

WELCOME TO MY FAIRY TALE . . .

a creative writing unit



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Thank you for purchasing this teaching unit.
We hope you and your students love it as
much as we do! **May you teach happily ever after!**



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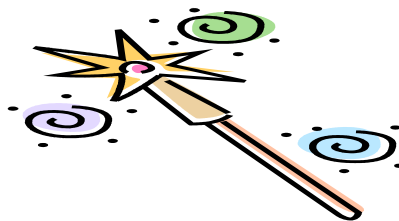
WELCOME TO MY FAIRY TALE



In this unit, your students will use a classic fairytale as a spring board for their own creative production! Students will become playwrights, actors, producers, and critics. The process will be as follows:

- In small groups, students will decide on a fairytale to use - or you can assign one to each group. Use our **list of fairytales** to help make selections!
- Students will use the "**Fairytale Twister**" handout to make humorous updates to these classic stories.
- Next, students will work together to write their script using the **student instruction page, prewriting forms** and **checklists** as guides. **Student samples** are also provided!
- Once the script is complete, students will create a commercial to accompany their skit. Students will use the **propaganda technique handout** to aid in the selection of a persuasive form. The groups will complete the "**Magic Commercial**" form to prepare.
- Finally, students will present their skits and commercials to the class. Groups will assess each other using the **student response forms**.
- **Teacher forms** and **rubrics** are provided as well!

Have fun!



WELCOME TO MY FAIRY TALE



In order for this project to work well, you must choose a familiar tale.

Well-known fairy tale list

Beauty and the Beast

Cinderella

Hansel and Gretel

Jack and the Beanstalk

Sleeping Beauty

Snow White and the seven Dwarfs

Little Red Riding Hood

**** While it is debatable if *The Three Bears* and *The Three Little Pigs* are fairytales, you may wish to add these titles to your list. 😊**

Teacher Organization Form



Group Number _____

Fairy Tale Title _____

Group Members:

Group Number _____

Fairy Tale Title _____

Group Members:

Group Number _____

Fairy Tale Title _____

Group Members:

Group Number _____

Fairy Tale Title _____

Group Members:

Fairy Tale Twister



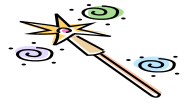
Complete the following chart for the original fairytale. Notice, the setting/time and the point of view are already completed for you. Just make small notes here; no need to write the whole story. ☺

Title of Original Fairy Tale _____

Main characters	Setting/time	Setting/place	Point of view
	long ago - once upon a time		omniscient
Beginning		Problem	Ending

Sample

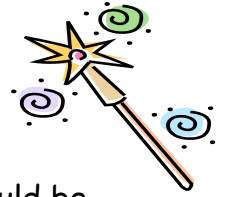
Fairy tale skit student sample



Title of Original Fairy Tale Goldilocks and The Three Bears

Main characters	Setting/time	Setting/place	Point of view
<p>Goldilocks Mama Bear Papa Bear Baby Bear</p>	<p>long ago - once upon a time</p>	<p>cabin in the woods</p>	<p>omniscient</p>
Beginning		Problem	Ending
<p>The bears cook porridge. It is too hot, so they leave to take a walk in the woods.</p>		<p>While the Bears are away, Goldilocks enters the house and finds the porridge. She eats it, and then accidentally breaks a chair. She goes to sleep in one of the Bear's bed, but is caught because the Bears return!</p>	<p>The bears return home, find that Goldilocks has eaten their porridge, broken a chair, and is sleeping in Baby Bear's bed, but she wakes up and escapes.</p>

Fairy Tale Twister

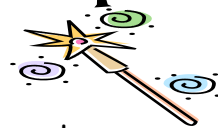


Now, choose at least three of these to change in your fairy tale. Your tale should be different from the original, yet it should be easily recognizable as the fairytale it once was. If you want to change more than three of these story elements, go right ahead! Just make small notes here, no need to rewrite your story yet. ☺

Title of My Fairy Tale _____

Main characters	Setting/time	Setting/place	Point of view
Beginning	Problem	Ending	

Prepare to write your fairy tale script!



How many members are in your group? _____

You need to have at least this many speaking parts/characters. Each of you may play two parts, if needed, but no more than two. List your characters of your skit in the box below.

Characters

--

You must have at least three scenes in your skit, and you can have no more than four scenes. Usually, a scene change occurs when the characters move to a different location or when time has passed. Let's plan each scene. Take notes in the charts.

Scene 1

Place	Who is in this scene?	What are these characters doing?	Props that will be needed in this scene

*If you have one person playing multiple roles, make sure the two characters are not on stage at the same time.

Scene 2

Place	Who is in this scene	What are these characters doing?	Props that will be needed in this scene

Scene 3

Place	Who is in this scene?	What are these characters doing?	Props that will be needed in this scene

Scene 4

Place	Who is in this scene?	What are these characters doing?	Props that will be needed in this scene

Fairy Tale Twister



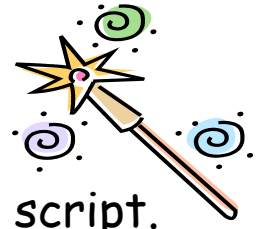
Student Sample

Now, choose at least three of these to change in your fairy tale. Your tale should be different from the original, yet it should be easily recognizable as the fairytale it once was. If you want to change more than three, go right ahead! Just make small notes here, no need to rewrite your story yet. ☺

Title of My Fairy Tale Goldisocks

Main characters	Setting/Time	Setting/Place	Point of view
Goldisocks Big Daddy B. Big Mama B. Little Bit	Late 80s	Bears' apartment above the skating rink	Omniscient
Beginning		Problem	Ending
The three bears were about to eat their GhostBuster cereal when the alarm sounded in the skating rink that they owned below their apartment. They abruptly left the apartment and fled to the rink.		While away, Goldisocks, who was a legendary thief, entered the apartment to make a clean sweep of all of the Bears' valuables. The problem is that the Bears returned while Goldisocks was still there.	Instead of running away at the end, Goldisocks convinces the Bears to let her become the DJ at the skating rink.

Script Writing Checklist



When writing your script...

- Make sure everyone in the group writes the script. That means, all members stay together and write the same thing on their own paper. This helps to ensure that no one is left out in the creative writing process. Listen to all ideas, and politely work through them until you all agree. When done, each member will have his/her script completed. 😊
- Make sure you write the character's name before each line that will be spoken. Underline the name of the character so that it can be seen by the reader/actor easily. Example: Cinderella: Hello, my prince.
- Make sure you include stage directions as needed. These are not read aloud, but give the actors directions as to gestures, facial expressions, location, or tone of voice. Stage directions should be written inside parenthesis.
Example: Cinderella: (yawning) Hello, my prince.
- Make sure you include notes about where a scene takes place before writing the dialogue.
Example: Scene 1: *Inside Cinderella's kitchen. She is making pancakes.*
Cinderella: (yawning) Hello, my prince.
- If you have a disagreement within your group, allow each person to give his/her point of view and then do a silent vote on paper.

Student Scene Sample



Scene 1

In the Bears' apartment kitchen The bears sit at the table eating cereal. The narrator sits in a chair stage right.

Narrator: In 1987, Big Daddy B. had recently purchased his dream business - a skating rink! He himself was a pretty good skater - the kind who could bounce and dance while rolling on those four wheels. His favorite song to skate to was "You Dropped the Bomb on Me", but then that's irrelevant to this story.

Little Bit: (whining) Mama, I didn't get enough milk in my bowl.

Big Mama B.: Hush, boy! I was up all night trying to fix the disco ball downstairs! I don't feel like listening to your whining!

Suddenly, there is the sound of an alarm. The bears all put down their spoons at the same time and look at one another.

Big Daddy B.: (Yelling) Boy, I say, Boy, have you been messin' with that alarm again? I'm gonna' tear the hide off your bottom!

Little Bit: No, Daddy. I promise! I haven't touched it at all. I promise I haven't.

Big Mama B.: Well, we best go take a look and see what's going on. Little Bit, you come on with us now.

The three bears exit stage left.

Create a Fairy Tale Commercial



Your group will develop a commercial to advertise a product that you create for one of the characters in your skit. This commercial will be presented when you act out your play.

Step 1: Create a Product

This product must be one you create from your imagination, not one that already exists. To do this, first, make a list of the problems that the main characters in your play face.

Character	Problem	Something that could help this character with this problem

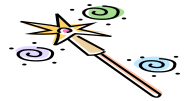
Take one of the things from the chart that could help a character, and create a product that would provide this "help". Make sure everyone in your group agrees on one product to create. **Complete the following sentence once you have decided what to do.**

Our product: _____ will help _____
to _____.

Step 2: Create your commercial.

- First, decide on one prominent propaganda technique to use. Your commercial must be centered around this technique, and it should be very obvious to the audience that you used this technique.
- Come up with dialogue, and decide how each person in your group will be used in the commercial. Each person must participate in some way!
- Decide how you will create your product. If you cannot "make it" you may have to use a drawing.

Propaganda Techniques



Bandwagon: This technique tries to convince you to join the crowd. It tells you what everyone else is doing and says that you should do it too.

Example:

Glittering Generalities: The act of referring to words or ideas that cause a positive emotional response from an audience, but that present no concrete argument. Virtue words are often used - like democracy

Examples:

Card Stacking: The strategy of showing the product's best features, telling half-truths, and leaving out or lying about its potential problems.

Example:

Testimonial: This technique uses a famous person to endorse a product.

Example:

Plain Folks: This technique is used in an attempt to appeal to the average person. It shows an ordinary person whom many people can identify with. By showing that the product is good for the average person, it tries to convince you that the product is good for you too.

Example:

Name Calling: The use of words that are negative to describe another person or product. This strategy puts down someone or something else to build someone else or something else up.

Example:

Student Sample Create a Fairy Tale Commercial



Your group will develop a commercial to advertise a product that you create for one of the characters in your skit. This commercial will be presented when you act out your play.

Step 1: Create a Product

This product must be one you create from your imagination, not one that already exists. To do this, first, make a list of the problems that the main characters in your play face.

Character	Problem	Something that could help this character with this problem
Goldisocks	Has a problem with falling asleep while on the job.	An energy potion
Big Daddy B.	Tired of seeing skating bears with no rhythm	A device that can be inserted into skates to provide automatic dancing rhythm
Big Mama B.	Has to balance housework, running a business, and taking care of Little Bit	A clone that can help her with all of her tasks
Little Bit	He can't skate, and this embarrasses him because his family owns the skating rink.	A pair of automatic skates

Take one of the things from the chart that could help a character, and create a product that would provide this "help". Make sure everyone in your group agrees on one product to create.

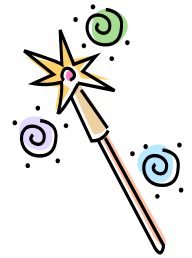
Complete the following sentence once you have decided what to do.

Our product: Skateraid - a pair of skates that when put on will help Little Bit to skate like a pro automatically.

Step 2: Create your commercial.

- First, decide on one prominent propaganda technique to use. Your commercial must be centered around this technique, and it should be very obvious to the audience that you used this technique.
- **Come up with dialogue, and decide how each person in your group will be used in the commercial.** Each person must participate in some way!
- Decide how you will create your product. If you cannot "make it" you may have to use a drawing.

Magic Commercial Form



Product: _____

Purpose of Product: _____

Propaganda Technique: _____

How we will show product: _____

Commercial - Write the script for your commercial below.

Student Sample

Magic Commercial Form



Product: Skateraid

Purpose of Product: To allow non-skaters to skate

Propaganda Technique: Bandwagon

How we will show product: We will bring in a skate that has sticker letters on it that spells Skateraid!

Commercial- Write the script for your commercial below.

(Boy Bear (Noah) who cannot skate will be sitting on the floor with his skates on.)

Noah: I am so sick of being a non-skating bear! Skating is the one activity in the spring that all bears love. I should just hibernate all year long! I'm such a loser!

(Girl Bear (Sara Beth) comes in with skates in her hands.)

Sara Beth: What's up, Noah. Aren't you coming to the skating cave tonight?

Noah: Ummmmm, no. I've kinda' got other plans.

Sara Beth: That's too bad. I just bought Skateraid! They are automatic skates that allow any bear to skate like a pro! My sister got a pair. She has never been able to skate, and you should see her now! She can skate forwards, backwards, and sideways too! Every bear is getting them, Noah. You should get a pair!

(Two narrators enter. Noah and Sara Beth freeze.)

Narrator 1: Are you like Noah? Are you tired of being the bear that always falls flat on your face at the skating rink? If so, you should get Skateraid.

Narrator 2: That's right. Skateraid is made to custom fit all four paws. They will have you skating in no time flat. To speed up, simply tap the front toe twice and to slow down, tap your back heel once. To stop, simply roar! They will stop on a dime.

Narrator 1: Join the millions of bears who are having fun with Skateraid! You'll be glad you did!

Pre-Performance Fairytale Skit Checklist

- We have props figured out. We are going to bring the following:

- Each person knows where he/she will be standing and when to come on/off stage.

- We know what each person will wear, and we have figured out small costume changes to show if one person is two different characters. Make a list of costumes below.

- We have each figured out actions and facial expressions to accompany our words.
- We have decided who will make the scene signs (if needed) for the play.
- We have decided who will be the sign carrier (if needed) in each scene of the play.
- We have decided when we will do our commercial during the play.
- We have created our product for the commercial.
- We have decided who will say and do what in the commercial.
- We have incorporated a specific propaganda technique into our commercial.



Teacher Form

Commercial Rubric



Group Names _____

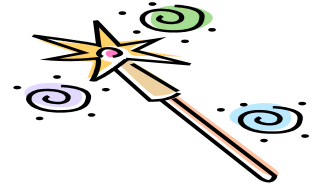
Product _____

	Possible Points	Points Earned / Comments
Creativity ~ Product created is creative and could be used by one of the characters in the play	20	
Presentation ~ Commercial is easily understood and presented in a clear manner	20	
Visual Aid ~ Visual aid is neat and an appropriate model of the product	10	
Speaking Parts ~ Everyone in the group speaks clearly and loud enough to be heard	20	
Everyone is used in the commercial	10	
Propaganda technique is used and is evident	20	
Total	100	

Comments:

Teacher Form

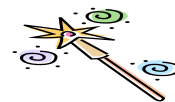
Fairytale Skit Rubric



Student: _____

Element	1	2	3	4
Practice	Works with the group only with assistance , argues with group, rude	Works well in the group with frequent assistance	Works well in the group, communicates ideas and feelings	Works well in the group, communicates ideas, supports others
Loud/Clear Voice	Voice is unclear and you can hardly hear the person speaking	Voice is somewhat clear and audible	Voice is clear and audible	Voice is clearly audible and inflection is used
Props	Uses no props	Uses props to convey setting, character, or action somewhat clearly	Uses props to convey setting, character, or action clearly	Uses props in highly imaginative and creative way
Action	Gestures, facial expression and actions are not used at all – Hard to follow the action	A few gestures, facial expression and actions are used	Uses gestures, facial expressions and actions – Action can be easily followed.	Skillfully and confidently uses gestures, facial expressions and actions to enhance performance
Comedy	Rarely or inappropriately uses humor	Humor distracts from play	Uses humor	Humor enhances performance... makes it fun to watch
Total Points Earned:				

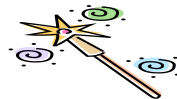
24 = 100
 = 93
 = 85
 = 77
 = 70
 = 60



Student Peer Evaluation of Commercial

Group #	Product being advertised	Propaganda technique used	Rank commercial based on creativity 1-5 (one lowest)

Name of evaluator: _____



Student Peer Evaluation of Skit

Group #	Rank Characters' Voices. Could you hear the actors? (1-5) (one lowest – it was hard to hear)	Rank the Costumes/Props. Were they used and were they effective? (1-5) (one lowest – none used)	Rank the Flow of the Skit. Was it easy to follow? (1-5) (one lowest – it was hard to follow)	Rank Skit's Creativity 1-5 (one lowest)

Name of evaluator: _____

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