, there are elements of fairy tales. Using the chalk board, begin to list and define the elements of a story. Tell students to quietly think how the story that was just read contains these elements.
 - **characters** - the people, animals, or things that are in the story
 - **setting** - where and when the story happens
 - **plot** - the events that take place in the story
 - **conflict** - the problem the main character has to overcome
 - **resolution** – how the main character solves the problem
- After explaining the various elements of fairy tales, guide students in a group discussion. Ask students: Who were the main characters? Describe the main characters? Where and when does the story take place? How do you know where and when the story takes place? What problems do the main character(s) face? How did they solve their problems?
- Have students return to their seats to complete a brief worksheet on *The Sleeping Beauty*. This worksheet will be added to their fairy tale folders and check later for understanding and comprehension.
- After the worksheets are all completed, introduce students to the story map. Explain to the students that a story map is an excellent way of organizing ideas within a story. Show the students that the story map includes all elements of a fairy tale.

Closing Activities:

- Students will be groups into pairs: one partner will be the listener and the other will be the speaker. Tell the listener to imagine they are outside the speaker's front door. The speaker will then verbally give the listener an imaginary tour of his/her house with a task to complete at the end. The speaker will carefully explain to his/her partner how to navigate through the house and complete a task in one of the rooms. *For example, bring back a rare coin from a box inside the speaker's bedroom.* Once the listener has 'reached' the speaker's bedroom and completed the task, the listener must (in as much detail and in the correct **reverse** order) verbally travel back through the house and 'meet' the speaker at the front door with the object from the completed task.
- After the listener has successfully completed his/her imaginary tour through the speaker's house the pair will switch roles and the listener will become the speaker and the speaker will become the listener.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topic:*

- Think about a fairy tale land that you would like to live in. What kinds of characters live there with you? Who is the evil character in your land? What kind of magic happens in your fairy tale land?
- Think about a character from one of your favorite fairy tales. Describe the character and compare him/her to yourself. How are you like the character? How are you different from the character?
- Organize your list of fairy tales into at least three categories. When you are done, organize them different ways and in different categories two more times.

❖ *Assessment / Evaluation*

- direct questioning
- informal observation
- group discussion
- informal partner evaluation
- journal participation evaluation
- fairy tale folder evaluation



Lesson # 3

Characteristics of Fairy Tales

❖ *Pennsylvania State Standards*

**ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:**

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point view.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.5. Speaking and Listening

- A. Listen to others.

- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

1.8.5. Research

- C. Organize and present the main ideas from research.

❖ *Objectives*

Once given the appropriate information, students will be able to:

- familiarize him/herself with various selections of fairy tales.
- find similarities between various fairy tales.*
- recognize and list fairy tale characteristics.*
- define fairy tale characteristics.*
- refresh their memory on previously studied material

Through classroom activities, students will be able to:

- follow directions.
- make comparisons between fairy tales.*
- outline characteristics within fairy tales they have read. *
- successfully complete his or her role within their groups.
- connect fairy tales with the countries they originated in.
- openly discuss their views and experiences with fairy tales.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.
- accurately complete their story maps.
- successfully complete a class chart with all groups' information.

After classroom activities and discussion, students will reflect back upon:

- other students' opinions.
- other groups' information presented.

** indicates an objective specific to this lesson.*

❖ *Materials*

- *The Elves and the Shoemaker.* Edited by Alma Gilleo. Illustrated by Gordon Laite. 1977.
- *Cinderella* (internet based)
- *The Magic Orange Tree* (internet based)
- *The Fool of the World* (internet based)
- *Boots and Troll* (internet based)
- *The Magic Brocade* (internet based)
- *How Raja's Son Won the Princess* (internet based)
- *The Search for the Magic Lake* (internet based)
- *The Brave Little Tailor*(internet based)
- *Farmer and His Hired Help*(internet based)

- *The Talking Cat (internet based)*
- *Ali Baba and the Forth Thieves (internet based)*
- *Tiger, the Brahmin, and the Jackal (internet based)*
- *A Tug of War (internet based)*
- *The Wonderful Tar Baby (internet based)*
- *Senor Coyote and the Dogs (internet based)*
- story maps (Appendix C) (four for each group)
- poster board (one for each group)
- characteristics comparison sheets (Appendix D) (one for each group)
- “Fairy Tale Folder” for each student
- Student journals

❖ *Vocabulary*

- **fairy tale characteristics** - common threads that run through most fairy tales that help the readers distinguish the genre

❖ *Activities*

Anticipatory Set:

- Review story elements from the previous day: characters, plot, setting, conflict, and resolution
- Ask students to recall from the stories they have already read if they noticed any similarities.
- Talk to students about that patterns most fairy tales follow: Most fairy tales often begin with a phrase such as “Long, long ago” or “Once upon a time.” Next, the main character(s) face difficult problems. Then help appears in the form of a factious creature or a fairy with magical powers. Usually, the main characters must complete a difficult assignment to make the magic work. Ultimately, the problem is solved; good wins over evil and the story ends “happily ever after.”
- Explain to students the all fairy tales have elements and common characteristics.
- Have students brainstorm some similarities of the fairy tales they have read so far and write them on the board.

Developmental Activities:

- Tell students that during the class they, as a group, will be responsible to read and present various fairy tales. One student will come and collect all of the materials for the group: the fairy tales they are assigned, story maps, characteristic comparison sheets and the poster board.

Closing Activities:

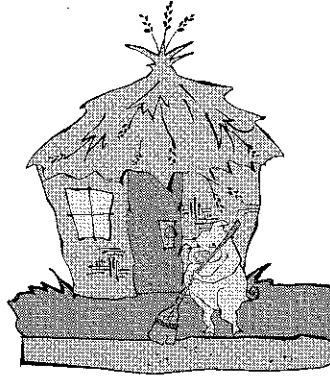
- Each group will hand in their story maps to be assessed. Then, the students will sit down at the reading center and discuss with other groups the characteristics they found common in most of the stories using their characteristic comparison sheets. A few students will be chosen to record the whole class's observations. A class chart will be made and displayed on the back wall.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topic:*

- In Sleeping Beauty the only thing that could break the spell of the witch was a kiss from a true love. If you had a spell cast on you what would be the one thing that could break the spell and why?
- If you were a fairy tale character would you want to be the good character or evil character? What would your magic be? What would you do?
- Fairy tales usually involve some magic in their plot. If you could choose a single magic power, what would it be? How would you use your power?

❖ *Assessment / Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- characteristic comparison sheet evaluation
- journal participation evaluation
- fairy tale folder evaluation



Lesson # 4

Point of View

❖ *Pennsylvania State Standards*

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4.5. Reading, Analyzing and Interpreting Literature

A. Write poems, plays and multi-paragraphs stories.

1.5.5. Reading, Analyzing and Interpreting Literature

A. Write with a sharp, distinct focus identifying topic, task and audience.

B. Write using well-developed content appropriate for the topic.

C. Write with controlled and/or subtle organization.

E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

1.6.5. Speaking and Listening

A. Listen to others.

B. Listen to a selection of literature (fiction and/or nonfiction).

C. Speak using skills appropriate to formal speech situations.

D. Contribute to discussions.

E. Participate in small and large group discussions and presentations.

❖ *Objectives*

Once given the appropriate information, students will be able to:

- recognize and define point of view. *
- recognize, define and give examples of different points of view.*
- familiarize him/herself with various selections of fairy tales.
- find similarities between various fairy tales.
- refresh their memory on previously studied material

Through classroom activities, students will be able to:

- follow directions.
- recognize the importance of point of view in stories.*
- recognize that point of view depends of the character and his/her intentions within the story.*
- rewrite a fairy tale from another point of view from another character or object within the story.*
- correctly use their writing abilities to complete their point of view story. *
- understand that a story can be told from different points of view and it depends on the author's interpretation of the story to decide how and from whom the story is told. *
- use their reading abilities to read a passage that illustrates point of view. *
- successfully complete his or her role within their groups.
- connect fairy tales with the countries they originated in.
- openly discuss their views and experiences with fairy tales.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.
- accurately complete their story maps.

After classroom activities and discussion, students will reflect back upon:

- other students' opinions.
- their own opinions of fairy tales and their experiences.
- the writing process.
- their roles within their groups.

** indicates an objective specific to this lesson.*

❖ *Materials*

- "Fairy Tale Folders"
- student journals
- *The Three Little Pigs* (internet based)
- *The True Story of the Three Little Pigs* (internet based)
- "The House" transparency (Appendix E)
- poster board for each group
- markers for each group

❖ *Vocabulary*

- **point of view – n.** a position from which something is observed or considered; a standpoint
- **omniscient – adj.** "all knowing"
- **first person – adj.** A character in the story who speaks in the first person voice.
- **third person omniscient – adj.** A narrator, not a character in the story, who speaks in the third person voice and can tell the thoughts and feelings of characters within the story.
- **third person objective – adj.** A narrator, not a character in the story, who speaks in the third person voice and can tell only what is observable through the five senses.

❖ *Activities*

Anticipatory Set:

- Read the story *The Three Little Pigs*.
- After reading, discuss with the class the events of the story.
 - *Who were the characters that had their houses blown down by the wolf?*
 - *Did the pigs get away?*
 - *Why did the wolf blow down the houses of the three little pigs?*
 - *Which character (if any) was telling the story?*

Developmental Activities:

- After the class discussion about *The Three Little Pigs*, tell the students that they will be reading a piece of literature and their *only* job is to remember as many details as possible.
***Students are not allowed to take notes or talk to one another, so have student clear their desks. ***
- Before the selection is projected on the overhead projector students will be assigned their characters. Remember: students are not allowed to talk so no other student should know what character other students are being assigned. (Half of the group will be realtors, the other half will be robbers).
- Allow students 4 to 5 minutes to read the selection.
- Once all students have completed reading, have students take out a pencil and paper and quietly list all details they can remember about the selection (descriptions of the room, items in the house...). After students have been given 2 minutes to complete this task they will share their lists with their group members.
- Each group will then write a master list and post it on the chalk board. As a whole class, discuss the similarities and differences between the different lists. Ask students why they think they had such different lists when they read the same piece. Give students a minute to think about this quietly.
- Explain that because they were different characters with different information they saw the same thing differently. Tell students that the way they viewed the house is called their "point of view."
- Write on the board: *Point of View is a position from which something is observed or considered; a standpoint.*
- Also, write on the board the different types of point of view students might encounter while reading:
 - *Omniscient*
 - *First Person*
 - *Third Person Omniscient**
 - *Third Person Objective*
- *Explain that the third person omniscient point of view is often used in fairy tales because the reader can see everything that not every character can see.

Closing Activities:

- Read the story: *The REAL Story of the Three Little Pigs* and remind students to keep in mind which character is telling the story and how that affects the information provided.
- For the closing activity, have students select any fairy tale and rewrite it from the viewpoint of a different character or object within the story.
For example:

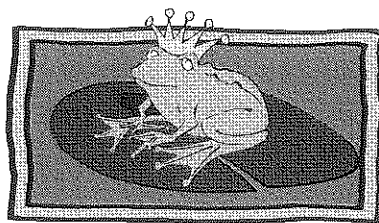
- Rewrite the story from the point of view of the evil stepmother in *Cinderella*.
- Rewrite the story from the point of view of the pea in the *Princess and the Pea*.
- Rewrite the story from the point of view of the mirror in *Snow White and the Seven Dwarfs*.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topic:*

- In the fairy tales we have read so far which is your favorite? Why? Which is your least favorite? Why?
- If you were Cinderella would you have gone to the ball knowing that your stepmother and stepsisters would be there? Why?
- Free write

❖ *Assessment/Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation
- fairy tale folder evaluation
- rubric assessment of rewritten fairy tale.



Lesson # 5

Literature Circles

❖ *Pennsylvania State Standards*

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.

- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

❖ *Objectives*

Once given the appropriate information, students will be able to:

- familiarize him/herself with various selections of fairy tales.*
- find similarities between various fairy tales.*
- refresh their memory on previously studied material

Through classroom activities, students will be able to:

- follow directions.
- use their art abilities to create a character based on the author's description of the character. *
- compare the characters made with that of other students.*
- have their created characters interact as if they were in the fairy tale.*
- correctly use their writing abilities to complete their literature circle activities.
- use their reading abilities to read a passage.
- successfully complete his or her role within their groups.
- connect fairy tales with the countries they originated in.
- openly discuss their views and experiences with fairy tales.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.
- accurately complete their story maps.

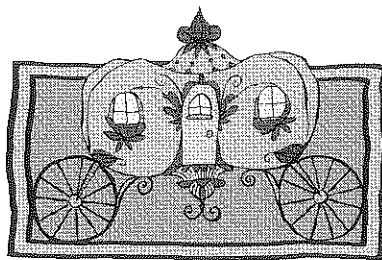
After classroom activities and discussion, students will reflect back upon:

- other students' opinions.
- their own opinions of fairy tales and their experiences.
- the writing process.
- their roles within their groups.

** indicates an objective specific to this lesson.*

❖ *Materials*

- "Fairy Tale Folders"
- student journals
- *The Frog Prince*. Jacob and Wilhelm Grimm. Illustrated by Robert Baxter. 1979.
- Literature circle packets (Appendix F)
- Model Magic®
- scissors
- washable watercolors
- watercolor brushes
- comb



Lesson # 6

Fractured Fairy Tales

❖ *Pennsylvania State Standards*

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).

- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

❖ Objectives

Once given the appropriate information, students will be able to:

- familiarize him/herself with various selections of fairy tales.
- find similarities between various fairy tales.
- refresh their memory on previously studied material

Through classroom activities, students will be able to:

- follow directions.
- use their art abilities to create a character based on the author's description of the character.*
- compare the characters made with that of other students.*
- have their created characters interact as if they were in the fairy tale.*
- correctly use their writing abilities to complete their literature circle activities.
- use their reading abilities to read a passage.
- successfully complete his or her role within their groups.
- connect fairy tales with the countries they originated in.
- openly discuss their views and experiences with fairy tales.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.
- accurately complete their story maps.*

After classroom activities and discussion, students will reflect back upon:

- other students' opinions.
- their own opinions of fairy tales and their experiences.
- the writing process.
- their roles within their groups.

** indicates an objective specific to this lesson.*

❖ Materials

- "Fairy Tale Folders"
- student journals
- *Cinderella*. Jacob and Wilhelm Grimm. Illustrated by Nonny Hogrogian. 1981
- *Cinder-Elly*. Frances Minters. Illustrated by G. Brian Karas. 1998.
- Venn Diagram (Appendix G)
- Paper
- Pencils
- Computer

❖ Vocabulary

- **fractured fairy tale** – **n.** a fairy tale that is written to be similar to an original fairy tale, but contains a twisted element or ending.
- **parody** – **n.** A literary or artistic work that imitates the characteristic style of an author or a work for comic effect or ridicule.
- **satirical** – **adj.** Of, relating to, or characterized by satire.
- **satire** – **n.** A literary work in which human vice or folly is attacked through irony, derision, or wit.
- **irony** – **n.** A literary style employing such contrasts for humorous or rhetorical effect.
- **ironic** – **adj.** Characterized by or constituting irony.

❖ Activities

Anticipatory Set:

- Read *Cinderella* to the class. After reading, have the class discuss how they could slightly change *Cinderella* to make the story funnier.
- Tell students that a changed version of a classic fairy tale is called a fractured fairy tale.

Developmental Activities

- Tell students that this story is an example of a fractured fairy tale. The fractured fairy tale is designed to be humorous by changing the story in an unexpected way; like altering a character, or adding modern language and events.
- Ask for suggestions on ways to fracture "Snow White" and list the students' ideas on the board. Examples:
 - Snow White is homely.
 - The prince eats the apple.
 - Snow White does not like to cook and clean.
 - When Prince Charming kisses Snow White he turns into a dwarf.
 - She doesn't want to get married to the prince.
- Tell students that a humorous version of a well-known story is called a parody. Explain that the humor can be satirical (making fun of the Prince, for example), or ironic (the broken wand).
- Define the difference between satirical and ironic so students will understand what type of story they are writing.
- Stress to students that their fractured fairy tale should remain true to the classic form, so they can't completely stray from the idea of the original fairy tale.

- Have each student read the story of "Cinder-Elly." As a group, discuss what classic fairy tale "Cinder-Elly reminds them of. Ask the students to discuss with each other the differences between Cinder-Elly and Cinderella.
- Have students individually create a Venn Diagram to compare and contrast the differences between the original version of Cinderella and one of the fractured versions: Cinder-Elly.
- Now that students are familiar with fractured fairy tales have them sit with their partner and talk about what fairy tale they might like to fracture. Students will brainstorm ideas and list them. Make sure each group has a different fairy tale, so there is variety and excitement.

Closing Activities:

- Students will pretend they are investigative reports and their job is to "uncover" the truth behind the fairy tale. Students will use their knowledge of sequencing, dialog, and the writing process to create their own newspaper with an article of about a fairy tale.
- Later, the class will compile all of their stories together and create one large newspaper with stories they have created.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topic:*

- An evil witch placed a curse on a beautiful princess/handsome prince. Draw the princess's/prince's new "look" and write a description of what the curse did.
- Think of a fairy tale you like to read. Take that fairy tale and change the ending. What would happen? How would that happen? What would you do about it?

❖ *Assessment/Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation



Lesson # 7

Writing Fractured Fairy Tales

❖ *Pennsylvania State Standards*

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4.5. Reading, Analyzing and Interpreting Literature

- A. Write poems, plays and multi-paragraphs stories.

1.5.5. Reading, Analyzing and Interpreting Literature

- A. Write with a sharp, distinct focus identifying topic, task and audience.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

❖ Objectives

Once given the appropriate information, students will be able to:

- familiarize him/herself with various selections of fairy tales by reading a selection of fairy tales.
- refresh their memory on previously studied material by reviewing their fairy tale folders or talking with a friend.

Through classroom activities, students will be able to:

- reflect back upon previously created story maps to generate ideas and use the information to create their own fractured fairy tale.*
- brainstorm a list of possible fractured fairy tale topics with their partner.*
- successfully complete the writing process and have a piece of work ready to be published. *
- publish their work on the internet with guidance from the teacher.*
- follow directions with no difficulties.*
- use their reading abilities to completely read and understand a passage of literature.
- successfully and cooperatively complete his or her role within their groups.
- accurately connect fairy tales with the countries they originated in and find the location on the map.
- openly discuss their views and experiences with fairy tales with other students.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.

After classroom activities and discussion, students will reflect back upon:

- and evaluate other students' opinions.
- and evaluate their own opinions of fairy tales and their experiences.
- their success with the writing process.

- their roles and contributions within their groups.

** indicates an objective specific to this lesson.*

❖ *Materials*

- computer
- “Fairy Tale Folder”
- student journals
- story board (Appendix H)
- pencils

❖ *Vocabulary*

- **free-write** – **tr. v.** to write without thinking about spelling or grammar.
- **edit** – **tr. v.** students will look over their story, make sure it flows well and has not left the story line. This is still not looking for grammar and spelling mistakes, just for changes in the style or story-line of the work.
- **rewrite** – **tr. v.** to write and add changes made during the editing process.
- **proofread** – **tr. v.** pairing with another pair and looking for spelling or grammatical errors.
- **publish** – **tr. v.** to type the final product (should be typed on the computer.) Students may also add small illustrations.

❖ *Activities*

Anticipatory Set:

- To begin the lesson, remind students of the story maps they have already done. Then briefly review the elements and characteristics of a story. Ask students to explain what a fairy tale is and what a fractured fairy tale is.
- Pair students up with the partners they were with last class, in the groups students will create their own story map based on the original fairy tale they have chosen.
- Together, students will decide on the part of the fairy tale they will fracture.
- Students will then use a story board to map out their new tale

Developmental Activities:

- With their partners, students will begin their fractured fairy tale writing experience:
 - *Free-write:* students are allowed to write out their stories without thinking about spelling or grammar.

- *Edit*: students will look over their story, make sure it flows well and has not left the story line. This is still not looking for grammar and spelling mistakes, just for changes in the style or story-line of the work.
- *Rewrite*: students will write and add changes made during the editing process into their work.
- *Proofread*: students will pair with another pair of students and look for spelling or grammatical errors.
- *Publish*: students will be allowed to type the final product should be typed on the computer. Students may also add small illustrations.

Closing Activities:

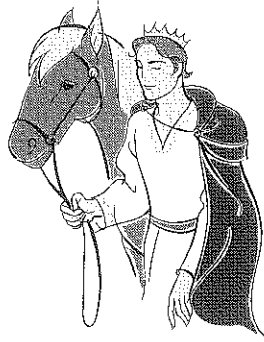
- Once the completed work has been handed into the teacher and returned back to the students, the students will be allowed to publish their work on the web using one of the following kid friendly and safe sites:
 - <http://www.childrenstory.com/>
 - <http://www.kidpub.org/kidpub/>
 - <http://www.cyberkids.com/cw/>
- Students will be given time to complete their journal entries and silently read for 20 minutes of silent reading.

❖ *Journal Topics:*

- The fairy tale character you wrote your newspaper article about is upset because he/she says the sources you used were not credible and his/her reputation is ruined. How do you handle the situation? How do you back your information up? What would you say to calm this character down? Do you write an apology in the next article for the things you have said?
- Pick an event that has occurred in your life. Select one aspect of this event and alter it in some way: different setting, different people involved, magic happened, the possibilities are endless. Write this event as you would a fractured fairy tale.
- Free write

❖ *Assessment/Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation



Lesson # 8

Multicultural Fairy Tales

❖ *Pennsylvania State Standards*

**ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:**

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

❖ *Objectives*

Once given the appropriate information, students will be able to:

- understand and be able to discuss with other students multicultural fairy tales.*
- be able to recognize the difference between a multicultural fairy tale and a fairy tale from the U.S.*
- be able to explain the importance of multicultural fairy tales.*
- be able to state important things to remember, as an author, when writing multicultural fairy tales.*
- familiarize him/herself with various selections of fairy tales by reading a selection of fairy tales.
- refresh their memory on previously studied material by reviewing their fairy tale folders or talking with a friend.

Through classroom activities, students will be able to:

- compare fairy tales with the same theme, but from different countries*
- make educated guesses as to where they think a fairy tale originated from using clues within the text.*
- become aware of others' unique cultural differences through reading fairy tales from that location.*
- accurately connect fairy tales with the countries they originated in and find the location on the map.*
- follow directions with little to no difficulties.
- use their reading abilities to completely read and understand a passage of literature.
- successfully and cooperatively complete his or her role within their groups.
- openly discuss their views and experiences with fairy tales with other students.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.

After classroom activities and discussion, students will reflect back upon:

- and evaluate their views and feelings on multicultural fairy tales.*
- and evaluate other students' opinions.
- and evaluate their own opinions of fairy tales and their experiences.
- their success with the writing process.
- their roles and contributions within their groups.

** indicates an objective specific to this lesson.*

❖ *Materials*

- World Map (back wall)
- *Beauty and the Beast* (internet based)
- *Dragon Prince* internet based)
- *The Scarlet Flower* (internet based)
- *Snowbear Whittington* (internet based)
- “Fairy Tale Folder” for each student
- Student journals
- colored pencils
- washable window markers
- white paper

❖ *Activities*

Anticipatory Set:

- Direct students’ attention to the back wall, where the world map is. Point out to all students the progress they have made in the past few days.
- Remind students from the first day they were told: “even though a story originated in another country, they can often connect the story with their own lives. Because people all across the world experience similar situations.”
- Congratulate students on their reading accomplishments.

Developmental Activities:

- Have students, in their groups, read a fairy tale that has been assigned to them.
 - Group #1: *Beauty and the Beast*
 - Group #2: *Dragon Prince*
 - Group #3: *The Scarlet Flower*
 - Group #4: *Snowbear Whittington*
- After each group has finished reading their fairy tale, groups will brainstorm which country they think their fairy tale may have originated from. After students have made an educated guess they may check with the teacher.
- When all groups have completed and successfully discovered where their fairy tale originated from, one group member will present a brief synopsis of their story and assign the class to guess where the story originated from based on the clues from the book.
- After every group has talked about their fairy tale with the class, the class will compare and contrast these stories.

- Students should be aware of the unique cultural aspects in the story and in the illustrations.
- As a whole class discuss: Did the author show respect for the culture represented in the story? How do you know?
- Next, the class will brainstorm a list of traditions, foods, customs, types of clothing, houses and geographical features related to the setting of the stories they have read.

Closing Activities:

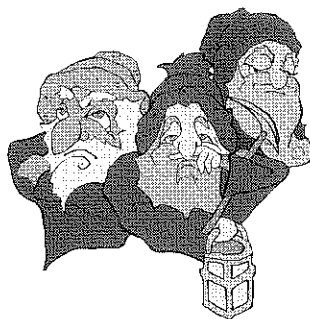
- With their groups, students will make a Larger than life book report on the classroom windows.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topics*

- Free write

❖ *Assessment / Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation



Lesson # 9

Readers' Theater

❖ *Pennsylvania State Standards*

**ACADEMIC STANDARDS FOR READING, WRITING AND
LITERATURE:**

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4.5. Reading, Analyzing and Interpreting Literature

A. Write poems, plays and multi-paragraphs stories.

1.5.5. Reading, Analyzing and Interpreting Literature

A. Write with a sharp, distinct focus identifying topic, task and audience.

B. Write using well-developed content appropriate for the topic.

C. Write with controlled and/or subtle organization.

E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

1.6.5. Speaking and Listening

A. Listen to others.

B. Listen to a selection of literature (fiction and/or nonfiction).

C. Speak using skills appropriate to formal speech situations.

D. Contribute to discussions.

E. Participate in small and large group discussions and presentations.

❖ Objectives

Once given the appropriate information, students will be able to:

- understand and be able to discuss with other students various types of fairy tales that have been discussed through the course of this unit.*
- talk about the importance of readers' theater.*
- compare and contrast readers' theater with stage acting.*
- familiarize him/herself with various selections of fairy tales by reading a selection of fairy tales.
- refresh their memory on previously studied material by reviewing their fairy tale folders or talking with a friend.

Through classroom activities, students will be able to:

- develop a better understanding of dialog and the use of tone.*
- understand that even without props and customs, the audience is still able to enjoy and appreciate theater presentations.*
- explain how a book can be transformed into a play.*
- appreciate a performance by other students.*
- follow directions with little to no difficulties.
- use their reading abilities to completely read and understand a passage of literature.
- successfully and cooperatively complete his or her role within their groups.
- openly discuss their views and experiences with fairy tales with other students.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.

After classroom activities and discussion, students will reflect back upon:

- and evaluate other students' opinions.

- and evaluate their own opinions of fairy tales and their experiences.
- their success with the writing process.
- their roles and contributions within their groups.

** indicates an objective specific to this lesson.*

❖ *Materials*

- Readers' Theater scripts (Appendix I)
- highlighters
- Model Magic® (white)
- school glue
- scissors
- washable markers
- washable watercolors
- watercolor brushes
- cellophane
- decorative craft items
- paper towels
- recycled boxes
- recycled newspaper
- water containers
- white paper
- student journals
- "Fairy Tale Folders"

❖ *Vocabulary*

- Students will discover and write their own vocabulary for each Readers' Theater presentation.

❖ *Activities*

Anticipatory Set:

- Introduce Readers Theater to the class. Explain to students what Reader's Theater is and how it can be used for the fairy tale lesson.
- In their groups, students will randomly select a prepared script from the selection of scripts. The teacher will then, randomly select the students' roles to reduce the risk of argument.
- After each student has his/her roles, students will use a highlighter to highlight their roles in the script. (If a student has one or more parts have him/her use a different color highlighter to highlight each role).
- Allow time for groups to read through their scripts once or twice.

Developmental Activities:

- Once each group is comfortable enough with their scripts, students will perform their Readers' Theater for the rest of the class. Students will be reminded there will be no movement, and their tone of voice should reflect that of the character.
- Before presenting their Readers' Theater, one student will write the vocabulary for the script on the board and define it for all students.

Closing Activities:

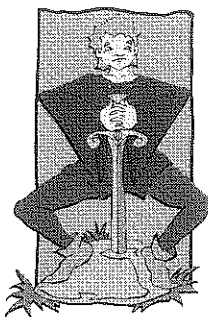
- Students will create a fairy tale diorama with the supplies provided. Fairy tale dioramas will be of the backdrop of the Readers' Theater the group just presented. The groups will use clues from the script to create their fairy tale land.
- Students will be given time to complete their journal entries and have 20 minutes of silent reading.

❖ *Journal Topics*

- free write

❖ *Assessment / Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation



Lesson # 10

Fairy Tale Party

❖ *Pennsylvania State Standards*

ACADEMIC STANDARDS FOR READING, WRITING AND LITERATURE:

1.1.5. Learning to Read Independently

- A. Establish the purpose for reading a type of text before reading.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related references.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading.

1.2.5. Reading Critically in All Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3.5. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- C. Describe how the author uses literary devices to convey meaning.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4.5. Reading, Analyzing and Interpreting Literature

- A. Write poems, plays and multi-paragraphs stories.

1.5.5. Reading, Analyzing and Interpreting Literature

- A. Write with a sharp, distinct focus identifying topic, task and audience.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

1.6.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

❖ Objectives

Once given the appropriate information, students will be able to:

- understand and be able to discuss with other students various types of fairy tales that have been discussed through the course of this unit.*
- familiarize him/herself with various selections of fairy tales by reading a selection of fairy tales.
- refresh their memory on previously studied material by reviewing their fairy tale folders or talking with a friend.

Through classroom activities, students will be able to:

- follow directions with little to no difficulties.
- use their reading abilities to completely read and understand a passage of literature.
- successfully and cooperatively complete his or her role within their groups.
- openly discuss their views and experiences with fairy tales with other students.
- cooperatively work with partners to complete a task.
- use their writing ability to express their ideas in a coherent manner.

After classroom activities and discussion, students will reflect back upon:

- and evaluate other students' opinions.
- and evaluate their own opinions of fairy tales and their experiences.
- their success with the writing process.
- their roles and contributions within their groups.

** indicates an objective specific to this lesson.*

❖ *Materials*

- Computer
- PowerPoint activities handout (Appendix J)
- student journals
- “Fairy Tale Folders”

❖ *Activities*

Students will come into class dressed up as their favorite fairy tale character. After having a small party (the teacher will provide food), students will prepare their PowerPoint and present it to the class.

❖ *Journal Topic*

- Discuss your feelings on the past unit plan. What did you like most? What did you like least? What would you like to do differently? Do you think this unit plan should be kept for further classes?

❖ *Assessment/Evaluation*

- direct questioning
- informal observation
- group discussion
- informal group evaluation
- journal participation evaluation



Fairy Tale World Map

For the duration of the entire unit.

Activity: Tell student that throughout the unit they will be reading various fairy tales from all parts of the world and their job is to (after every story they read) locate the country on the back wall map the story originated in using a pushpin as a marker. By the end of the unit, students will see their accomplishments.

Skill Development: This geography integrated activity, allows students to become familiar with fairy tales from all parts of the world. Students will also realize that even though fairy tales have come from different parts of the world, the concepts and themes remain constant and they can relate to our life in America.

Materials: large wall map, pushpins, various fairy tales



Journals

For the duration of the entire unit.

Activity: Students will be assigned to write in their journals daily. Some journal topics will be prompted others will be free write. Students are encouraged to write freely in their journals and will be told there will be no grade based on their ideas; however, students will be graded on their involvement in journal writing. It should be advised that even though there is no grade given to the ideas written in the journals, students should still write because points are awarded to those who write daily.

Journal Topic Ideas:

- ❖ List as many of the fairy tales as you can.
- ❖ Think about the stories you have been told by adults. Did the adults read these stories from a book? Were any of the stories the adult(s) told you from their own memory? Do you think you could you retell these stories from your own memory?

Poster Magic Rubric

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Content - Accuracy	At least 7 adjectives are displayed on the poster.	5-6 adjectives are displayed on the poster.	3-4 adjectives are displayed on the poster.	Less than 3 adjectives are displayed on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Title	Title can be read from 4 ft. away and is quite creative.	Title can be read from 4 ft. away and describes content well.	Title can be read from 2 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

Total Points: _____

Notes from your teacher: _____
