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are sharing, evaluating their work using the rubric. Students will learn to recognize the elements of fairy tales, identify common themes along fairy tales, and compare the similarities and differences against their fractured fairy tale pairs. Look at the list and ask students to remove any titles that are not fairy tales, applying the collected rationales.

varied fairy tales for reading teachers and students, whether in book form or available online (see Sites) The Stinky Cheese Man by Jon Scieszka or another fractured fairy tale Students will brainstorm common elements of fairy tales. For the rest of this session, monitor students while reading and discussing fairy tales. Record these traces on the board. Invite students to share fairy tale names they know. Write informative/explanatory texts to examine a topic and convey ideas and clearly Enter a topic clearly, provide a general observation and focus, and information related to the group logically; include formatting illustrations (e.g. headers) and multimedia when useful to help understanding

Develop the topic with facts, definitions, concrete details, quotes or other information and examples related to the theme. Driving writing conferences as necessary while students work on their fractured fairy tales. The fractured fairy tales of the students lend themselves to the theater of readers. If necessary, teach a mini-salon in each element as you demonstrate, or provide students with definitions and examples. For example, if the fairy tale is Goldilocks and the Three Bears, you can share the following examples: Character: Change from Goldilocks and the Three Bears to Goldilocks and the Three Pigs. Speaking and listening Effectively Engage in a variety of sortuo sortuo ed saiedi odniurtsnoc ,5 uarg od sotxet e samet erbos soriecrap sosrevid moc)serosseforp arap sodatneiro e sopurg me ,mu a mu(savitarobaloc metsys gnirotinom-fles" a emoceb ot gnippam yrots gniwolla tsniaga draug tsum srehaet,revewoh ",redaeR a fo gnikaM)nU(ehT" reh ni snraw yelo , and , R srehto fo skramer eht no etarobae dna noissucsid eht ot etubirtnoc taht stnemnoc gnikam yb snoitseuq cificeps ot dnopser dna esoP selor dengissa tuo yrrac dna noissucsid rof selur nopu-deer F noissucsid rednu saedi erolpxe ot cipot eht tuoba nwonk noitamrofni rehto dna noitaraperp taht no ward ylitcilpxe ;lairetam deriuqer deiduts ro daer gnivah ,deraperp noissucsid ot emoC ylráp, and , ket , , , , 2 and 2;For example, a student may say that the three piglets are a fairy tale because of the occurrence of three. What are some comprehensive themes in fairy tales? Complete a story map based on a selected fairy tale. Organize a computer schedule so that students can fill the story maps in their selected fairy tale and print them. Students will complete several stations, activities and writing instructions focused on the way the author's fracture fairy tales and the reasons they choose to change a story in particular ways. They often collaborate, and many of their texts are fractured fairy tales. Ask students to bring their history maps to write conferences. 12. In addition, consult the common elements of fairy tales to ensure that students are within the genre. Upon completing their own fractured fairy tales, students will participate in conferences, editing and editing peers before creating their final hardcover book, which will teach them the importance of pre-writing, drawing, revising and finalizing their writings. Students participate as experienced, reflective, creative and critical members of a variety of literacy communities. Ask students to choose a fairy tale before the next session they will be rewriting. If you think several students are not familiar with the story, go ahead and read it to the class. Print and publish the completed maps to use as examples for students. The map of history becomes a launch point for the student fairy tales. After students share the fairy tales with which they are familiar, ask them to think about what is similar between the tales. When the students finish writing their fractured fairy tales, allow time for students to publish their new fairy tales, using the book withoutThe comic creator or using features in your classroom. Use interactive fractured fairy tales to review how the gâNero works and practice fracture three Fairy tales. Complete a history map for the fairy tale you chose and print it. Out.

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