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Read, Write, Think-Aloud

Standards: 3.5 The student will read and demonstrate comprehension of fiction.

d) Compare and contrast settings, characters, and events, h) Organize information and events logically, j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.

3.9 The student will write descriptive paragraphs. a) Develop a plan for writing, b) Focus on a central idea, c) Group related ideas, Include descriptive details that elaborate the central idea.

3.10 The student will write stories, letters, simple explanations, and short reports across all Content areas

IRA/NCTE Standard: 6. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Intended Audience:

This lesson is written for a whole group of third graders, who are three months into the school year. Students have been working on understanding the plot of a story, which will be a skill used to supplement the learning within this lesson.

Background/Overview:

In this lesson, students will listen to a read aloud of *The True Story of the 3 Little Pigs* by Jon Scieszka and then participate in a think aloud with the teacher about creating an original fractured fairy tale from the perspective of a different fairy tale character. Students will then use this model to create their own fractured fairy tales based on one of these stories: *Little Red Riding Hood*, *Jack and the Beanstalk*, or *Hansel and Gretel*.

Behavioral Objectives:

1. Students will use the example text and the teacher-modeled brain-storming text to create their own fractured fairytale from the perspective of one of the characters provided as choices.

Resources/Materials, Time, Space:

A copy of *The True Story of the 3 Little Pigs* by Jon Scieszka, pencils, paper, large graphic organizer, markers, large pad of paper, 25 graphic organizer hand-outs, dry erase easel to hold paper pad, seating on floor and later at students' desks; about 20 in class/All in group; Read Aloud: 15 minutes, Brainstorming: 10 minutes, Writing: 20 minutes.

Introduction:

Instruct students to form a group on the floor in front of a chair where you will sit with the dry erase easel nearby displaying the prepared graphic organizer and brainstorming face-down. Ask students if they know the story of the three little pigs. Then ask them if they know the *real* story. Show them the cover of *The True Story of the 3 Little Pigs* by Jon Scieszka and point out that it says it is “By A. Wolf.” Tell them that this story follows the same plot as the three little pigs story they know, but it is from a different perspective, which means that it will be someone else’s version of the same story.

Instructional Strategies:

During the Read Aloud -

~ Be sure to read the little foreword with the large “E” and put emphasis on the last part of the passage which says, “. . .*my* side of the story.” Think aloud, “Hmm, I think this story might be from the wolf’s perspective. Let’s see if it is the same as the three little pigs’ perspective.”

~ Read the first two pages and then pause at the page which says, “The real story is about a sneeze and a cup of sugar.” Think aloud to the students, “Wait, I don’t remember anyone sneezing or anything about sugar. I wonder what will be different in the wolf’s version of the story.”

~ Continue reading until the page where the wolf blows over the house of straw and says, “And I sneezed a great sneeze.” Ask the students, “Now, is that the way it happened in the original story?” Hopefully they will say, “No.” Then think aloud to students, “It sounds like the wolf is trying to say that he didn’t mean to knock the pig’s house down.”

~ Continue reading until you come to the image of the pig shaving. After reading, “I’m shaving the hairs on my chinny chin chin,” say to students, “Now, that’s not what the pig says in the original version of the story. He says he won’t let the wolf in, ‘Not by the hairs of my chinny chin chin.’”

~ Read until the illustration featuring the wolf wiping his nose and the evil-looking pig inside the brick house, which ends, “Then the Third Little Pig yelled, ‘And your old granny can sit on a pin!’” Say to the students, “The Little Pig seems really mean in the

wolf's version of the story. I think the wolf wants us to see the pig as the 'bad guy' here, instead of the wolf!"

~ Read until the end of the book. Tell the students, "This story was different from the original one because it was from the wolf's perspective; it was the way he remembered things happening. Today, you are going to create your own story from a certain character's perspective. Remember, perspective is like saying a different character's 'side of the story.' First, I'll show you how I changed the story of Rumpelstiltskin."

After the Read Aloud –

~While students are still seated on the floor, present your pre-made graphic organizer breaking down the story pieces of Rumpelstiltskin. In particular, this new version of the story tells why the little man asked for the particular things he wanted in exchange for spinning the straw into gold.

~ Then share the large version of your somewhat written out and edited story to illustrate what you hope the students will do. Share the rest of your prepared story with the students and talk about your thinking while you were creating and editing this story.

~Reveal to the students that they will have the option to choose one of the following stories during which they will write from the "bad guy's" perspective: Little Red Riding Hood: The Wolf's Story; Jack and the Beanstalk: The Giant's Story; or Hansel and Gretel: The Witch's Story. If necessary, give a brief synopsis of these stories to remind the students which fairytales they are.

~Send the students back to their seats, hand out graphic organizers, and allow the students to begin brainstorming while you pass out lined paper for their writing.

Differentiation:

Students should be given sufficient time to work on their graphic organizers before writing their stories. This amount of time will vary from student to student. For students who finish writing their stories early, encourage them to go back to edit their draft, make corrections, and add details to their stories.

Accommodations/Modifications:

For students who need more guidance with the assignment or students who need help remembering the basic storylines of these fairytales, provide information about plot either verbally or in written form.

Closure:

After students have had sufficient time to write or begin writing their stories, have them return to the carpet with their stories. Ask a few students to share their work with the rest of the group. Be sure to ask guiding questions such as, “Why did you choose to have the character do that in your story?” and give appropriate praise for the work the students have done. Make sure students have their names on both their graphic organizer and story and then collect both papers for review.

Assessment/Evaluation:

Formative: Students will be evaluated on responses they make during the read aloud, questions they ask, and observations of their writing during the brainstorming activity using graphic organizers.

Summative: Students will be evaluated on writing stories from the perspective of the villain in one of the following stories: Little Red Riding Hood: The Wolf’s Story; Jack and the Beanstalk: The Giant’s Story; or Hansel and Gretel: The Witch’s Story.