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idea packet

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Help! My Fairy Tale Has Fractured!

Help! My Fairytale has been fractured!!

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Purpose of the Project

The purpose of this project is to expose students to various fables and folklore while promoting an understanding of the moral, central message or lesson as well as point of view of various characters.

Exposing students to different points of view, deepening their understanding of the central message will assist them with strengthening their critical thinking skills as well as prepare them for creating their own fractured fairy tale and providing their point of view.

Students will be exposed to several Fairy Tales/folklore throughout the year. Various activities will be conducted to gage student understanding of the various standards.

This project encourages students to see things from a different point of view. It is my hope that you enjoy this booklet and the activities as much as I have.

Goals

1. Encourage students to express their opinion about a topic.

2. Guide students through the opinion writing process.

3. Provide students with a basic understanding of an author's point of view.

4. Help students recognize the importance of locating key details in a story.

5. Assist students with identifying their own point of view and provide supporting details.

Standards

LAFS.2.W.1.1- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion supply reasons that support the opinion using linking words to connect opinion and reasons and provide a concluding statement or section

LAFS.2.RL.1.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.

LAFS.2.RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

LAFS.2.RL.3.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

LAFS.2.RL.3.9- Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

Projected Timeline

January

Books: The classic story of The 3 Little Pigs

The True Story of the 3 Little Pigs! By: Jon Scieszka

Annotation: Alexander T. Wolf was framed! All he wanted to do was borrow a cup of sugar to make a cake for his granny. Unfortunately, a bad cold and some unfriendly neighbors land Al in a heap of trouble. Now in jail, Al recounts what really happened to the Three Little Pigs.

- Week 1-Teacher read aloud (both stories) discuss and record the key details from both stories; record the characters point of view, complete the Venn Diagram activity sheet. Discuss the use of humor in "The True Story of the Three Little Pigs: Have students point out ways that humor could be inserted into the traditional stories.
- Week 2- Small groups of students will read the book, focus on story vocabulary, story structure (complete a story map); Brain based activity: 4 corners "variation" game. When playing this game, label the room with the following: Moral, setting, characters, event, problem. Prepare slips of paper with

information from the story (For example: Alexander T. Wolf). While counting to ten, students will find a corner to stand in. The teacher will randomly select a slip of paper and read the contents. In unison, students will identify if it's the setting, problem, event, moral or character(s). The students found in that particular corner are out of the game. The object of the game is to be the last one standing.

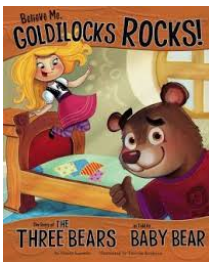
Week 3- Opinion writing….Who do YOU believe? Write an opinion essay explaining who you believe and write to tell why you feel the way you do. (Use this week to focus on the opinion writing process...planning, revising, editing) Use the Opinion Graphic Organizer (Model how to fill in the Opinion Map to the class for the introduction, 3 paragraphs of the body and the conclusion.* Create a bulletin board entitled: Pig vs. Wolf and display the opinion writing

- Week 4- Focus on Readers Theatre- Four students will participate in a fractured fairytale play about the 3 little pigs and the wolf.

- Work on "Scrapbags" (Begin to decorate the sewn brown paper bags. Decorate with items/pictures from the story. Have students write the point of view for the character in each story. (one side= The Three Little Pigs, the other side= The True Story of The Three Little Pigs)

- Suggested writing prompts
  a. Were the pigs good little pigs?
  b. Can you really believe a pig?
  c. Can you really believe the wolf?
  d. Write about whether or not you are convinced by the wolf's version of the story. Does he seem trustworthy? Why or why not?

<u>February</u>



Books: The classic story of The 3 Bears

Believe me, Goldilocks Rocks
by: Nancy Loewen

Annotation: Baby Bear, who wants to be called Sam, tells the true story of what happened when he and his parents went for a walk while their porridge cooled.

- Week 1- Teacher read aloud (both stories) discuss and record the key details from both stories; record the characters point of view, complete the Venn Diagram activity sheet.
- Week 2- Small groups of students will read the book; focus on vocabulary in the story. Story structure (complete a story map); Brain based activity: 4 corners "variation" game.
- Week 3- Opinion Writing (use this week to focus on the opinion writing process...planning, revising,

editing) Use the Opinion Graphic Organizer (Model how to fill in the Opinion Map to the class for the introduction, 3 paragraphs of the body and the conclusion.

- Week 4- Work on “Scrapbags”. Focus on a page to complete with the point of view of the character from the Fractured Fairy tale. Be sure to decorate the page with items or pictures from the story.

- Discussion questions (focus on these questions throughout the story)
  - What are some things that happen in this story that don’t happen in the classic story?
  - What are some things that happen in the classic story that don’t appear in the story of Believe Me, Goldilocks Rocks!
  - Which point of view do you think is more true? Baby Bear? Or the invisible narrator? Why?
  - What do you think would have happened if Sam had run back to his parents instead of seeing what Goldilocks was up to?

March

Books: The classic story of Rapunzel

Really, Rapunzel needed a haircut by: Jessica Gunderson

Annotation: Really, Rapunzel needed a haircut introduces the concept of point of view through Dame Gothel's (Rapunzel's mother) retelling of the classic fairy tale "Rapunzel."

- Week 1- Teacher read aloud (both stories) discuss and record the key details from both stories; record the characters point of view, complete the Venn Diagram activity sheet.
- Week 2- Small groups of students will read the book, focus on story vocabulary, story structure (complete a story map); Brain based activity: 4 corners "variation" game.
- Week 3- Opinion Writing (use this week to focus on the opinion writing process...planning, revising, editing) Use the Opinion Graphic Organizer (Model how to fill in the Opinion Map to the class for the introduction, 3 paragraphs of the body and the conclusion. *Write about whether you are convinced of Dame Gothel's side of the story.

- Week 4- Work on “Scrapbags” (Begin to decorate the sewn brown paper bags.
- Discussion Questions (Focus on these questions during and after the story has been read)
  - If Rapunzel told the story instead of Dame Gothel, what details might she tell differently?
  - What if the prince told the story? How would his point of view differ?
  - Dame Gothel never says she loves Rapunzel in this story, but she does. How do we know this?
  - What does Dame Gothel say that tells us she cares about Rapunzel?

<u>April</u>

Books: The classic story of The Frog Prince

Frankly, I never wanted to Kiss Anybody! By: Nancy Loewen

Annotation: Frog tells what really happens with the infamous “kiss” from the Princess.

- Week 1- Teacher read aloud (both stories) discuss and record the key details from both stories; record the characters point of view, complete the Venn Diagram activity sheet.

- Week 2- Small groups of students will read the book, focus on story vocabulary, story structure (complete a story map); Brain based activity: 4 corners "variation" game.
- Week 3- Opinion Writing (use this week to focus on the opinion writing process...planning, revising, editing) Students begin to complete the Opinion Graphic Organizer on their own and put the elements together (introduction, body and conclusion) –
- Week 4- Work on "Scrapbags"- Decorate with items/pictures from the story. Have students write the point of view for the character in each story. (one side= The Frog Prince…the invisible narrators point of view , the other side= Frankly, I never wanted to kiss anybody!...the frog's point of view)

- Discussion questions (During and after reading the Fractured fairy tale)
  - If the princess told the story instead of the frog prince, how would her point of view differ? What details might she tell differently?
  - How does the prince get turned into a frog?
  - What does he prince like about being a frog?
  - Why does he decide he would rather go back to being a prince?
  - What is the role of the princess' father as a character in the story?

May

Books: The Classic story of Jack and the Beanstalk

Trust me, Jack's Beanstalk Stinks!

Annotation: The giant tells what really happened when Jack kept climbing up the beanstalk and sneaking into his house

- Week 1- Teacher read aloud (both stories) discuss and record the key details from both stories; record the characters point of view, complete the Venn Diagram activity sheet.
- Week 2- Small groups of students will read the book, focus on story vocabulary, story structure (complete a story map); Brain based activity: 4 corners "variation" game.
- Week 3- Opinion Writing- Students begin to complete the Opinion Graphic Organizer on their own and put the elements together (introduction, body and conclusion) * The giant says it's hard to be a giant. Humans bother him and he just wants to be left alone. Do you believe him? Why or why not?
- Week 4- Work on "Scrapbags"- (Begin to decorate the sewn brown paper bags. Decorate with

items/pictures from the story. Have students write the point of view for the character in each story. (one side= the classic story told by the invisible narrator, the other side= the giant's point of view)

- Discussion questions
  - List some things that happen in the classic version that don't happen in the giant's version. Why do you think those parts were left out of the giant's story?

*Please note: In an effort to infuse technology, the video of the classic story can be shown in lieu of the Teacher read aloud.

Children's Literature used in the lessons

Trust Me, Jack's Beanstalk Stinks! By Eric Braun

Really, Rapunzel needed a Haircut! By: Jessica Gunderson

Believe Me, Goldilocks Rocks! By: Nancy Loewen

Frankly, I never wanted to Kiss Anybody! By: Nancy Loewen

The True Story of The 3 Little Pigs! By: Jon Scieszka

Resource List

www.teacherspayteachers.com (Fractured Fairy Tales)

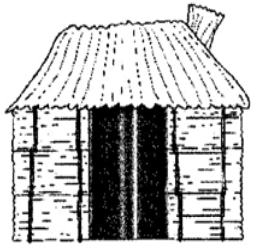
www.ebay.com (Sewn paper bags)

Michaels (scrapbooking items)

www.amazon.com (Reading books and the puppet theatre)

www.etsy.com (Sock puppets for the three little pigs and the wolf)

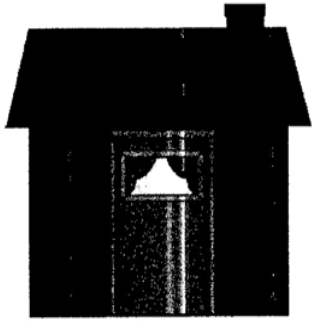
Additional resources



Point of View

The Three Little Pigs

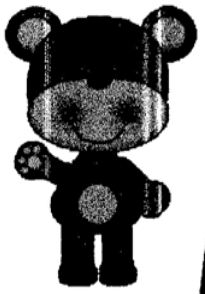
The True Story of
The Three Little Pigs



Compare & Contrast

Goldilocks and the Three Bears

Believe Me, Goldilocks Rocks!



Both

Compare & Contrast

Jack and the Beanstalk

Trust Me, Jack's Beanstalk Stinks!

Both

Story Map

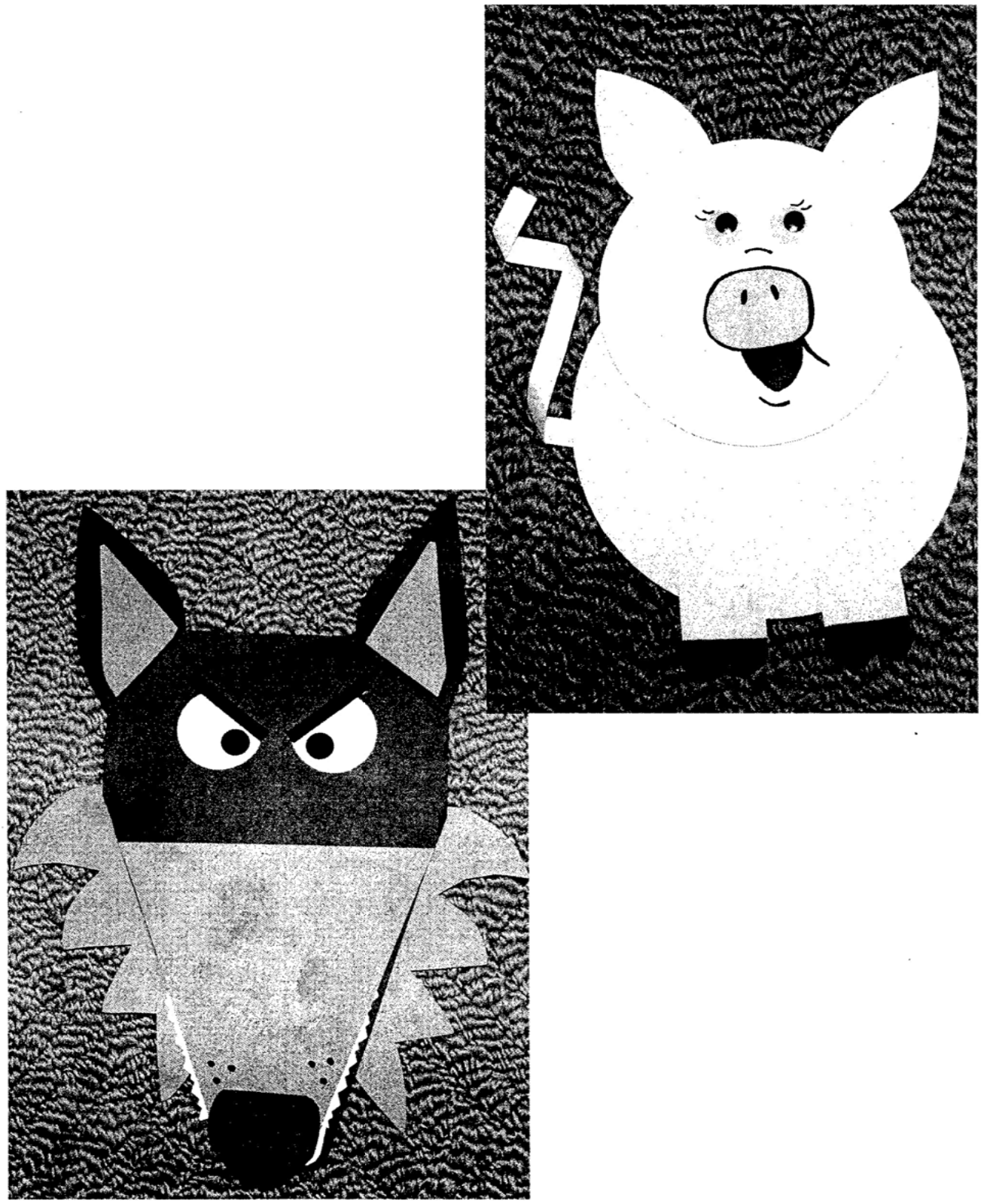
Characters

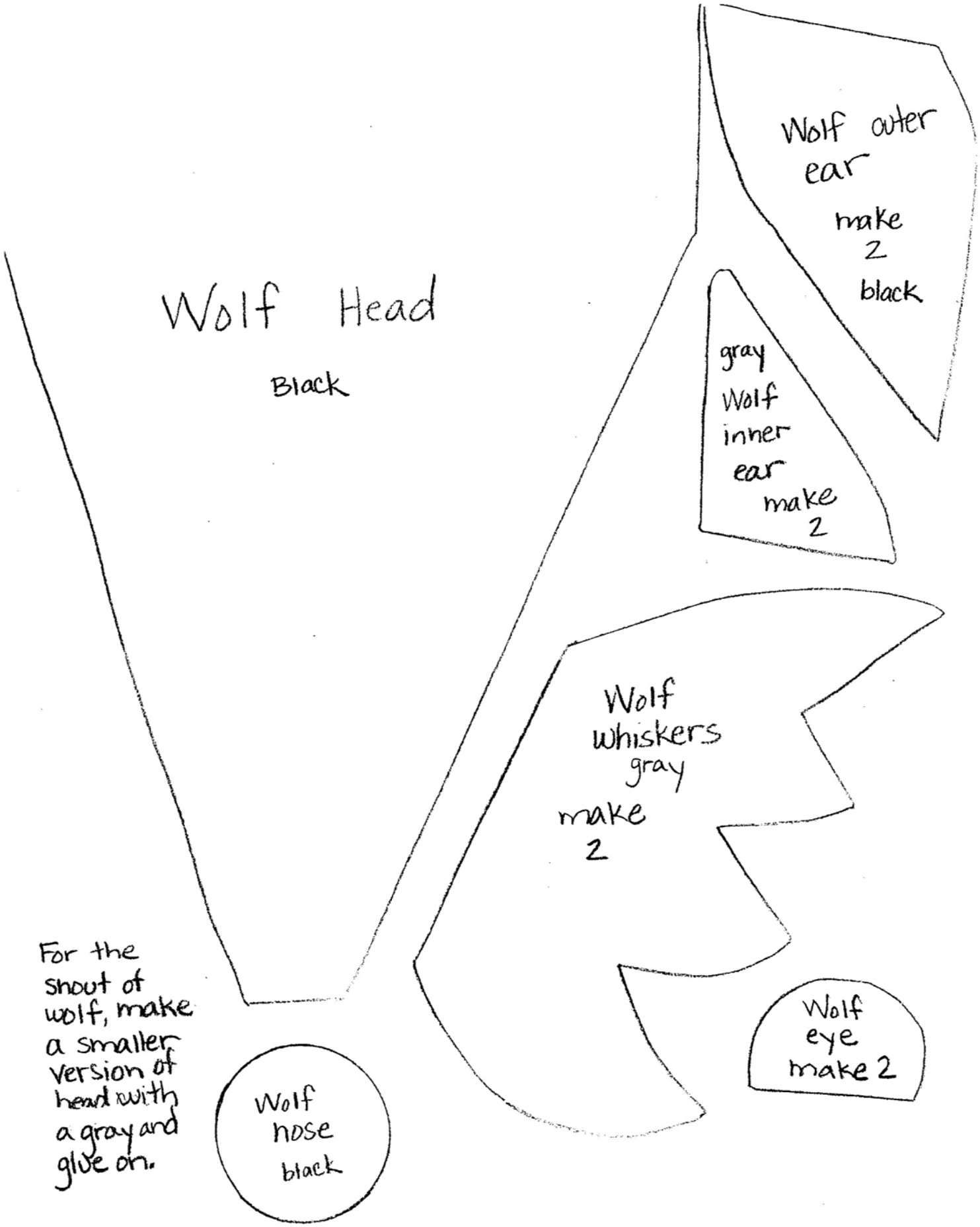
Setting

Problem

Events

Ending




Wolf Head
Black
Wolf outer ear
make 2
black
gray Wolf inner ear
make 2
Wolf whiskers
gray
make 2
Wolf eye
make 2
Wolf nose
black
For the snout of wolf, make a smaller version of head with a gray and glue on.

Use a pink strip of paper to make a tail.

Use googly eyes for pig eyes.

Sample Readers' Theater Presentation for one character in *Goldilocks and the Three Bears*

There are three parts to the presentation. Each member of the group will read the first part, then each member will read the second, and finally each member will read the last part. Type each part on a different page, so it will be easier to read from during the performance.

NOTE: This presentation will have you speaking as if you are the character. Be sure to speak in the first person, which means you will use I and me instead of you or he/she and him/her.

Part 1:
Tell who you are. You may give yourself a name. Describe yourself and your personality.

Hello! My name is Bob Bear, also known as Papa Bear. I am loud and sometimes grouchy, but I love my family.

Part 2:
Tell what you did in the story. Refer to the pictures and the text when you talk about things you did or things that happened. Be sure to tell enough of the story so that the audience knows what happened in the entire story.

My wife made porridge for breakfast, but it was way too hot to eat. So we went for a bike ride while it cooled. While we were gone someone broke into our house and got into our stuff. When we came back I was angry, especially when I found the thief in my son's bed!

Part 3:
Tell how you feel about one of the other characters and why you feel that way. Use pictures and examples from the story.

I think Goldilocks is a terrible person and a crook! She walked right into our house without permission and began to eat our food! She made a mess in the kitchen, then broke my son's chair, and plundered in our bedrooms! She didn't even offer to clean up or apologize when she was found! She belongs in jail!

**Kids could draw pictures or props to hold while they are speaking, or they could hold a copy of the actual book to show the examples. If the presentation has been taped, the kids could show the props/pictures while the audience is listening to the taped version.*

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Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by May 2, 2016.

APPLICATION DEADLINE:
December 11, 2015

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For more information, contact:
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