

Title Fractured Fairy Tales

Curriculum Language Arts

Grade Level Span Grade 2

Purpose Students will be able to compare and contrast story elements between a traditional fairy tale and a fractured fairy tale.

Description – Students will be able to identify story elements such as; point of view, character, setting, and plot.

Activities	Curriculum Standards	NETS for Students
<p>1. Students will become familiar with a traditional fairy tale and a fractured fairy tale by reading the stories in print form, listening to them in a listening center, and/or viewing them on video or CD. Example: Use “The Three Little Pigs” and “The True Story of the Three Little Pigs.”</p>	<p>Minnesota Grad Standards: Read Listen View ISTE – 1,2,3</p>	<p>1,2,4,5,6,7</p>
<p>2. The students will formulate a Venn diagram, using the overhead projector to illustrate similarities and differences between the two stories.</p>	<p>ISTE – 1,2,3,</p>	<p>2,3,5,</p>
<p>3. The students will use a third story (such as “The Three Little Wolves and the Big Bad Pig”) for making individual Venn diagrams on a large piece of construction paper.</p>	<p>ISTE – 1,3,</p>	<p>2</p>

Tools and Resources

(List all Web sites, specific software and hardware needs)

Books:

Three Little Pigs by Paul Galdone

The True Story of the Three Little Pigs by Jon Scieszka

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Cassettes and Videos: – commercially or teacher made

The Three Little Pigs

The True Story of the Three Little Pigs

The Three Little Wolves and the Big Bad Pig

Web sites:

www.kent.k12.wa.us/staff/ljancola/6Trait/lessons/fracturedfairytale.htm

<http://eduplace.com/rdg/hml/blue/tale/fairy.html>

www.hubbardscupboard.org/three_little_pigs.html

www.richlandclicks.org/Teacher/connections/grade1/littlepig_problem

www.valdosta.edu/~mjtindal/topiclesson.html

Hardware or software:

TV, VCR, cassette player, ear phones, computer and CDs, overhead projector, overhead transparencies and pens, Venn Diagram template

Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

Using the third book (“

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

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