

Grade Three English Language Arts

Creating Fractured Fairytales

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Outcomes

Outcome: CR3.3

Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

Outcome: CR3.4

Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.

Outcome: CC3.4

Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.

Outcome: AR3.1

Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).

Assessment

I used the attached writing rubric that was found on the writing wiki. Also, throughout the writing process I had students complete co-created checklists to ensure they were on the right track and completing everything correctly as they went along.

Objective

Through the creation of a fractured fairytale, have students express their creativity, collaboration and critical thinking as well as learn the five steps of the writing process.

Process

First, we studied fairytales and fractured fairytales. We learned about the elements of each story and compared them. During the learning process students were practicing a variety of reading comprehension strategies: predicting, inferring, compare and contrast, main idea, theme etc.

After learning about all the elements of fractured fairytales my students took their shot at writing them. They were split into partners based on the fairytale that they wanted to fracture. Then they had to work through the five stages of the writing process.

First, the partners had to plan their fractured fairytale. They were given the choice of what kind of graphic organizer to use to begin their planning and brainstorming. They had to plan their plot, setting, problem and solution.

Then the students worked through the rough draft, editing and revising stages of the writing process. Throughout those phases they were completing self-assessment checklists to keep on track with their work.

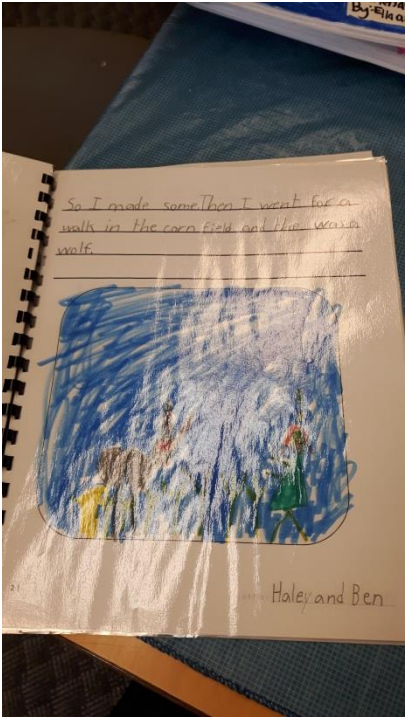
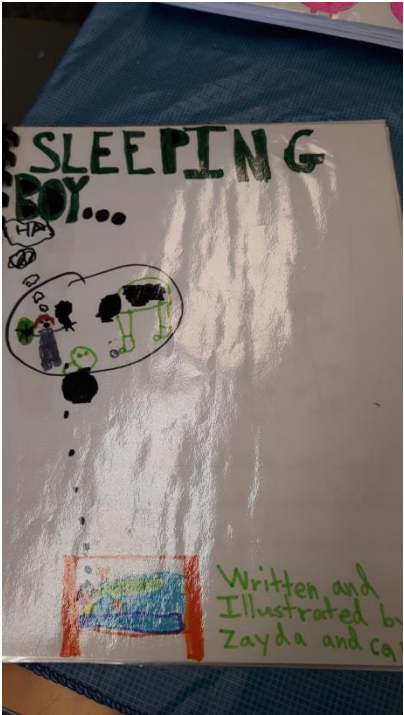
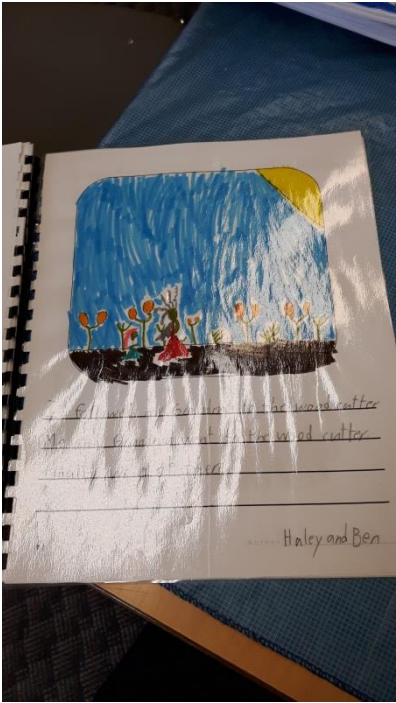
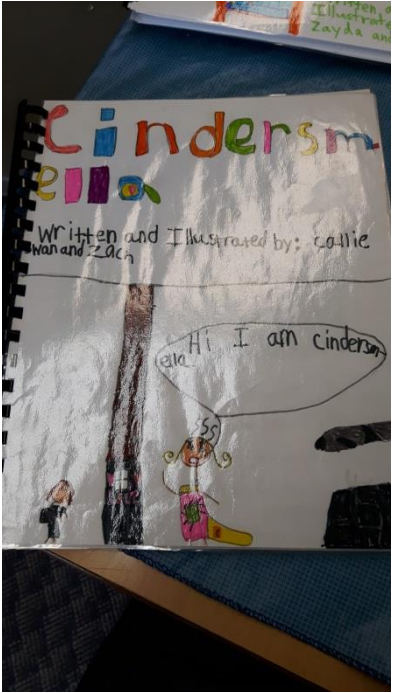
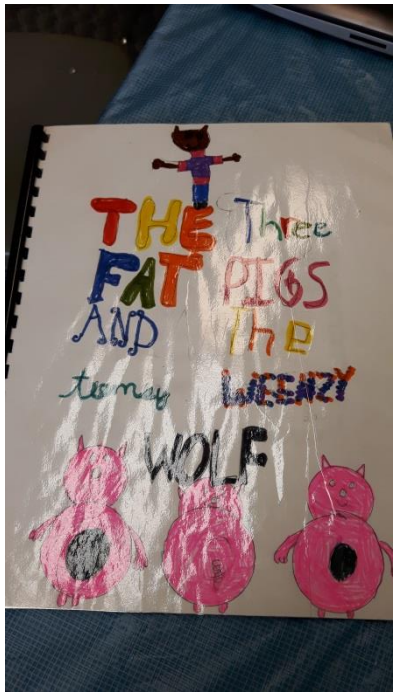
Lastly, they wrote a good copy of their fractured fairytale and illustrated it. This also included a cover page and a back page. The back page included a teaser to hook the reader.

Reflection

Overall, this project went smoothly. The kids worked really well with their partners and were able to generate some fantastic ideas.

There was one group that wrote a really long story and took significantly longer to finish this project than the other groups. In the future I would put a maximum number of pages that it could be. This would also help ensure that the fractured fairytales were concise and stayed on track without dragging on.

Pictures



	Organization Key question: <i>Does the organizational structure enhance the ideas and make the piece easier to understand?</i>	Word Choice Key Question: <i>Do the words and phrases create vivid pictures and linger in your mind?</i>	Conventions Key Question: <i>How much editing would have to be done to be ready to share with an outside source?</i> <ul style="list-style-type: none"> • A whole lot? Score in the 1-2 range. • A moderate amount? Score in the 3 range. • Very little? Score in the 4-5 range. 	
5	<ul style="list-style-type: none"> • Well organized and purposeful • Ideas are clearly linked to support a position • Compelling lead & convincing conclusion • Carefully selected transitions • Effective use of paragraphing • Title (if required) captures attention of reader 	<ul style="list-style-type: none"> • Language grabs the reader's attention • Uses vivid, natural language including strong verbs and precise nouns • Uses unexpected phrasing, including alliteration, analogies & metaphors • Enjoyable to read 	<ul style="list-style-type: none"> • Practically perfect! • Conventions carefully chosen to enhance meaning • Complex text requires wide use of sophisticated punctuation & conventions • Grammar and usage are correct • Spelling is correct, even on difficult words • Ready to publish 	WOW!
4	<ul style="list-style-type: none"> • Good organization • Ideas are connected and supported with detail • Strong lead and appropriate conclusion • Strong transitions • Title (if required) fits content • Adequate use of paragraphs 	<ul style="list-style-type: none"> • Uses interesting words • Uses natural language with strong verbs and nouns • Attempts to use alliteration, similes & metaphors • Holds readers attention 	<ul style="list-style-type: none"> • A few minor errors that don't affect meaning • Attempts and uses sophisticated conventions, not always successfully • Grammar and usage are generally correct • Spelling is generally correct • Almost ready to publish 	GREAT
3	<ul style="list-style-type: none"> • Reader can follow the organization of ideas • Details are connected to main idea • Includes a lead and conclusion • Helpful transitions • Simple title (if required) works • Attempt at paragraphing 	<ul style="list-style-type: none"> • Uses clear language • Uses some common words • Uses descriptive adjectives and adverbs, good nouns and verbs • Adequate, gets the job done 	<ul style="list-style-type: none"> • Obvious, but minor errors that don't affect meaning • Simple conventions are fine • Some errors in difficult spelling, or sophisticated conventions • Grammar and usage errors are not serious • Easily edited 	OKAY GOOD
2	<ul style="list-style-type: none"> • Reader can usually follow the organization • Details don't always match main idea • Introduction and/or conclusion may need revision • Some transitions • Title (if required) is attempted • Limited/ineffective use of paragraphing 	<ul style="list-style-type: none"> • Uses words correctly to express meaning • Relies on simple, common language • Uses familiar nouns and verbs • Few adjectives, adverbs or phrases • Needs revision 	<ul style="list-style-type: none"> • Obvious, distracting errors that may affect meaning • Only attempts simple use of conventions • Errors on basic spelling, usage & punctuation • Needs editing 	JUST ALRIGHT
1	<ul style="list-style-type: none"> • Hard to follow • No clear main idea • Too many or not enough details that don't match main idea • Missing lead and/or conclusion • Few transitions • No title (if required) • No use of paragraphs 	<ul style="list-style-type: none"> • Words are very simple or used incorrectly • Words get in the way of meaning • Same words used over and over • Words are very general (e.g. stuff, nice, said, fun) 	<ul style="list-style-type: none"> • Many obvious, distracting errors • Lots of spelling, punctuation and usage errors • Serious problems with subject/verb agreement • Line-by-line editing required 	HELP