Title: Fractured Fairy Tales
Lesson: 5 of 5
Grade Level: 3rd / 4th

Materials:
Fractured Fairy Tales
http://www.readwritethink.org/materials/fairytales/
Red's Riding Hoods -- Fractured Fairy Tale
http://www.youtube.com/watch?v=WoguunKEYc8&feature=related
Computer
Writer’s Notebook
Brainstorm Chart
Writing Rubric
Pencil

Purpose: Students will use the writing process to develop their own fractured fairy tale. This will allow students to use the writing process and create their own story following certain requirements.

Objectives:
TLW identify the elements of a fractured fairy tale.
TLW watch a fractured fairy tale to have a better understanding of what it is.
TLW apply their knowledge about fairy tales and construct their own fractured fairy tale.
TWL include at least 2 elements of a fairy tale in their own fractured fairy tale.
TLW complete their KWL chart and turn it in.

Procedure:
Introduction
- Fractured Fairy Tale: It is a story that uses fairy tales you know and changes the characters, setting, points of view or plots.
- Explain to the students that they are going to create their own fractured fairy tale.
Whole Class
- Read aloud to the class:
  - "Once upon a time, at the edge of a bug forest, a little girl lived with her mother. She always wore a red hat and cape and was called Little Red Riding Hood by everyone who knew her.

One day, Little Red Riding Hood’s mother gave her a basket with some cake inside and told her to talk through the forest to the other side where her grandmother lay sick in bed.

‘Remember not to talk to strangers!’ Little Red Riding Hood’s mother said.

On the way to her grandmother’s house, Little Red Riding Hood met the Big Bad Wolf.

‘Where are you going little girl?’ he asked with his biggest smile.

‘To my grandmother’s house on the other side of the forest,’ said Little Red Riding Hood who had forgotten what her mother told her.
The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole!

Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed.

'Grandmother! What big ears you have,' she said.

'All the better to hear you with my dear,' said the wolf.

'And what big eyes you have,' she said.

'All the better to see you with my dear," said the wolf.

'And what big teeth you have,' said Little Red Riding Hood.

'All the better to eat you with!' said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth.

Then the woodsman, Little Red riding Hood, and the Grandmother all had cake and tea."

- Then have them watch a fractured fairy tale on YouTube first, this will allow the students to have a better understanding of what a fractured fairy tale is. (the length of the video is 5:32)
- Ask for volunteers to share their thoughts on the differences between the video clip and the story of Little Red Riding Hood
  - Make sure students mention the role reversal, the plot, a new character, etc
- Tell the students that they have the chance to pick a fairy tale and turn it into a fractured fairy tale. Make a list on the board of elements they might change. They must change at least 2 elements of the original fairy tale.
- If they aren't sure what fairy tale to use, have fairy tale books in classroom for them to look through.
- Show the students the brainstorm organizer. Tell them that this is a great way to organize their thoughts to prepare for their story.
- Ask for a volunteer to read off each category so the students are aware of the organizer before they begin.
- Share with student the rubric that will be used to assess their story. 

*Individual* 
- Allow the student's time to brainstorm their fractured fairy tale.
  - Have a quick teacher conference with each student before the begin their rough draft, this will help assess their work thus far
  - Make suggestions if needed.
- During writer's workshop time, have students dedicate their time to constructing their fractured fairy tale. (this can take place over a week's time period)
As soon as students complete their fractured fairy tale, ask them to go back to the KWL chart and fill in the last column over what they have learned from this unit.

**How have I considered diversity?** As I created this lesson, I decided that it might be helpful for students to listen to a fairy tale, and then watch a fractured fairy tale. I think this will allow the students to watch and hear the differences between the fairy tales. I also planned that students could choose what fairy tale they wanted to turn into a fractured fairy tale. I think this will allow their own creativity to come into play. Students are asked to fill out a brainstorm sheet first, that way their ideas are organized.

**Teacher Focus:**
- Clear Expectations
- Encourage students to be creative and unique

**Reflection:**
**Story Map**

Write notes in each box.

<table>
<thead>
<tr>
<th>Setting:</th>
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<table>
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<tr>
<th>Characters:</th>
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</table>

<table>
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<tr>
<th>Events / Details:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Problem:</th>
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</table>

<table>
<thead>
<tr>
<th>Solution:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Information You Changed:</th>
</tr>
</thead>
</table>
### Story Writing: Fractured Fairy Tales Rubric

**Teacher Name:** Ms. Eriksen

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>The story contains many creative details and/or descriptions that contribute to the fractured fairy tale. The author has really used his / her imagination.</td>
<td>The story contains a few creative details and/or descriptions that contribute to the fractured fairy tale. The author has used his / her imagination.</td>
<td>The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his / her imagination.</td>
<td>There is little evidence of creativity in the story. The author does not seem to have used much imagination.</td>
</tr>
<tr>
<td>Requirements</td>
<td>All of the written requirements were met. (At least 2 elements were changed in the story)</td>
<td>Almost all of the written requirements were met.</td>
<td>Most of the written requirements were met, but several were not.</td>
<td>Many requirements were not met.</td>
</tr>
<tr>
<td>Organization</td>
<td>The story is very well organized. One idea or scene follows another, which makes the story have a clear purpose.</td>
<td>The story is pretty well organized. One idea or scene may seem out of place.</td>
<td>The story is a little hard to follow.</td>
<td>Ideas and scenes seem to be randomly arranged</td>
</tr>
</tbody>
</table>