



## Overview

**Keywords:** English, Writing, Fairy tales, point of view.

**Topic:** point of view, fairy tales

Stories have a narrator, one of the characters or someone outside the story. The storyteller's point of view affects the story. Student groups will explore how point of view affects a story and write a rough/first draft of a fractured fairy tale.

## Grades 4

### Time Allotment

Three 45 minute Classes

### Learning Objectives

On completion of this lesson students will be able to:

- determine how the point of view of the narrator can affect the story, influence the reader, change perspective.

This lesson addresses Va. SOLs English 4.1, 4.4, 4.7

### Media Components

- ITV video - Club Write, episode #10, *Point of View*.
- TV & VCR
- The True Story of the Three Little Pigs, Jon Scieszka
- Assortment of fairy tales and fractured fairy tales (see attached book list)

### Materials and Student Handouts

- Paper & pencils for each student
- Rover handout-one per student
- Story Comparison Chart-one per group of 3-4 students

### Teacher Preparations

- Collect an assortment of books of fairy tales and fractured versions of fairy tales.
- Make copies of Rover handout - one for each student.
- Make copies of Story Comparison Chart - one for each group of 3-4 students.
- Set TV and VCR up with video, *Club Write* to segment #10.
- Make poster of Story Guidelines and point value

### Introductory Activity

Day 1

1. Students are divided into groups of 3-4. **FOCUS:** I want you to watch this segment of the video and think about how who is telling a story affects how the story is told. **PLAY:** Episode #10, Club Write: Point of View from the beginning of the episode at the title Club Write, 00:00. **STOP** at 01:41 when teacher holds the book The True Story of the Three Little Pigs, by Jon Scieszka up and the camera focuses on the book. **FOLLOW-UP:** How did the students view the mouse? How were their viewpoints different? (Accept reasonable responses.)
2. **FOCUS:** Like the students in the video clip did with the mouse, I want you to think about the point of view different characters would have of a dog named Rover. Suppose you were a mailman, the family cat, the 10 year old owner of the dog, or the neighbor whose flower bed is a favorite digging spot of the dog. On handout one, Rover, complete a sentence describing Rover for each character. (Hand out the Rover worksheet. If you need to model and example, use one of the characters and the mouse from the video clip.) **FOLLOWUP:** After about 10 minutes or appropriate length of time for your students, have each student share at least one sentence with the class. Lead discussion on how each of these characters might like or not like Rover and how that was revealed in students' sentences.
3. **FOCUS:** How many of you remember the story of The Three Little Pigs? Can someone briefly summarize the story for us? (Allow one or several students to summarize the story.) In the book, The True Story of the Three Little Pigs, by Jon Scieszka, the author tells this familiar folk tale from the point of view of the wolf. Listen as I read this story to you and think about ways this version of the story is different from the original. **DO:** Read The True Story of the Three Little Pigs, Jon Scieszka to the class. Explain that this is considered a "fractured" fairytale. (Approx. reading time 15 minutes). **FOLLOWUP:** How was this story different from the one we all know? Why was it different? (A different character told the story from his point of view.)
4. **FOCUS:** The children in the next video segment are given an assignment to read a fairy tale and rewrite it from the point of view of the bad guy. Watch to see how they select and research a favorite story for the project. **FAST FORWARD and START** from 02:45 with girl sitting on her bed with books and just after kids sitting on steps with teacher. **STOP** at 08:12 when page with word REVISE is on screen. **FOLLOW-UP:** How did the students select a story? What kind of research did they have to do? Did you notice the steps of the writing process? (Have students review quickly the steps of the writing process and comment on the revision writing stage the students in the video are beginning. Students should note that the group has written a rough draft and are ready to revise.)
5. **FOCUS:** Getting a partner to read a rough draft and give suggestions can be a good tool in helping to revise. Watch this next segment to see how that can be done. **START** at 08:12 and **STOP** at 12:30 at end of Renaissance Fair with three boys watching and cheering, one has a Friar wig on. **FOLLOW-UP:** What is the next step in writing? (Discussion should include that writing a final draft follows the revisions. **PLAY** rest of episode to end.



6. **FOCUS:** Your assignment now is to think about a fairy tale you would like to write from a different point of view by the next class period.

## **Learning Activities**

### Day 2

1. **FOCUS:** In your groups today, you are going to come to an agreement on a story and select one standard folk/fairy tale and at least one book that fractures that tale. (Allow time for coming to a consensus and choosing the books. Titles could be assigned by the teacher if selection is limited.) Now I'm going to give each group a Story Comparison Chart. On this chart you will complete the information for your selected tale - both the standard version and the fractured version. (Have students look at the Story Comparison Chart.) The information down the left side will be recorded for each book. In the first column you will write down information for the standard version of the tale. This includes the title, setting, narrator (who is telling the story), who the good guy is, who the bad guy is, what problem the characters face, and how they solve it. Then you will do the same in the second column for the fractured version of the tale. **DO:** the activity. Allow sufficient time for students to complete the first two columns. **FOLLOWUP:** Have any or all groups share the information on their worksheets to ensure that each group has followed directions and is on the right track.
2. **FOCUS:** Now you are going to complete the third column with information you will use to write your own version of a fractured fairy tale. You should refer to the information you have recorded in the first two columns for ideas on how you can fracture the tale. Remember, you are working in a group and all members should take part and be allowed to share ideas. **DO:** the activity. **FOLLOWUP:** Now that you have the framework for your story, think about how you can put it all together into a fractured tale before our next class period.

## **Culminating Activities**

### Day 3

1. **FOCUS:** Now get back into your groups. Today you will work together to write a first draft of a fractured version of your fairy tale. Here are the guidelines you must follow. I've put them on a poster so you can easily refer to them when you need to:

**Story Guidelines:**

- Begin - Once upon a time....
- Be at least 3 paragraphs long
- Have good and evil character(s)
- Make setting appropriate and clear
- Establish the problem
- Result in a clear solution to the problem
- End - Living happily ever after

(Have these Guidelines with the point values posted in your room. Read aloud and discuss what each one means. Give examples from *The Three Little Pigs* and The True Story of the Three Little Pigs, if necessary. Explain the point value of each. Also indicate that each group will receive points for how well the members work together.)  
**DO:** the writing of the stories. Allow sufficient time for the first draft to be completed.  
**FOLLOWUP:** Before I collect your stories to evaluate them, as a group, go back over the guidelines to see if you have what is required. (Then collect the stories.)

**Assessment**

- Assign points for appropriate completion of story guide lines and group work.

Pts.	
5	Begin - Once upon a time....
5	Be at least 3 paragraphs long
5	Have good and evil character(s)
20	Make setting appropriate and clear
20	Establish the problem
20	Result in a clear solution to the problem
5	End - Living happily ever after
<u>20</u>	Group works cooperatively and on task
100	

- Allow students time to share their stories as well as a class discussion on the process. (See Cross-Curricular Extensions for completing a final draft.)

**Community Connections**

- Reporting in newspapers, radio, TV, magazines, etc. all have a narrator and are given from a point of view. Students can watch or read a news report and discuss point of view in the selection.
- Students can review magazine articles or advertisements and decide what point of view is presented. Discuss or comment on how the piece would be different if reported from a different person's point of view.

**Cross-Curricular Extensions**



### **Web sites:**

Fractured Fairy Tales

<http://www.ucalgary.ca/~dkbrown/fft.html>

This site lists resources for teachers.

Jon Scieszka Fractured Fairy Tales

[http://teacher.scholastic.com/writewit/mff/fractured\\_fairy.htm](http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm)

This site can be used by teachers and students. It gives background information on Jon Scieszka and his books, ideas for teachers, and a place to submit your own fractured fairytale online.

Shrek: The Official Site

<http://www.shrek.com/enter.htm#>

This site has some cute animation and a chance to play games.

The Peasant and the Devil: An Interactive Tale

<http://www.seattleartmuseum.org/Exhibit/Archive/grandfathershouse/kids/taleframe.htm>

This site has an interactive fairytale called The Queen Swallow's Gift.

Fourth Grade Fractured Fairy Tales. Great site, has stories in play form - fun!!!!

<http://www.ucls.uchicago.edu/Projects/1997-98/Hillocks97/> Not Accessible

Fairy Tale Project with samples of stories by classes around the country.

<http://www.desertskyone.com/FT/>

This site has student-created fractured fairytales.

<http://www.luhds.k12.ca.us/library/tales.html> Not Accessible

<http://www.microfusion.com.au/Links/myths.htm> Not Accessible

### **Activities:**

•Complete the writing process from the first draft created in lesson.

•Have students write a news article covering the events of their story. Writing could be done as though they had been an observer or as an interviewer.

•Complete handout activities in the lesson as a class using a Smart Board. Capture the finished charts and print for students to keep in notebook and refer to as they do the writing assignment.

	<b>Standard Tale</b>	<b>Fractured</b>
<b>Title</b>		
<b>Setting</b>		
<b>Narrator</b>		
<b>Good Guy</b>		
<b>Bad Guy</b>		
<b>Problem</b>		
<b>Solution</b>		

**Fractured Fairy Tale List**



**Bad Wolf/Good Wolf**  
Carole Welsh  
Rockingham County Public Schools



Ada, Alma Flor. **Dear Peter Rabbit**

Ahlbert, Janet and Allen. **The Jolly Postman**

Ahlbert, Allen. **Ten in a Bed**

Ahlberg, Janet. **Each Peach Pear Plum**

Ahlbert, Janet and Allen. **The Jolly Postman**

Auch, Mary Jane. **The Princess and the Pizza**

Atwood, Margaret. **Princess Prunella and the Purple Peanut.**

Bang, Molly. **Dawn**

Berenzy, Alix. **A Frog Prince**

Briggs, Raymond. **Jim and the Beanstalk.**

Brooke, William. **Teller of Tales**

Brooke, William. **A Telling of the Tales**

Brooke, William. **The Untold Tales**

Buehner, Caralyn. **Fanny's Dream**

Calmenson, Stephanie. **The Principal's New Clothes**

Catling, Patrick. **The Chocolate Touch**

Celsi, Teresa. **The Fourth Little Pig**

Child, Lydia Maria. **Over the River and Through the Wood**

Cole, Babette. **Prince Cinders**

Cole, Brock. **Buttons**

Cole, Brock. **The Giant's Toe**

Compston, Joanne. **Ashpet**

\_\_\_\_\_. **Princess Smartypants**

DeFelice, Cynthia. **Mule Eggs.**

Edwards, Pamela. Edwards, Pamela. **Dinorella: A Prehistoric Fairy Tale**

Egielski, Richard. **The Gingerbread Boy**

Emberley, Michael. **Ruby**



**Bad Wolf/Good Wolf**  
Carole Welsh  
Rockingham County Public Schools



Emberley, Rebecca. **Three Cool Kids**

Ernst, Lisa Campbell. **Little Red Riding Hood**

Fearnley, Jan. **Mr. Wolf's Pancakes**

Fleischman, Sid. **McBroom and the Beanstalk**

French, Fiona. **Snow White in New York**

Goode, Diane. **Dinosaur's New Clothes**

Gwynne, Fred. **Pondlarker**

Haddix, Margaret. **Just Ella**

Harris, Jim. **Jack and the Giant: A Story Full of Beans**

Hartman, Bob. **The Wolf who Cried Boy**

Hassett, John and Ann. **The Three Silly Girls Grubb**

Holub, Joan. **Cinderdog and the Wicked Stepcat**

Hooks, William. **The Three Little Pigs and the Fox**

Huck, Charlotte. **Princess Furball**

Jackson, Ellen B. **Cinder-Edna**

Johnston, Tony. **Alice Nizzy Nazy: The Witch of Santa Fe**

Johnston, Tony. **Bigfoot Cinderrrrrella**

Johnston, Tony. **The Cowboy and the Black-Eyed Pea**

Kaye, M.M. **The Ordinary Princess**

Kellogg, Steven. **Chicken Little**

Kellogg, Steven. **The Three Little Pigs**

Krensky, Stephen. **The Missing Mother Goose**

Lattimore, Deborah Nourse. **Cinderhazel**

Lee, Tanith. **Princess Hynchatti and Some Other Surprises**

Levine, Gail Carson. **Ella Enchanted**

Little, Jean and Maggie de Vries. **Once upon a Golden Apple**

Lowell, Susan. **The Bootmaker and the Elves**

Lowell, Susan. **Little Red Cowboy Hat**



Lowell, Susan. **The Three Little Javelinas**

Lowell, Susan. **Tortoise and the Hair**

Martin, Rafe. **The Rough Faced Girl**

McCaughrean, Geraldine. **Grandma Chickenlegs**

McKinley, Robin. **Beauty: a Retelling of the Story of Beauty and the Beast**

Meddaugh, Susan. **Cinderella's Rat**

Meddaugh, Susan. **Hog-Eye**

Minters, Frances. **Cinder-Elly**

Minters, Frances. **Sleepless Beauty**

Mossie, Diane Redfield. **Briar Rose and the Golden Eggs**

Munsch, Robert. **The Paper Bag Princess.**

Napoli, Donna Jo. **Jimmy, The Pick Pocket of the Palace**

Napoli, Donna Jo. **The Magic Circle**

Napoli, Donna Jo. **The Prince of the Pond**

Napoli, Donna Jo. **Zel**

Nesbit, E. **Melisande**

Oftinoski, Steven. **The Truth About the Three Billy Goats Gruff -**

O'Neal, Shaquille. **Shaq and the Beanstalk and Other Very Tall Tales**

Oppenheim, Joanne. **"Not Now!" Said the Cow**

Palatini, Maggie. **Piggie Pie**

Petach, Heidi. **Goldilocks and the Three Hares**

Rosenthal, Paul. **Yo, Aesop! Get a Load of These Fables**

Ross, Tony. **Lazy Jack**

Ross, Tony. **Mrs. Goat and her seven little kids**

Schertle, Alice. **Bill and the Google-Eyed Goblins**

Scieszka, Jon. **The Book That Jack Wrote**

Scieszka, Jon. **The Frog Prince Continued**

Scieszka, Jon. **The Stinky Cheese Man and Other Fairly Stupid Tales**

Scieszka, Jon. **The True Story of the Three Little Pigs**

Stanley, Diane. **Rumpelstiltskin's Daughter**

Tolhurst, Marilyn. **Somebody and the Three Blairs**

Trivizas, Eugene. **The Three Little Wolves and the Big Bad Pig**

Tunnell, Michael O. **Beauty and the Beastly Children**

Turkle, Brinton. **Deep in the Forest.** (Wordless picture book)

Van Woerkom, Dorothy. **The Queen who couldn't bake gingerbread**

Vozar, David. **RAPunzel: A Happenin' Rap**

Vozar, David. **Yo, Hungry Wolf!**

Waddell, Martin. **The Tough Princess**

Wahl, Jan. **The Prince who was a fish**

Wegman, William . **Cinderella**

Wegman, William . **Little Red Riding Hood**

Williams, Jay. **Petronella**

Williams, Jay. **The Practical Princess**

\_\_\_\_\_. **School for Sillies**

Wolff, Patricia Rae. **The Toll-Bridge Troll**

Yeoman, John and Quentin Blake. **The Wild Washerwomen**

Yolen, Jane. **King Long Shanks**

Yolen, Jane. **The Simple Prince**

Yolen, Jane. **Sleeping Ugly**

**ROVER**



**Mailman:**

Rover is such a \_\_\_\_\_ dog because he always \_\_\_\_\_

\_\_\_\_\_.

**Family cat:**

Rover is such a \_\_\_\_\_ dog because he always \_\_\_\_\_

\_\_\_\_\_.

**10 year old owner:**

Rover is such a \_\_\_\_\_ dog because he always \_\_\_\_\_

\_\_\_\_\_.

**Neighbor:**

Rover is such a \_\_\_\_\_ dog because he always \_\_\_\_\_

\_\_\_\_\_.

