**First Grade fractured Fairy tale and folk tale writing**

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SOL 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.

f) Identify characters, setting, and important events.

g) Retell stories and events, using beginning, middle, and

Understanding

• By changing characters, settings, point of view and conflict new stories can be created.

Know

• Students will know how to identify characters, setting and conflict in a fairy tale and folk tale.

Do

• Students will work in groups to compare and contrast two versions of The Three Little Pigs.

• After reading various fairy tales and folk tales Students will select a RAFT to complete.

• On day 2, they will use dice to select characters and setting to write a new tale.

Day 1

Materials : The True Story of the Three Little Pigs by Jon Scieszka, chart paper or white board, individual white boards and expo markers for students, smartboard or document camera , RAFT sheets .

Before the lesson: Students have been reading fairy tales and folk tales. They should have read original Three Little Pigs prior to the lesson. I’m also assuming that the class knows the colors of the rainbow for my grouping activity. Have copies of the RAFT as well. I’m also assuming the teacher has shown them a venn diagram before but this might be a good way to introduce it if she/he hasn’t.

*Boys and girls, today, we are going to have some fun with folk tales and fairy tales. Before I pull you to the rug, I’d like to get you into groups***. (Doubet Day 1 and 2)** *We’re going to create a rainbow line. We’ve been learning about light in science so let’s arrange ourselves into our favorite colors of the rainbow. On this end,(left) will be the students who like, what?* (expected answer red)….continue moving down the line until you get to violet.

Arrange the students so they are in groups of three to four from the rainbow line. Pull students to the rug for Whole Group.

*We have been reading many fairy tales over the past month. Turn and talk to one of your rainbow partners and tell them what a fairy tale is (expected answers: fairy tales have magic in them and usually happy endings). Call on some people to share. Turn to another person in your rainbow group and give some examples of fairy tales we’ve read or ones you know. What is a folk tale? Turn and talk to another person in your rainbow group about what a folk tale is and examples of ones we’ve read.*

Introduce The True Story of the Three Little Pigs to the students.

*As I read this story think about how it’s different from the original story of The Three Little Pigs which we read earlier this week. Read the story. In your groups, I’d like you to make a T chart on your white boards. On one side put Old and the other New. The column with Old refers to the original story we read about the three little pigs. The column under New represents the story I just read. With your group, discuss the differences between the stories. Be prepared to share. When you are done, give your group members a thumbs up and say good job! That will let me know your group is ready!* (Strebe day 4)

Give groups time to discuss and circulate and support groups. After some time, call students back together.

*Before we get to the differences that you guys discussed, what are some things that are the SAME between the two books (expected answers: three pigs, wolf, huff and puff, the wolf gets angry in them both, the pigs don’t get eaten in some versions of the old story, but run to the house of bricks). I’m going to mark them in this middle part of the venn diagram because both versions of the story shared these traits.*

Jot these down on a whiteboard for all to see in the middle of a big venn diagram.

*Now let’s hear what your rainbow groups discussed and as you read them, I’m going to write things either on the side of the circle that says new or old. (Hopefully one of them will say this is this is the wolf’s side of the story). The big difference is who told the story. The wolf wants us to feel sorry for him in this story and tell his side of it. Has it ever happened to you that you have a disagreement with someone and he or she tattles on you and when you get called back to talk to me, you want me to hear your side of it!? Imagine if the wicked stepsister could tell her side of the story in Cinderella! Or imagine a story where the three bears talk about Goldilocks breaking* into their house, eating their food, breaking their chairs and sleeping in their beds?? Funny, right?

*We are going to have some fun with writing today. I’m going to first show you a sheet called a RAFT.* **(Collins Day 4 and 5)**Put up the sheet on a document camera or have one up on the smartboard. T*he R stands for role. That’s the person you are pretending to be. The A stands for audience. This is who you are writing to. The F stands for form. It might be a letter or a postcard or a story. The T stands for topic. That is what you are writing about. Let’s look at our RAFT.* Go over their choices. Encourage students that if they have ideas of their own, to share them.

Give them time to write their draft. They will make a decision at the end of day 2 on whether they want to edit and publish the RAFT or the dice game.

Day 2

Materials : chart paper or white board, individual white boards and expo markers for students, smartboard or document camera , dice game, book Princess Smartypants

Call students to the group to sit with their rainbow groups again.

*Today, I’m going to read you a fairy tale called Princess Smartypants. Hmm. I wonder what a story with such a funny title could be about? (creating anticipation Collins Day 4) But first, let’s review a few things about stories. What do we mean by characters? (discuss) Setting? (discuss, make sure they understand time and place). So as I read Princess Smartypants to you, I want you to think about the characters, the setting and if it reminds you of other fairy tales.*

Read the story to them. Discuss setting, characters, main problem in the story (this would be a good way to teach the concept of conflict). *Another term for the problem in the story is “conflict.” Can you say that with me. We can figure out the problem or conflict in a story with a little help from this chart. Show them the Somebody….Wanted…But…And So chart on the screen. Let’s talk about the conflict in the Three Little Pigs before we talk about conflict in Cinderella and Princess Smartypants.*

|  |  |  |  |
| --- | --- | --- | --- |
| Somebody | Wanted | But | So |
| Wolf | To eat the 3 pigs | They hid in brick house | Wolf couldn’t blow it down |

Let’s figure out conflict in Cinderella using the same chart.

|  |  |  |  |
| --- | --- | --- | --- |
| Somebody | Wanted | But | So |
| Cinderella | To go to ball | Wicked stepsisters and stepmom tried to foil it | Fairy Godmother sends her in a magical coach |
| Cinderella | To leave ball by midnight | Clock is striking and she runs out and leaves a slipper | Prince searches for the girl missing the glass slipper |

*Is this the end of the story? No. There is conflict even after that!*

*Let’s talk about Princess Smartypants. How is it similar to Cinderella? How is it different?*

(the story reminds them of Cinderella but the character really doesn’t want to get married. She just wants to be with her pets. )

Introduce the activity of the Dice game. *In a moment, you will go back to your rainbow group with a board and a die.* (show the board on the elmo and demonstrate) *If you roll a 4, the three little pigs will be in your story. On your next roll, if you roll a 5, Hansel and Gretel will also be in your story. You can choose then to create a story with these characters or take a third roll to find out the setting of your story. Explain that they should write what you rolled so they don’t forget. If you look at your board and you have another idea, feel free to create your own story. The board is to help you with ideas. If you’re interested in even more choices, you can use the Extra Board to roll a fourth time. This will give you a conflict. Remember I told you during Princess Smartpants that conflict is what we call the problem in the story?*

Extra Board

The Extra Board is designed to differentiate for students who need more of a story structure. Some students may look at the board and have their own ideas. Let them go with what motivates them. Some students may need more of a story structure because they are having trouble putting together the characters and setting they rolled. Give them another option of rolling the dice again for adding another character or create a category of conflict.

*Any questions about the activity?* I anticipate questions more with younger students when they actually start to roll. Many will only want to roll once or twice and they may look at the board and see which characters they want to pair up in a particular setting. The activity isn’t designed to constrain but to give create ideas. If they have their own ideas, students should be encouraged to go with it.

As students move back into their groups, circulate to provide support, suggestions. Allow time for students to start their writing assignment.

*To end our lesson today,* ***(Exit tickets, Doubet*** *) I want you to write your name on the post it note that is on your desk. Before we move into our reading groups, I’d like you to place your post it over on the stop light. Put yours on the green if you have started your story. Put yours on the yellow if you have an idea but you still have questions. Put yours on the red light if you are stuck and are having trouble writing your story.*

Day 3 and beyond: Students will work on their RAFT or dice story while teacher pulls students who had post its on yellow and red. Students will then choose which of the two that they feel they want to publish.

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Audience | Format | Topic |
| Witch | Town Mayor | Letter | Letter complaining about kids eating and destroying her property (house) |
| Wicked Stepmother | The World | Advertisement | Need new person to take Cinderella’s job since she married the prince |
| Cinderella | Wicked Stepmother and Stepsisters | Post card | From a vacation after marrying the prince |

|  |  |  |  |
| --- | --- | --- | --- |
| Roll | 1st roll Character | 2nd roll 2nd character | 3rd roll Setting |
| 1 | Cinderella | Wolf | Woods |
| 2 | Little Red Riding Hood | Wicked Stepmother | Castle |
| 3 | Three Billy Goats Gruff | Troll | A bridge in the country side |
| 4 | Three Little Pigs | Giant | New York City |
| 5 | Sleeping Beauty | Hansel and Gretel | Smithland Elementary |
| 6 | Rapunzel | 7 Dwarves | Disney World |

Extra Board for more differentiation

Roll Conflict

1 The characters must solve the case of the lost glass slipper.

2 The characters must care for 7 dwarves who get into mischief.

3 The characters have to be principal for the day when Mrs. Churchill calls in sick.

4 The characters team up with other fairy tale and folk tale characters to challenge the “bad guys” to a game of kickball.

5 The characters are inserted into a different fairy tale. Ex. Three little pigs team up with the troll in Jack and the Beanstalk. You choose the tale.

6 The characters must teach a group of students that not all wolves are big and bad.