Interactive Twisted Tales

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Goals

The purpose of this project is to entice students to build strong literary analysis skills by exploring setting, characters, theme, imagery, point-of-view, visual elements, and different text structures through the re-telling and creation of their own fractured fairy tale. In addition, students will increase writing skills, develop public speaking proficiency and expand their ability to use appropriate digital presentation tools.

Throughout the project students built reading and writing proficiency, used technology to enhance learning, increased their public speaking abilities and developed an understanding of various text structures.

In addition students will increase their ability to evaluate information on the Internet and in print for validity and quality. The technology component of this project promotes excitement about reading while supporting essential 21st century skills and Common Core Standards/Florida Standards.

Objectives

Objective: 1. The students will use various resources to research and read a variety of fables and fairytales.

Objective: 2. The students will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Objective: 3. The students will compare and contrast a text to an audio, video, or multimedia version of the text.

Objective: 4. The students will write narratives to develop real or imagined experiences or events using effective techniques.

Objective: 5. The students will analyze the main ideas and supporting details presented in diverse media and formats.

Objective: 6. The students will use multimedia to create/narrate a readers theater or multimedia presentation of their own fractured fairytale.

Florida Standards

For College And Career Readiness

Strand: READING STANDARDS FOR LITERATURE
Cluster 2: Craft and Structure

Standard Code: **LAFS.7.RI.2.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Standard Code: **LAFS.7.RL.2.6**: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Strand: READING STANDARDS FOR INFORMATIONAL TEXT
Cluster 3: Integration of Knowledge and Ideas

Standard Code: LAFS.7.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS
Cluster 1: Text Types and Purposes

Standard Code: LAFS.7.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Strand: STANDARDS FOR SPEAKING AND LISTENING
Cluster 1: Comprehension and Collaboration

Standard Code: LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Course Outline

This is a fabulous way to cover almost all of the Florida Reading/Literature Standards. Students can easily explore setting, characters, theme, imagery, point-of-view, visual elements, and different text structures. The technology component of this project promotes excitement about reading while supporting essential 21st century skills. The new Florida Standards emphasize the need for students to be able to analyze literature in several ways from how an author develops and contrasts the points of view of different characters or narrators in a text to comparing and contrasting a written story, drama, or poem to an audio or video.

Students will read and explore a variety of fairy tales. The focus of the lessons are on literary analysis of setting, plot, point of view, visual elements and text structures. As students read and share fairytales, they will complete a story map for each tale. The story map will guide students through the essential elements of a story.

For instance, students will identify the setting of the story, distinguish between the good and bad characters, look at whose point of view the story was told from, identify conflicts and solutions in the tale and finally extract the lesson or moral the characters learn. Through this process students will learn the steps of literary analyses.

Course Outline

First, introduce students to many famous fractured fairy tales. A fractured fairy tale is a fairy tale that has been written with a twist. There are many fractured tales: Matzo Bally Boy, by Lisa Shulman; The true story of the 3 Little Pigs, by Jon Scieszka and more. Please refer to the list of fractured tales in the Reference section of this guide.

Usually either the setting of the story has been changed or the point of view from which the story is told has been changed. Students will learn to compare two forms of literature through this simple and fun unit. Have students read Goldilocks and the three little bears the original version and then either read or play a video excerpt from a fractured Three Little Pigs tale. One of my favorites is the Jamaican version of a fractured fairy tale Goldilocks and the Three Bears.

The HBO Happily Ever After Series has some really great fractured fairy versions. Many of the videos are available for free on You Tube. You can also purchase the DVD's for around $20.

Comparing various forms of literature is a requirement of the Florida State Standards and having students practice comparing short stories to excerpts of a play is a great way to get students familiar with this skill.
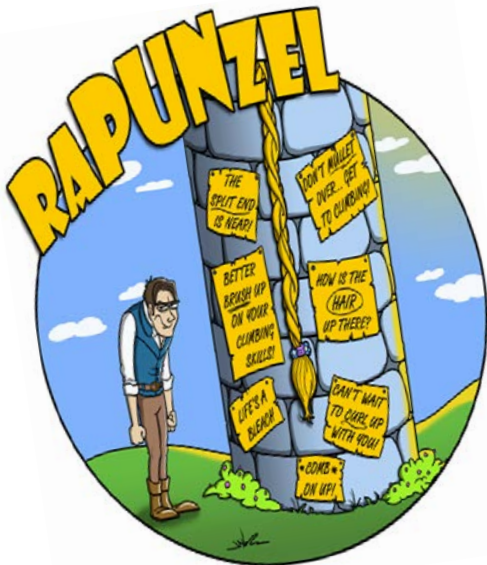
Course Outline

Next, the tables will turn, as students become writers/authors of a fractured fairy tale of their own. Each student will select a fairytale to write a twisted version of a popular short story. Using the interactive website by Read Write Think will help students to make changes to the fairy tale, but keep the main idea of the tale intact.

The website is easy and fun to use and allows the students to make changes to the original fairytale while guiding them through the process of creating a fractured tale. Once students finish their creative writing, they will add graphics and print it on colored paper. The finished product will be a printed fairytale booklet with a twist.

This program has significantly changed my students' attitude towards reading and writing.

Course Outline

Finally, students will select a partner to re-enact a fractured tale. Give students a choice of creating either a reader's theater with hand made props and simple scenes or a podcast using music and computer graphics. The end product is a student created and narrated fractured tale performed by students through a reader's theater or a podcast! Additionally, you could have the students create and publish their fractured fairytales on the Scholastic webpage or in a Weebly page.

Incorporating the latest technology, reading, writing and project based learning into this innovative approach of teaching text structures and literary analysis will help your students to develop a love of reading and further their ability to be college and career ready.
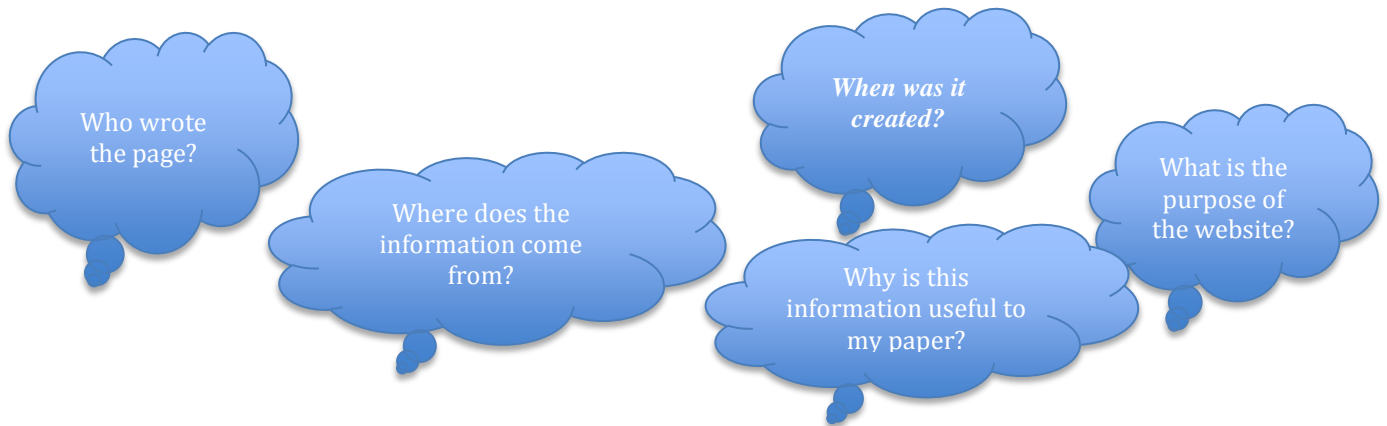
Course Outline

As students create their fracture tales, they will want to research facts to help make their tale realistic and accurate to changes in the setting, plot and text. Understanding the steps in the FINDS research process is important and will help students be responsible digital citizens.

Using the guide The 5 W's of Web Evaluation, by Kathy Schrock, and an evaluation tool for print materials, students developed a keen sense of quality resources in all formats.

Who wrote the page?

Where does the information come from?

When was it created?

Why is this information useful to my paper?

What is the purpose of the website?

Students were given a FINDS research guide to help them through the steps of the research project. Throughout the project I incorporated the steps in the research process: Focus on the information, Investigate resources, Note and evaluate the facts, Develop information into knowledge for presentations, Score/evaluate search steps.

Sample Worksheets

➢ FINDS Research Process Question Worksheet

➢ Point Of View Worksheet

➢ Compare And Contrast Chart

➢ Fairytale Script

➢ Fairytale Guide

FINDS: Research Process Model

Name: _____   **Date:** _____

$\mathcal{F}$ocus **on the information need**

What is my assignment? _____

What information do I need? _____

_____

Develop a plan of action and timeline

First, I will look at my questions, understand my assignment and plan out where to begin research.

Timeline

When is my assignment due? _____

How long should I spend researching? _____

How long should I spend writing, searching for graphics and pulling it all together? _____

$\mathcal{I}$nvestigate resources to look for an answer

Where will I find my information? _____

_____

On the Internet using the search engine_____

Topic (s) you will type in the search bar:

_____

Print materials_____

Graphics

𝒩ote and evaluate facts   In this section you will:

Read, evaluate, and select information to answer your questions.

Take notes and record information required for citations.

Analyze information gathered and compare. Begin to pull it all together!

𝒟evelop information into knowledge for presentation

What presentation format will you use; i.e., iMovie, podcasting, word document, slide show, web page…?

Use your research graphics and resources to organize, type and transition to make your project shine!

𝒮core presentation and search

Look at your project rubric. Have you completed everything you needed to get the grade you want?

Think about where you were in the beginning of this project.

Look back at your project plan and development.

What would you change next time you do a research project?

Point Of View

Directions: Read the following passages and determine the narrative perspective, then explain how you were able to identify the point of view- if the passage is third person, explain which character's thoughts are revealed.

> **Narrative Perspective (point of view):** first-person, second-person, third-person objective, third-person limited, third-person omniscient.

1. **Sideways Stories from Wayside School** by Louis Sachar

Leslie sat in front of Paul. She had two long, brown pigtails that reached all the way down to her waist. Paul saw those pigtails, and a terrible urge came over him. He wanted to pull a pigtail. He wanted to wrap his fist around it, feel the hair between his fingers, and just yank. He thought it would be fun to tie the pigtails together, or better yet, tie them to her chair. But most of all, he just wanted to pull one.

Narrative Perspective: _____

If it is third-person, which character's thoughts are revealed? _____

_____

2. **Invitation to the Game** by Monica Hughes

And we scrounged. Next to *survival, scrounge* was probably the most important word in our new vocabulary. We found a store that was throwing out water-damaged mattresses. Getting them home was a problem, since we had to make two trips, leaving Brad and Katie, armed with sticks to guard over the remaining ones. I expected them to be challenged by some gang boss, but they said that the only person who came by was a scrawny little rat of a girl living alone. We let her have one of the mattresses.

Narrative Perspective: _____

If it is third-person, which character's thoughts are revealed? _____

_____

3. **Tuck Everlasting** by Natalie Babbitt
At dawn, Mae Tuck set out on her horse for the wood at the edge of the village of Treegap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse, and she was feeling at ease. At noon time, Winnie Foster, whose family owned the Treegap wood, lost her patience at last and decided to think about running away.

Narrative Perspective: _____
If it is third-person, which character's thoughts are revealed? _____

4. **<u>Alice's adventures in Wonderland</u>** by Lewis Carroll, John Tenniel

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?" So she was considering, in her own mind whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

Narrative Perspective: _____

If it is third-person, which character's thoughts are revealed? _____

_____

5. **<u>Shiloh</u>** by Phyllis Reynolds Naylor

The day Shiloh come, we're having us a big Sunday dinner. Dara Lynn's dipping bread in her glass of cold tea, the way she likes, and Becky pushes her beans over the edge of her plate in her rush to get 'em down. Ma gives us her scolding look. We live high up in the hills above Friendly, but hardly anybody knows where that is. Friendly's near Sistersville, which is halfway between Wheeling and Parkersburg. Used to be, my daddy told me, Sistersville was once of the best places you could live in the whole state.

Narrative Perspective: _____

If it is third-person, which character's thoughts are revealed? _____

_____

6. **<u>The Skull of Truth: A Magic Shop Book</u>** by Bruce Coville, Gary A. Lippincott

To his astonishment, Charlie found himself standing next to his bicycle, back where he had entered the swamp. That was bizarre and upsetting—but not as bad as the realization that he was still holding the skull. He thought he had dropped it before he raced out the door. He certainly hadn't intended to steal the thing. He didn't even really want it!

Narrative Perspective: _____

If it is third-person, which character's thoughts are revealed? _____

Compare and Contrast Chart

Fairytale	Fractured tale

How are they alike?

How are they different?

Character Map

What the character looks like:	How the character acts:	How other characters react to this character:

FAIRYTALE SCRIPT TEMPLATE USING THE "STORY SPINE"

TITLE:
Once upon a time…
Every day…
But one day…
Because of that…
Because of that…
Because of that…
Until finally…
Ever since then…

And the moral of the story is ….

TWISTED TALE ~~~ Podcast/Rap

In this project you will pick a partner and write a short script for a fairytale with a twist. For instance think of the three little pigs and Cinderella and imagine them living today in your town.

Other fairy tales you might use are:

Jack in the Bean Stalk	Goldilocks and the Three Little Bears	Pinocchio
Emperor's New Clothes	Fisherman and His Wife	Frog Prince
Hansel and Gretel	Little Mermaid	Mother Goose

Complete the tale script by filling in each box. Your twist could be that it takes place in a different time period, different people or a different location. Be creative and have fun.

After you complete your script, turn it in for approval.

Next, you will search online for some pictures that would go along with your new twisted tale. Import your pictures into iPhoto.

Garageband Podcasting

In the last part of the project, you will use Garageband to create a podcast or rap video using your script and pictures you found on the web.

Lesson Plans

Title: <u>Interactive Twisted Tales</u>

Curriculum Area: Arts, Language Arts, Reading, Media/Information Literacy

Subject Area: Arts, Language Arts/Reading/Information Literacy, Research

Grade Level : 6-8 grades See Course Outline ~ for complete unit instructions.

Equipment Needed:
Technology: Classroom or laptop cart computers with Internet access
Software: Garageband, Audacity or Podbean, MS Office
Materials: White and Colored paper, colored pencils/markers, glue a variety of arts and crafts supplies.

Learning Objectives:

Objective: 1. The students will use various resources to research and read a variety of fables and fairytales.
Objective: 2. The students will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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Evaluation: The students will be evaluated through teacher evaluations for their writing and creation of online interactive tales and for presentations using a rubric.

Evaluation and Student Assessment

Rubric For Presentation:

Presentation	Score	Organization	Score	Digital Media	Score	Engagement	Score	Total
Complete Research Presents information, findings and supporting evidence so listeners can follow the line of reasoning. 25pts.		**Complete** Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes. 25pts..		**Complete** Makes strategic use of digital media and visual displays of data to express information and enhance understanding of presentation. 25pts.		**Complete** Uses appropriate eye contact, adequate and clear pronunciation. 25pts.		
Partially complete research Presents information, findings with some supporting evidence so listeners can follow the line of reasoning. 15pts		**Partially completed** Presents claims and findings, partially sequencing ideas in a logical order uses some pertinent descriptions, facts and details to accentuate main ideas or themes. 15pts.		**Partially completed** Makes use of digital media and visual displays. Incomplete data or information partially enhances understanding presentation. 15pts.		**Partially Complete** Uses appropriate eye contact, somewhat adequate and clear pronunciation. 25pts.		
Incomplete research Presents information, findings with little or no supporting evidence listeners struggle to follow the line of reasoning. 10pts.		**Incomplete** Presents claims and findings, with little or no sequencing of ideas. Uses some pertinent descriptions, facts and details to accentuate main ideas or themes. 10pts.		**Incomplete** Makes little use of digital media and visual displays. Incomplete data or information partially enhances understanding presentation. 10pts.		**Incomplete** Uses little or no eye contact, unclear inadequate and pronunciation. 15pts.	Total Points/ Grade	

Comments:

Evaluation and Student Assessment

Rubric For Twisted Tale Scene/Comic Map

Twisted Tale	Score	Organization	Score	Creativity	Score	Scene/ Comic Writing	Score	Total
Tale includes variety of characters resembling the original tale with a twist. 25pts.		Scenes are well organized. Storyline is easy to follow. 25pts.		The scene maps are colorful and the characters are easy to identify. 25pts.		1-2 characters introduced. Each scene has captions or Plot is easy to follow. 25pts.		
Partially complete Tale includes only a few of characters resembling the original tale with a twist. 15pts.		Scenes are somewhat organized Storyline is easy to follow. 15pts.		The scene maps is partially colored/ characters are easy to identify 15pts.		1 character introduced. 1-2 scenes have captions or Plot is easy to follow. 25pts.		
Incomplete Tale includes one of characters resembling the original tale with a twist. 10pts.		Scenes are not well organized. Storyline is hard to follow. 10pts.		The scene maps are not colored and the characters are unable to be identify. 15pts.		0 characters introduced. 1 scene has captions. Plot is not easy to follow. 15pts.		

Comments:

Resource List

Destiny Quest for library print and reference materials

One Search/Destiny Quest for all in one searching of county resources,
Log on to Destiny Quest to use one-search resources:

Student login:	**10-digit student number**
Password birthdate	**MM/DD/YYYY**
Teacher login:	**p+8 digit ID**
Password	**8 digit ID (no p)**

Read Write Think Interactive Fairytale Website

Weebly.com (free student websites)

Scholastic/Jon Scieszka Fractured fairytale website

Teacher Resources For Lesson Planning and Instruction

Florida State Standards

Defining The Core-Broward County School

Supplemental Materials

Materials	Approximate Cost/Vendor
Computers	School Computers/Carts/Media Center
LCD Projector	School Equipment
Idea Packet	Included On BEF USB
Garageband or Audacity Software	School Computers
PodBean	Free Cloudbased Software
USB Microphone	$15.00/Office Depot
Earphones	$15.00/Office Depot
16 Gig USB	$35.00/Office Depot
Variety of fairytale and fractured tale books	$15.00ea/Scholastic Books
Colored Paper, colored	$75.00 Office Depot
Pencils/markers	$30.00 Various stores
Arts and Crafts Material	$200.00 Joann's Fabrics

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