

Fractured Fairy-tale Narratives

Learning Area(s)	English	Year(s)	1,2
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Description

AC English : Year 1

In Year 1, students communicate with peers, teachers, known adults and students from other classes. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts. Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text. Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

AC English : Year 2

In Year 2, students communicate with peers, teachers, students from other classes, and community members. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work. Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text. Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Unit Focus

The following unit allows students to explore traditional and fractured fairy tales in order to see stories from a different point of view. Students will use activity to explore fractured stories and to create their own mixed up fairy tales. Students will compare and contrast different stories while writing their own narratives. The focus text structure of the unit is Narratives and students will learn how to sequence their writing. Students will identify elements of fairy-tale stories, create exciting characters, sequence events, create and solve problems.

Stage 1: Desired Results

Transfer of knowledge
<ul style="list-style-type: none"> • Ability to write for a variety of audiences • Understand that there are different perspectives to all situations in life

Understandings	Key Inquiry Questions
<ul style="list-style-type: none"> • Authors create exciting characters, settings and stories by using descriptive words • A fairy-tale is a fictional story that follows a narrative structure with magical creatures, characters and settings • Narrative structure involves an introduction, series of events, problem and a resolution 	<ul style="list-style-type: none"> • How do authors create exciting characters? • What are the common elements of fairy tales? • What is the importance of fairy-tale settings? • What are the similarities and differences between characters, events and settings in fairy tales?

Knowledge	Skills
<ul style="list-style-type: none"> • How to structure a Narrative using a graphic organiser and in writing • How to use descriptive words to create exciting characters and settings • How to identify the different narrative elements in the story (orientation, complication etc.) • How to use different words for different characters (heroes, villains) 	<ul style="list-style-type: none"> • Planning and creating fairy-tale stories • Interpreting and comparing characters, settings and events • Discussing opinions on different characters and stories • Describing characters, settings and events • Selecting and using describing words in their writing

Curriculum Goals
<p>Curriculum</p> <p>AC English : Year 1 : ACELA1447 Text structure and organisation: Understand that the purposes texts serve shape their structure in predictable ways</p> <p>AC English : Year 1 : ACELT1581 Literature and context: Discuss how authors create characters using language and images</p> <p>AC English : Year 1 : ACELY1661 Creating texts: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>AC English : Year 2 : ACELA1463 Text structure and organisation: Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</p> <p>AC English : Year 2 : ACELT1589 Responding to literature: Compare opinions about characters, events and settings in and between texts</p> <p>AC English : Year 2 : ACELY1671 Creating texts: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p> <p>AC English : Year 1 : construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose</p> <p>AC English : Year 1 : interpret how people, characters, places, events and things have been represented</p> <p>AC English : Year 2 : interpret how people, characters, places, events and things have been represented</p> <p>AC English : Year 2 : construct simple literary and non-literary texts by planning and by using prior knowledge and experience to</p>

match an audience and purpose

Other Goals

ACARA General Capabilities

GC41 analyse information logically and make reasoned judgments

GC40 generate and develop ideas and possibilities

GC45 recognise that everyday life involves consideration of competing values, rights, interests and social norms

GC58 consider what it might be like to walk in another persons shoes

Stage 2: Assessment Evidence

Task	Task description	Criteria
Ongoing Class	Character & Author Comparisons Students will participate in weekly text focus activities. Each week will focus on a different fractured fairy-tale. As a class we will create a fairy tale wall describing elements in the stories. Students will compare the fractured story to the traditional tale.	<ul style="list-style-type: none"> ▪ Identifies characters and setting ▪ Able to identify narrative structure in stories- orientation, events, complication & resolution ▪ Interprets and compares characters and stories ▪ Discusses opinions of fairy tale with class
Performance Task Individual	Narrative Writing Students will create their own narrative story on a fractured fairy-tale. The students must select a fairy-tale and then change the story themselves.	<ul style="list-style-type: none"> ▪ Creates a fractured fairy-tale ▪ Uses narrative structure to write story ▪ Creativity skills ▪ Selects and uses describing words

Stage 3: Lesson Sequence

Lesson	Description
Week 1	<p><u>Focus: Character</u></p> <p>Monday</p> <ol style="list-style-type: none"> 1. What are Fairy tales? Students discuss their favourite fairy tales. Students retell favourite fairy-tale stories 2. What makes a good story? 3. Read story- 3 little pigs. Discuss and start story wall 4. Focus: characters in story- what do we know <p>Tuesday</p> <ol style="list-style-type: none"> 1. What are our favourite characters in stories? 2. What makes a good character? What makes a bad character? How can we describe them? 3. Cartoon characters PowerPoint- 4. Choose a character to describe together 5. Students then choose own character to describe <p>Wednesday</p>

	<ol style="list-style-type: none"> 1. Text focus: The three little wolves and the big bad pig, discuss front 2. Predict- what students think it will be about 3. Read the story 4. Put story elements up on the fairy-tale wall 5. Compare stories- how are they similar/ different? <p>Thursday</p> <ul style="list-style-type: none"> • <u>Integrated drama activity</u>- Character emotions • Create an exciting hero/Villain
Week 2	<p><u>Focus: Setting</u></p> <p>Monday</p> <ul style="list-style-type: none"> • What is the setting? What makes a good setting? • What kind of setting of fairy tales? • Read- little red riding hood. Discuss and story wall • Focus: Setting of story- break it down <p>Tuesday</p> <ul style="list-style-type: none"> • How do we create great settings? • How can we use descriptive words to make our settings better? • Characters & setting PowerPoint • Choose a scene to describe together as a class • Choose own scene to describe <p>Wednesday</p> <ul style="list-style-type: none"> • Text Focus: Honestly Red Riding Hood was Rotten • Predict- what students think it will be about • Read the story • Put story elements up on the fairy-tale wall • Compare stories- how are they similar/ different? • How could we change the story? <p>Thursday</p> <ul style="list-style-type: none"> • <u>Integrated drama activity</u>- freeze frames- making scenes • Create your own setting
Week 3	<p>Focus: Orientation/ Series of events</p> <p>Monday</p> <ol style="list-style-type: none"> 1. What is orientation? How do we start a story? How do we write the start of the story? Look at Once upon a time... 2. Strong beginnings- story breakdown 3. Look at story beginnings only (fairy-tale books) discuss 4. Books so far- compare story starters

5. Write a story starter as a class- orientation & Scene

Tuesday

1. What are the **series of events**? Discuss
2. Retell story- Red riding hood
3. Plot out series of events as a class
4. Fairy-tale mash up- Mixed up fairy tales- read and discuss- pick one as a class
5. Choose a scene to describe together as a class
6. Write series of events as a class- story- individual work to follow

Wednesday

1. **Text Focus:** Seriously Cinderella is so annoying
2. **Predict-** what students think it will be about
3. Read the story
4. Put story elements up on the fairy-tale wall
5. Compare stories- how are they similar/ different?
6. **Text features-** identify Orientation, Setting, characters & Series of events

Thursday

- **Integrated drama-** Character emotions & role play
- Create own Setting and series of events

Week 4

Focus: Problem/ Resolution

Monday

1. What are problems in stories?
2. Discuss problems in stories we have read so far- what happens?
3. Picture prompts- what is happening here? What is the problem
4. How can we describe it? Write as class
5. Independent write- students write a problem

Tuesday

1. What are resolutions in stories?
2. How do they work in fairy tales? What always happens?
3. Resolutions in stories so far- what are they
4. Describe resolutions- as a class
5. Independent write- students write resolution to their problem from Monday

Wednesday

1. Text Focus: Trust me, Jacks Beanstalk stinks
2. **Predict-** what students think it will be about
3. Read the story
4. Put story elements up on the fairy-tale wall
5. Compare stories- how are they similar/ different?
6. **Text features-** identify Setting, characters, problem & resolution

	<p>Thursday</p> <ul style="list-style-type: none"> • Integrated drama- character perspectives and role play • Writing own problem/ resolution
Week 5	<p>Focus: Narrative writing</p> <p>Monday</p> <ol style="list-style-type: none"> 1. What have we learned about fairy tales? What have we learned about writing fairy tales? 2. Talk about structure altogether: orientation, series of events, complication & resolution 3. Discuss- how could we change a fairy-tale what could we do? 4. Turtle organiser- explore structure <p>Tuesday</p> <ol style="list-style-type: none"> 1. Share- Graphic organisers and plans for stories 2. Plan story as a class: Orientation, series of events, complication, resolution 3. Work with small groups <p>Wednesday</p> <ol style="list-style-type: none"> 1. What have we learned about fairy tales? What have we learned about writing fairy tales? 2. Talk about structure altogether: orientation, series of events, complication & resolution 3. Discuss- How could we change a fairy-tale- Brainstorm ideas for stories 4. Graphic organiser- Plan own story 5. Check student plans <p>Thursday</p> <ul style="list-style-type: none"> • Integrated character drama: <i>Exploring characters</i>
Week 6	<p>Focus: Narrative writing Drafting</p> <ul style="list-style-type: none"> • Students start writing their first draft of the story- explain the task • Work with students while drafting • Drafting stories- editing • Publishing stories
Week 7	<p>** Good copies of narrative story-</p> <p>Groups work on computers to type up story</p> <ul style="list-style-type: none"> • Illustrate stories
Week 8	<p>Sharing narratives</p> <p>Students read their narratives to each other. Students can then act out their stories in drama.</p>

Websites/ Resources

Resource Description	Website
Fractured Fairy-tale Unit	http://love2learn2day.blogspot.com.au/2014/01/fractured-fairy-talesmy-favorite-unit.html
Hoodwinked Clips	https://www.youtube.com/results?search_query=Hoodwinked
Fairy-tale stories	http://www.classicfairytales.com/?s=21086c85599bf5956bbf
Fairy-tale resources	http://fairytales.pppst.com/index.html
Fairy-tale writing workshop	https://www.teacherspayteachers.com/Product/Fairytale-Writing-1820324
Fairy-tale story map	http://www.education.com/worksheet/article/fairy-tale-story-map/
Narrative organiser	http://working4theclassroom.blogspot.com.au/2012/09/0-0-1-41-234-centurionburton-1-1-274-14.html
Fairy-tale themed blog	http://www.busyteacherscafe.com/themes/fairytales.html
Fairy-tale writing prompt	https://www.pinterest.com/pin/495536765227705592/
Interactive story books	http://www.topmarks.co.uk/Interactive.aspx?cat=45
Fairy-tale book comparison wall	http://1.bp.blogspot.com/-LfLM_mcuU2w/UsxpjzJ10fl/AAAAAAAAACTI/axL4WgHBV0Y/s1600/DSC_0019.JPG