

STAGE 1 – DESIRED RESULTS

Grade Level: 4th

Unit Title: Fairy Tale Narrative

Established Goals: Create a fairy tale narrative (story retell) from a different character’s viewpoint (in partner groups) and as a final assessment: independently create an original narrative (or retell) based on a specific shoe drawn/assigned

This unit will focus on fairy tales as one type of fictional genre. Students will learn the history/origin of fairy tales, read a wide variety of fairy tales (as a class, in small groups, in partners, and independently), analyze them for fairy tale characteristics/elements, create character projects (choice of poster paper or an online Glogster poster), comparing fairy tales, and with a partner, retell a fairy tale from an different character’s viewpoint (from within a chosen story). This is a comprehensive unit with many end products and learning objectives. The narrative will be just one of those end goals with it’s own set of guiding learning objectives. Two narratives will be written: one will be scaffolded during the entire writing process and the other will be an assessment.

Understandings: *Students will understand that...*

- Students will understand the characteristics/elements of a fairy tale
- Students will understand that characters in a story may have different viewpoints of events/plot
- Students will understand what a narrative is

Essential Questions:

- What is a fairy tale?
- What is a narrative?
- Do characters within a story have the same viewpoint of the events happening/plot?

Grade 4 Writing Common Core Standards

Texts, Types, and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 39).

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Student partnerships will create a typed and illustrated “book”/ narrative (story retell from a different character’s perspective)

Final Individual Assessment
(always more fun than not!):

Students will write a new (fairly original, may be somewhat retold) fairy tale based solely on a shoe drawn from a “magic cauldron”. Example: If a student draws a hiking boot out of the cauldron, he or she will need to write a fairy tale that makes sense for that prop using all of the information and skills gathered during the unit.

Other Evidence:

- Students will show growth/understanding in task during writing conferences with teacher and peers.
- Students will refer to and check off rubric items as they make progress (while meeting with peers and teacher)
- Students will share their writing both on a volunteer basis aloud (accept comments from class during the drafting stages - class has practiced this and there are rules/boundaries regarding it), and in changing partner groups
- Students will continue to read, share, and enjoy other fairy tale stories and be able to use those as mentor text

Mini Lessons Include (but are not limited to):

- Use of quotations
- Use of word choice
- Use of voice and/or punctuation for affect

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

NOTE: Students will be learning about fairy tales through a comprehensive unit during “reading” time as well... These learning activities will be “pulled” as the ones that might tie in better/focus on the writing objectives...

- The teacher will provide mentor texts through whole class read alouds, partner reading, independent reading, and small group reading of a wide variety of fairy tales.
- Teacher will have and introduced fairy tales as a genre to the class during “reading” time. Students will be taught the elements/characteristics of fairy tales, given a chart to record/check off each element with each story read
- Students will discuss what they already know about narratives as a writing genre (they have been writing these , so it is not a new concept). Teacher will ask students if they think fairy tales are a narrative. They will discuss in partner groups and share/discuss with the class. It will be confirmed/learned that fairy tales are a type of narrative.
- With much enthusiasm and fanfare, students will be told that they will be able to publish two of their own fairy tales: one with a partner and one independently. Details of each “project” will be excitedly elaborated on by the teacher. Models of past writing pieces will be shown. Students will get to “Vote In” on the ActivBoard what story they might want to retell from a different character’s perspective...
- Former fourth graders will visit the class and read the fairy tales they created in small groups (the student authors/readers will rotate through the class/groups).
- Students will do a fairy tale webquest and “finish” or recreate the ending of a fairy tale in small groups

- Teacher will assign partnerships (for narrative/story retell from a different perspective) based on many different factors such as, but not limited to: Story interest, partner compatibility, current writing experience/skill set, individual learning needs.
- Partners will choose a story to retell from a different perspective, meet with the teacher, and gain a text copy of the story selected to use as a mentor text.
- Students will fill out a chart for their selected story to use as a reference tool in the writing of their narrative/retell. Partner groups with the same story will meet together to compare notes on the chart. Teacher will then check and approve the completed chart
- Students will be given a rubric for what their final product should look like/contain.
- Teacher will go over rubric and provide models of some “Outstanding” narrative pieces and some that score as “More Attention Needed”
- Teacher will allow time at the end of every writing session for either volunteer read alouds of the narrative in progress (for open class feedback that the class understands parameters for), or partner group sharings.
- Students will begin the writing process for their narrative/retell in partner groupings using computers
- Writing tools in their writing binders will be provided: editing checklist, writing “trick” checklist, partner meeting forms, etc.
- Teacher will meet with at least 6 groups every day to guide them/answer questions, etc.
- Teacher will meet with individual students or partnership groups during writing time and/or RTI time to help those struggling
- Teacher will conduct mini lessons on (but not limited to) the following:
 - Use of quotations
 - Use of word choice
 - Use of voice and/or punctuation for affect
- After each group has published their fairy tale narrative successfully, a final assessment will be given. This will be an independent assessment... No groupwork and no “true” publishing... The same rubric will be used, only there will be no “Collaboration” section and in place of “Appropriately Sequenced Original Story”, there will be “Appropriately Matched Shoe to Story Context”

See Fairy Tale Narrative Rubric Below

Fairy Tale Narrative Rubric

Name(s): _____

Chosen Fairy Tale: _____

	Congratulations! 3 Points	Got It! 2 Points	Getting there! 1 Points	Missing 0 Points
Collaboration	Student was able to listen to partner, work out disagreements cooperatively, and contribute to ideas and the writing/coloring of the final project	Student occasionally struggled with partner collaboration and/or had a hard time with one or more aspects of working with a partner	Student sometimes struggled with one or two aspects of working with a partner	Student had a very challenging time working with a partner.
Trait 1 - Ideas	Writer uses a pre-existing fairy tale structure changing aspects of the story to tell it from a different character's viewpoint *Details support the topic	The writer uses a pre-existing fairy tale structure and changes some aspects effectively * Details are not as supportive of the main idea.	The writer uses a pre-existing fairy tale structure and changes some aspects effectively * Details are not as supportive of the main idea.	Missing, not in line with assignment, or the narrative is very fragmented
Trait 2 - Organization/ Sequencing	This piece has a great lead with clear beginning, middle, end * The narrative is placed in a logical sequence.	This piece has clear beginning, middle and ending. *The sequence is not always consistent.	The narrative has a clear beginning, middle and ending. *The sequence not always consistent.	Missing, not in line with assignment, or the narrative is very fragmented
Trait 3 - Elements	The narrative effectively used at least 4 fairy tale elements, INCLUDING opening and closing of the narrative matching fairy tale format	The narrative used 3 or 4 elements, but they were not used effectively and/or the elements were not used effectively	2 or fewer elements were used and/or elements were not used effectively and/or opening and closing do not meet fairy tale format	Missing, or not used accurately to enhance the narrative
Trait 5 - Conventions 3 pts Editing - Spelling, punctuation, usage, grammar, capitalization, and sentence structure.	* 0-2 Spelling errors * No errors in punctuation * Capitals are used correctly * Grammar and usage are correct * Sentences are effectively varied	* 3-5 errors in spelling * 1-3 errors in punctuation * 1-3 in capitalization * 1-4 errors in grammar and usage * Some sentence structures not varied , or not engaging	* 5 or more errors in spelling * 4 or more errors in punctuation * 4 or more errors in capitalization * 5 or more errors in grammar, usage * Sentences seem repetitive and/or lack effective structure	Elements of convention completely missing or not used effectively