

Multigenre Study: Using Text to Create your Own Story

Designed for Fourth Grade Writers

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“Once in awhile, right in the middle of an ordinary life, love gives us a fairytale.”

A Personal Introduction to this Lesson:

As I was preparing for my first job interview in 1991, my Aunt Ilene gave me a Red Riding Hood fairytale as a gift of encouragement. Aunt Ilene was insanely proud of me for becoming a teacher, a dream she always had. I always loved that Red Riding Hood book, mostly because I loved her. I kept it in the drawer of my teacher desk as a constant reminder of her support. As the years passed by, every time I saw a Red Riding Hood book, I would buy it and put it in my teacher drawer next to the gifted one. When Aunt Ilene passed away several years later, I continued my quest for my now collection of Red Riding Hood books. In a special way, this collection makes me feel like I am still close to her and I have truly fallen in love with the intricate story. To date, I have a collection that is from around the world. Each one displays a difference in how the fairy tale has been retold and interpreted. Although hundreds of years old, the enchanting nature of Red Riding Hood has kept the story alive and its uniqueness continues to be rewritten, even in 2017. I have shared Red Riding Hood every year of my twenty-five years of teaching showing my devotion to the fairy tale with my students.

The Demonstration

This lesson demonstration is meant to support my contentions that:

- Reading text sets can build knowledge and a rich understanding of writing.
- Students need to be immersed in text to become fluent and creative writers.
- Students should socialize during the idea phase of writing.
- Students need to compare and contrast different text to find their own noticings.
- Students need choice in writing and time to write.
- It is important to show students exemplars in writing.
- Using a mentor text shows value and motivates students to be engaged.
- Using mentor text helps students envision the possibilities in their own writing.
- Giving students time to share their writing is essential.

The Step-by-Step Lesson Development:

- Show a collection of Red Riding Hood books, discuss a collection. This collection can be a number of things.
- Discuss the word collection. Talk about different collections of things.
- Have students do a quick 5-10 minute write about a “collection” they have or know about.
- Discuss our driving question (Stranger Danger) and why I think a lesson on Red Riding Hood is important and what our writing assignment will be at the end of the lesson so students can be thinking about it during the lesson.

The Step-by-Step Lesson Development continued:

- Discuss the difference between a fairy tale and a folktale. (written on a chart paper)
- Have students pick a finger puppet and find their partner with the matching puppet.
- Have each partner group pick a fact card (prepared ahead) with Red Riding Hood fact on it, discuss the information and then present the information on the card to the group one at a time.
- Teacher will then discuss how each Red Riding Hood book is different. (example: red hood, brown wolf, sign language, picture book etc.)
- Each set of partners should choose four books. One book must have a sticker on it.
- Partners will work together to compare and contrast the stories to come up with 6 things that are different between their books and write them on sticky notes.
- Partners will add them to the chart on the front board.
- Students take their stickered book and see if they can decide what country the books is from?
- Using a printed map, students add stars on the map as we discuss the countries of each book.
- Whole Group Discuss the findings on the chart.
- Whole Group Read my favorite Red Riding Hood Book and it's called Ninja Red Riding Hood by Corey Schwartz
- Video Youtube Red Riding Hood Fractured Fairy Tale
- Revisit the Driving Question (Stranger Danger) and ask why it is important.
- Tell students that there are many collections that you can compare. Share my collection of Cinderella books and discuss some differences in the books.

Writing Invitations:

- Write your own idea of a retold story using any fairy tale. (Red Riding Hood, Cinderella, Beauty and the Beast, Sleeping Beauty etc.)
- Make a wanted poster describing the wolf's (or another character) crime and why people are looking for him.
- Write a letter to the wolf asking him to do something for you! (perhaps deliver some goodies!)
- Design a comic strip about a fairy tale character.
- Write a Fractured Fairy Tale to humor yourself and Mrs. Novotny!
- Write a story centered around a country we have discussed today.
- Write a How To recipe for a food that could go into Red Riding Hood's basket.
- Your own idea _____:)

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Possible Lesson Extensions and Adaptations:

- Students read Red Riding Hood Readers Theatre or write their own.
- Students create a trailer for the stories.
- Students write their own story or modify their favorite story.
- Students experiment with point of view and voice through a rewrite of the story.
- Students map out the locations of the stories throughout the year.
- Make charts to show commonalities: which countries used a wolf, where was Grandma eaten?
- Students use different lenses to see how the wolves are misrepresented, or address gender issues.
- Students conduct an illustration study.
- Students choose a state from a social studies lesson or biome from a science lesson in which to set their story.
- Student will publish their work with a celebration of writing with our residents at Sunny Bank (a senior housing facility) or our first grade writing/reading partners.

Affect Recommendations for the Lesson

- Be willing to dress up and become a character using my theatrical side.
- Use personal stories to connect with my students.
- Use natural cheerfulness towards my students.
- Be joyful and show your students learning that is important.
- Use finger puppets to choose partners.
- Teach the difference between fairy tales and folktales and didn't make people feel bad about not knowing.
- Bring humor with a Fractured Fairy Tale.
- Show a genuine interest in my topic.
- Use a quick write to capture student interest.
- Use lots of humor in my lesson.

Best Practices Modeled in this Lesson:

- Able to move from one activity to another building on the other.
- Used a variety of cross-cultural and multilingual stories.
- Gave lots of choice for texts and writing invitations.
- Gave time for collaboration.
- Grouped using unique methods.
- Guided noticings when reading using a graphic organizer and a map.
- Helped students visualize the different places fairy tales derive from using the map.
- Shared resources with partners so we had to process and paraphrase through the stories.
- Included genre specific vocabulary
- Modeled my own writing and sharing.
- Built anticipation in the lesson using my favorite story as the conclusion.
- I invited everyone to share, think, and discuss our writing.

Lesson Considerations to Keep in Mind:

- I would ensure my students are familiar with the story by teaching this lesson over several days and using endless examples to activate prior knowledge and increase knowledge of folktales and fairy tales.
- In the lesson plan, I talked about the driving question and it's important to revisit the Driving Question more than once and use it for closure to the lesson.
- Using a graphic organizer would help in planning the writing portion.
- Use fairytale/folktale vocabulary (examples: talking animals, magic spells, potions etc.)
- You may want to teach a fairy tale structure. Students can include some of the following to recognize the genre: Hero leaves home. (*e.g., Little Red Riding Hood heads for Grandmas' house.**), Hero told NOT to do something or go to a certain place. Hero goes there anyway and meets the villain. (*e.g., LRRH picks flowers.**), Villain extracts information from victim. Villain deceives victim. Hero obtains magic. Villain defeated.

Common Core State Standards Embedded in this Lesson:

- RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL4.3 Describe in depth the characters, setting, events of the story.
- RL4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., a character's thoughts, words, or actions).
- RL4.7 Make connections between the text and the visual or oral presentation of the text.
- RL4.9 compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- RL4.10 By the end of the year, read and comprehend at grade level.
- R14.2 Identify the main topic and retell key details of the text.
- W4.3 Write narratives to develop real or imagined experiences or events.
- W4.4 Produce clear and coherent writing.
- W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W4.10 Write routinely.
- SL4.1 Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.