

Lesson Overview

Genre: Narrative (Fractured Fairy Tale)

Standard: [CCSS.ELA-LITERACY.W.4.3](#): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Rationale

In our 4th grade classrooms, we have been working on personal narratives since the second week of school. When we met with our mentor teachers to discuss how to continue narratives, they suggested working on fractured fairy tales because it will be very different from the personal narratives students have been working on. Our students have struggled with the personal narratives and we have had to take a lot of steps back to re-teach writing skills such as 'showing not telling', descriptive details and using dialogue in writing. All of those skills that have been re-taught will help our students in writing their fractured fairy tales but with a new twist. We believe that our students will find this unit exciting because they will get to be a bit more creative with their ideas. The students will not have to start a story completely from scratch, but be able to take a fairy tale that is given to them and make it their own. We took an inventory of what fairy tales our students were most familiar with so that we did not assign them a fairy tale that they had never heard of. Additionally, students will be able to have the choice of what element of the fairy tale they want to choose. Deciding between point of view (simplified to good or evil), a main character trait or the setting of the story will allow student to make decisions in order to make the popular fairy tale unique. Students can make the fairy tale more related to their lives or they could make it even more far-fetched than the original story, the possibilities are endless and we look forward to seeing what kinds of twists they can apply to their fairy tale. Guided practice is something that is really important with our particular group of students, so by giving them four full days of guided practice and independent practice of breaking down fairy tales & fractured and putting the events on a story map will hopefully guide students into seeing how changing one component of a fairy tale will have an impact on the rest of the story. Additionally, it will be clear from the beginning that they will be expected to be able to do this independently with their assigned fairy tale. At the end of the unit, students will have the opportunity to share their fairy tales with younger students at the school (not yet determined what grade level(s)). We want to let students know what grade they will be presenting to as soon as possible into the unit because it will be another form of motivation for them to write because they will know that their work will be seen and heard by other adults and students outside of our classrooms. We believe that fractured fairy tales is the perfect next step for our students in narrative writing and are excited to see them learn and grow as writers throughout our unit.

Formative and summative assessment(s): Before our unit starts we had our students complete a checklist of fairy tales rating them from 0-3 on how familiar they were with them. One of our mentor teacher's gave us this idea so that we wouldn't assign students' fairy tales to work with that they had never even heard from. In doing this, we are hoping that they feel comfortable fracturing the fairy tale they are given because it will not be the first time they have heard of it or read it.

- We will have our students fill out an exit ticket at the end of the first lesson to get a sense of what they know about fairy tales, questions they still have and if they have any concerns. (See Appendix A)
- The first four days of the unit we will practice story mapping the original fairy tale of Snow White and then mapping out the three fractured versions of it (POV, character trait, and setting). Doing this in class together will provide students with the skills they need to do the same mapping at home for homework except they will be reading different versions of The Three Little Pigs. At the end of the first week we can collect the homework and assess if we need to take some steps back with students to review how to story map the changes in a fractured fairy tale (See Appendix B).
- On the fifth day of the unit, students will be expected to map their assigned fairy tale. (See Appendix C)
- Following the mapping of the original fairy tale, students will need to choose a component of the story to fracture and map their story accordingly. (See Appendix D)
- Students will then begin the drafting process and will have 3-4 class periods to do so with conferencing and peer review. They will also have the final rubric with them during the drafting process. (See Appendix E)
- After students peer review each other's drafts they will have another day to go back and fix any part that their peer suggested fixing if they find it appropriate. (See Appendix F)
- Lastly, we will collect our students drafts and correct any spelling or grammatical errors so that on day 11 they can finalize their stories to be published. (See Appendix G for final rubric)

Differentiated instruction

- Formative and Summative Assessments
 - Our formative and summative assessments are going to give us a lot of insight as to where our students are in the writing process. As stated above, they have been working on narrative writing and have been given instruction on how to use descriptive details, showing not telling and using dialogue. We expect having to review some of those components with students who may need help triggering what they have learned previously. Once students get to the writing portion we plan on conferencing with small groups of students who are struggling with similar aspects of their stories. Guiding their thinking by showing them examples of different literary elements that they need should allow them to go back to their stories and implement the components that they need to make their story more creative and thoughtful.

- Differentiated Instruction
 - In writing a fractured fairy tale, the students must apply their 'fracture' to the entire story. The students must get their fractured story map approved by us. In doing this, we can see which students need more guidance and help in applying their fracture to the entire story. Additionally, we can conference with small groups or individually to help students compare their fractured story map to the original so they can see the changes they need to make or correct. With the students who we already know may have a hard time applying the fracture appropriately, we may suggest to them to change the setting (if they have Goldilocks and the Three Bears, it might be hard to change the point of view since there isn't really good vs. evil in the text). We are hopeful that our four days of explicit instruction on fracturing fairy tales with different versions of Snow White and the Three Little Pigs will provide most of our students with the capability to create their own fractured fairy tale because they will have had so much exposure to different possibilities and can decide which one they like the best. However, we know that that will not work for each student so by examining their story maps closely, and conferencing with them throughout the week of drafting will scaffold them to success.

<p>Narrative writing</p>	<p>Unit Title: Fractured Fairy Tales Unit Standard: CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>Day 1 Monday October 24th</p>	<p>Lesson objective: The students will be able to identify elements of fairy tales. **May take two days which means everything may be pushed back**</p> <p>Materials:</p> <ul style="list-style-type: none"> • Power Point • Bubble chart sheet • 25-copies of Snow-white • 60 copies of the story map chart • 30 copies of original 3 little pigs • Exit tickets <p><u>INTRODUCTION</u></p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • What is a Fairy-Tale? (I do) • Watch video about fairy-tales (We do) • Based on background knowledge and video... what are the elements for a Fairy-tale (Bubble chart) (We do) <ul style="list-style-type: none"> ○ Characters (good vs. evil) ○ Magic ○ Once upon a time ○ Setting: kingdom, forest, ○ Problem and solution ○ Object/item ○ Point of view/ narrator • Discuss what a fractured fairy-tale is and explain and that we will be creating our own fractured fairytales (I do) <ul style="list-style-type: none"> ○ “A Fairy-tale designed to be humorous by changing the story in an unexpected way; altering characters, or adding modern language and events” • Story map (introduce vocabulary) (I do) <ul style="list-style-type: none"> ○ Exposition: Characters, setting and point of view ○ Rising action: Character faces a conflict/ problem ○ Climax: Most exciting part: problem/ conflict occurs ○ Falling action: What happens after the problem ○ Resolution: The End • Pass out story maps and explain the format and clear up any confusion on it (try to make them feel comfortable with it since we are using a bunch this week. <p><u>OUTLINE of key events</u></p> <p>Read aloud of Snow-White at the carpet (We do)</p> <ul style="list-style-type: none"> ○ While we are reading make sure to look for the elements (make mental notes) • Create a story-map chart (We do) <ul style="list-style-type: none"> ○ Exposition:

- Point of View: Good (snow white)
- Characters: Snow White, Wicked Queen, Huntsman, 7 dwarfs, the prince
- Setting: Magical kingdom, Enchanted forest, 7 dwarfs home
- Rising action:
 - Wicked Queen is jealous of Snow White
- Climax:
 - Snow White eat poisonous apple from Wicked Queen and is unconscious
- Falling action:
 - Dwarfs cant wake up Snow White
 - Prince gives her true love's kiss
- Resolution:
 - Snow White wakes up and marries the prince. The wicked Queen banished

CLOSING

Review Homework:

- You will do doing exactly what we did in class tonight for homework.
- Reading the Three Little Pigs and filling out the first part of the story map chart.

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over the to carpet by table
- Put home work away in homework folder

ASSESSMENT:

Exit ticket (You do)

- Please make sure you put your name at the top: What is something you learned about fairy tales?
- What is something you are still wondering about fairy tales?
- Do you have any concerns moving forward in the unit?

Academic, Social and/or Linguistic SUPPORT

- Pre-made bubble charts
- Chatty students can sit right next to me for the read aloud
- Create a cut and paste picture and word version for ELL student and diverse learners
- Copies of the stories for students to follow along
- Diverse learning group or low group get pulled into the hall for small group instruction.

Day 2
Tuesday
October
25th

Lesson Objective: The students will be able to identify elements of fairy tales.

Materials:

- Power Point
- Pencils
- 29-copies of POV Snow-white
- 30 copies of original 3 little pigs point of view homework

INTRODUCTION

- Review Three little pigs homework (we do)
- Turn and Talk and then discussion

PowerPoint:

- Review what a fractured fairy-tale is (I do)
- Discuss Point of view and how it can effect the whole story (We do)

OUTLINE of key events

- Read aloud of Point of View changed Snow-White at the carpet (We do)
 - While we are reading make sure to look for the elements (make mental notes)
- Create a story-map chart (We do)
 - Exposition:
 - Point of View: Evil Queen
 - Characters: Queen, Snow White, Snow White's dad, huntsman, 7 dwarfs, prince
 - Setting: Magical Kingdom, enchanted forest, seven dwarfs home
 - Rising action: Queen is in pain because snow white looks like her father and cant stand to look at her
 - Climax: Queen poisons snow white but wishes she handy
 - Falling action: Queen searches for Snow's true love and has the prince kiss snow white
 - Resolution: Queen is ashamed and leaves to live alone and Snow white and the price live happily ever after

CLOSING

Review Homework:

- You will do doing exactly what we did in class tonight for homework.
- Reading the Three Little Pigs and filling out the first part of the story map chart for the point of view change

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over the to carpet by table
- Put home work away in homework folder

	<p>ASSESSMENT: Observation checklist for discussion, looking at the following:</p> <ul style="list-style-type: none"> ◆ Active listening ◆ Asking questions ◆ Sharing thoughts/ participation <p>Academic, Social and/or Linguistic- SUPPORT</p> <ul style="list-style-type: none"> • Chatty students can sit right next to me for the read aloud • Create a cut and paste picture and word version for ELL student and diverse learners • Copies of the stories for students to follow along • Student can move to the carpet if they can't see <p>Diverse learning group or low group get pulled into the hall for small group instruction.</p>
<p>Day 3 Wednesday October 26th</p>	<p>Lesson Objective: The students will be able to identify elements of fairy tales.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Power Point: https://docs.google.com/presentation/d/1CqzxHVuJkRrKK_w195MbA61_xR63r-B-jcnVOrTMNOM/edit?usp=sharing • Pencils • 29-copies of Character train change Snow-white • 30 copies of original 3 little pigs point of view homework <p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • Review Three little pigs homework (we do) • Turn and Talk and then discussion <p>PowerPoint:</p> <ul style="list-style-type: none"> • Review traits vs. feelings • Discuss Character traits and how it can effect the whole story (We do) <p><u>OUTLINE of key events</u></p> <ul style="list-style-type: none"> • Read aloud of Character trait change of Snow-White at the carpet (We do) <ul style="list-style-type: none"> ○ While we are reading make sure to look for the elements (make mental notes) • Create a story-map chart (We do) <ul style="list-style-type: none"> ○ Exposition: <ul style="list-style-type: none"> ▪ Point of View: Snow White (Smart and Clever) ▪ Characters: Snow White, Evil Queen, Snow White's dad, huntsman, seven dwarfs

	<ul style="list-style-type: none"> ▪ Setting: Magical kingdom, Enchanted forest ○ Rising action: Wicked Queen is jealous of snow white ○ Climax: Queen Tries to poison Snow White ○ Falling action: Snow White poisons the queen and she dies ○ Resolution: Snow White rules the kingdom and is a wise and smart ruler <p><u>CLOSING</u> Review Homework:</p> <ul style="list-style-type: none"> • You will do doing exactly what we did in class tonight for homework. • Reading the Three Little Pigs and filling out the first part of the story map chart for the character trait change <p><u>TRANSITION to next learning activity</u> Come into the classroom at a zero and take out just a pencil</p> <ul style="list-style-type: none"> • Call students over the to carpet by table • Put home work away in homework folder <p><u>ASSESSMENT:</u> Observation checklist for discussion, looking at the following:</p> <ul style="list-style-type: none"> ◆ Active listening ◆ Asking questions <p>Sharing thoughts/ participation</p> <p><u>Academic, Social and/or Linguistic) SUPPORT</u></p> <ul style="list-style-type: none"> • Chatty students can sit right next to me for the read aloud • Create a cut and paste picture and word version for ELL student and diverse learners • Copies of the stories for students to follow along • Student can move to the carpet if they can't see • Diverse learning group or low group get pulled into the hall for small group instruction.
<p>Day 4 Thursday October 27th</p>	<p>Lesson Objective: The students will be able to identify elements of fairy tales.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Power Point • Pencils • 29-copies of Setting change Snow-white • 30 copies of original 3 little pigs setting change homework <p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • Review Three little pigs homework (we do)

- Turn and Talk and then discussion

PowerPoint:

- Discuss setting and setting change and how it can effect the whole story (We do)

OUTLINE of key events

- Read aloud of the setting change for Snow-White at the carpet (We do)
 - While we are reading make sure to look for the elements (make mental notes)
- Create a story-map chart (We do)
 - Exposition:
 - Point of View: Sophia White
 - Characters: Sophia White, Queenie, 7 children
 - Setting: Chicago
 - Rising action: Queenie is jealous of Sophia White and kicks her out of apartment, Queenie demands \$1,000 from Sophia or else she goes to jail
 - Climax: Sophia White and children have a bake sale to raise money
 - Falling action: Sophia pays Queenie
 - Resolution: Sophia stays with children and takes them all over Chicago

CLOSING

Review Homework:

- You will do doing exactly what we did in class tonight for homework.
- Reading the Three Little Pigs and filling out the first part of the story map chart for the point of view change

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over the to carpet by table
- Put home work away in homework folder

Academic, Social and/or Linguistic SUPPORT

- Chatty students can sit right next to me for the read aloud
- Create a cut and paste picture and word version for ELL student and diverse learners
- Copies of the stories for students to follow along
- Student can move to the carpet if they can't see
- Diverse learning group or low group get pulled into the hall for small group instruction.

**Day 5
Monday
October
31st**

Lesson Objective: The students will be able to create a story map based on a fairy tale they read.

Materials:

- Power Point
- Pencils
- 32 story maps
- Copies of: Little Red Ridding hood, Princess and the Pee, and Goldie Locks and the Three bears

INTRODUCTION

- Review Three little pigs homework (we do)

PowerPoint:

- Review what a fractured fairy-tale is (I do)
- Review story map

OUTLINE of key events

- Assign students their fairy tale
- Students will read their fairy tale alone
- As a small (assigned) group the students will create the original story map together
- Group works with Ms. Giffey at back carpet and Ms. Cirignani at front carpet

CLOSING

- Review whole unit objective of creating a fractured fairy tale
- *When finished early the students maybe begin to brainstorm ideas of changed they would like to make to their fairy tale*
- No homework

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over the to carpet by table
- Put home work away in homework folder
- Put new fairy tale story and map in writing folder

Assessment

- Collect and grade their three little pigs homework

Academic, Social and/or Linguistic- SUPPORT

- Chatty students can sit right next to me for the read aloud
- Create a cut and paste picture and word version for ELL student and diverse learners
- Copies of the stories for students to follow along
- Student can move to the carpet if they can't see
- Diverse learning group or low group get pulled into the hall for small group instruction.

Day 6
Tuesday
November
1st

Lesson Objective: The students will be able to fracture a fairy-tale by analyzing how their change to the story will affect the entire story.

Materials:

- Note taking sheet
- Story Maps

INTRODUCTION

- * Power Point:
 - * Review original story map
 - * Choose POV, CT, or setting to change

OUTLINE of key events

- * Fill out fractured story map for individual fairy-tale (*you do*)
- * Meet with teacher to have approved
- * Make changes if needed

CLOSING

- Begin drafting if you need or silent read

TRANSITION to next learning activity

- **Homework:**
 - Finish if not done

Assessment

- Reinvented story map with how their change (setting, character point of view, or character traits) will affect the rest of the story.

Rubric:

- ◆ Updated Exposition
- ◆ Updated Rising action
- ◆ Updated Climax
- ◆ Update Falling action
- ◆ Updated Resolution

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms.Cirignani

Day 7
Wednesday
November
2nd

Daily Objective: The students will be able to begin to draft their fractured fairytale by referring to the story map they created and the rubric provided.

Materials:

- Story maps
- Writing folders
- Pencils
- Lined paper
- Power point

INTRODUCTION

- Power Point:
 - Transition words
 - Description words
- * Explain rubric
- * Review formatting
- * Answer questions and clear up any confusion
- * Example of how to draft a story

OUTLINE of key events

- * Begin drafting
- * Conference with teachers

CLOSING

- No homework
- Things go into writing folder
- Answer questions for the next day and on drafting
- Ask students what transition words they used so far

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over the to carpet by table
- Put home work away in homework folder
- Put new fairy tale story and map in writing folder

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms. Cirignani
- Outlines for essays

**Day 8
Thursday
November
3rd**

Daily Objective: The students will be able to begin to draft their fractured fairytale by referring to the story map they created and the rubric provided.

Materials:

- Lined paper
- Story maps
- Rubric

INTRODUCTION

- Review the rubric
- Review transition words

OUTLINE of key events

- * Continue drafting

CLOSING

- No homework
- Things go into writing folder
- Answer questions for the next day and on drafting
- Ask students what transition words they used so far

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over to the carpet by table
- Put homework away in homework folder
- Put new fairy tale story and map in writing folder

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms. Cirignani
- Outlines for essays

Monday
November
7th

by referring to the story map they created and the rubric provided.

Materials:

- Lined paper
- Story maps
- Rubric

INTRODUCTION

- Review the rubric
- Review transition words

OUTLINE of key events

- * Continue drafting
- * Conference with Ms. Giffey and Ms. Cirignani

CLOSING

- No homework
- Things go into writing folder
- Answer questions for the next day and on drafting
- Ask students what transition words they used so far

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over to the carpet by table
- Put homework away in homework folder
- Put new fairy tale story and map in writing folder

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms. Cirignani
- Outlines for essays

**Day 10
Tuesday
November
8th**

Daily Objective: The students will be able to begin to draft their fractured fairytale by referring to the story map they created and the rubric provided.

Materials:

- Lined paper
- Story maps
- Rubric

INTRODUCTION

- Review the rubric
- Review transition words

OUTLINE of key events

- * Continue drafting
- * Conference with Ms. Giffey and Ms. Cirignani

CLOSING

- No homework
- Things go into writing folder
- Answer questions for the next day and on drafting
- Ask students what transition words they used so far

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over to the carpet by table
- Put homework away in homework folder
- Put new fairy tale story and map in writing folder

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms. Cirignani
- Outlines for essays

**Day 11
Thursday
November
9th**

Daily Objective: The students will be able to begin to draft their fractured fairytale by referring to the story map they created and the rubric provided.

Materials:

- Lined paper
- Story maps
- Rubric

INTRODUCTION

- Review the rubric
- Review transition words

OUTLINE of key events

- * Continue drafting
- * Conference with Ms. Giffey and Ms. Cirignani

CLOSING

- No homework
- Things go into writing folder
- Answer questions for the next day and on drafting
- Ask students what transition words they used so far

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over to the carpet by table
- Put homework away in homework folder
- Put new fairy tale story and map in writing folder

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms. Cirignani
- Outlines for essays

**Day 12
Monday
November
14th**

Daily Objective: The students will be able to make changes if needed according to peer feedback in order to complete final draft.

Materials:

- Lined paper
- Story maps
- Rubric
- Peer rubric

INTRODUCTION

- Peer review directions and expectations
- Review peer rubric

OUTLINE of key events

- * Peer review with assigned partners
- * Make corrections based on peer review

CLOSING

- No homework
- Collect Fractured fairy tale to edit
- Answer questions for the next day and on drafting
- Ask students what transition words they used so far

TRANSITION to next learning activity

Come into the classroom at a zero and take out just a pencil

- Call students over to the carpet by table
- Put home work away in homework folder
- Put new fairy tale story and map in writing folder

Academic, Social and/or Linguistic- SUPPORT

- Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey
- Version for ELL student
- Students who need more attention can sit by me
- Small group conferencing and work with Giffey and Ms. Cirignani
- Outlines for essays

<p>Day 13 Tuesday November 15th</p>	<p>Daily Objective: The students will be able to make changes if needed according to peer feedback in order to complete final draft.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Lined paper • Story maps • Rubric • Final copy paper <p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • <u>Review rubric</u> <p><u>OUTLINE of key events</u></p> <ul style="list-style-type: none"> • Based off feedback writing final copy • Conference • Illustrate <p><u>CLOSING</u></p> <ul style="list-style-type: none"> • Homework: Write final copy and illustrate • Answer questions for the next day and on drafting • Ask students what transition words they used so far <p><u>TRANSITION to next learning activity</u></p> <p>Come into the classroom at a zero and take out just a pencil</p> <ul style="list-style-type: none"> • Call students over the to carpet by table • Put home work away in homework folder <p>Academic, Social and/or Linguistic- SUPPORT</p> <ul style="list-style-type: none"> • Phyn'x: draws pictures about his story or use a computer to type or tells Mr. McBride or Ms. Cirignani or Ms. Giffey • Version for ELL student • Students who need more attention can sit by me • Small group conferencing and work with Giffey and Ms. Cirignani • Outlines for essays
<p>Day 14 Wednesday November 16th</p>	<p>TBD read story to younger class???</p>