

## Altered Fairy Tales With an Iditarod Twist

**Developed by:** Jen Reiter, 2014 Iditarod Teacher on the Trail™, created May, 2017

**Discipline / Subject:** Creative Writing, Writing Workshop

**Topic:** Fairy Tales

**Grade Level:** 3-6

**Resources / References / Materials Teacher Needs:**

Making Thinking Visible by Ron Ritchhart, Mark Church, and Karin Morrison – pages 86-92, 111-118

Introductory Video: Avril Lavigne video from “Almost Alice” (the soundtrack to Alice in Wonderland):  
<https://tinyurl.com/yaaksrt3>

**Alaska/ Arctic Themed Mentor Texts:**

Alaska’s Snow White and Her Seven Sled Dogs by Mindy Dwyer

Alaska’s Sleeping Beauty by Mindy Dwyer

Alaska’s Three Bears by Shelley Gill

Alaska’s Three Pigs by Arlene Laverde

The Salmon Princess: An Alaskan Cinderella Story by Mindy Dwyer

**Lesson Summary:** After analyzing mentor texts, students will create an original Iditarod related fairy tale.

**Standards Addressed: (Local, State, or National)**

**Grade Three Common Core:**

CCSS.ELA-LITERACY.W.3.3

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

CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

**Grade Four Common Core:**

CCSS.ELA-LITERACY.W.4.3

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

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.4.4

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.)

CCSS.ELA-LITERACY.W.4.5

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 here.)

CCSS.ELA-LITERACY.W.4.6

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.

**Learning Objectives:**

TLW plan, draft, revise, edit, and publish a fairy tale that explains how or why something is the way it is.

**Assessment:**

Students will be assessed on their final story. Emphasis will be placed upon the concepts introduced to the students via the mini-lessons when assessing the work.

## **Procedural Activities:**

### **Day One – Mentor Text Exploration:**

1. Set the stage with a 3-2-1 Bridge thinking routine (based on pages 86-92 of Making Thinking Visible)
  - a. After the students have had a few minutes to enjoy the video, have them document their thinking with the 3-2-1 Bridge thinking routine. They should record their thinking in their Writer's Notebooks so they can revisit it later. These thoughts should be the things that come immediately to their minds as a way to get their initial, surface level thoughts.
  - b. 3 – Ask for three words – ask them to identify three words that quickly come to their mind when they think of fairy tales
  - c. 2 – Ask for two questions – have them identify two questions they have regarding fairy tales
  - d. 1 – Ask for one metaphor or simile – have them create a simile or metaphor for fairy tales
  - e. Tell the students they will return to this tomorrow, and bring them to the rug or other meeting area.
2. Tell the students that today you will be sharing with them a story that was written, or told, for a specific purpose. Tell them that their challenge, while hearing the story, is to determine the author's purpose in writing or telling the story.
3. Share Alaska's Snow White and Her Seven Sled Dogs by Mindy Dwyer with the students.
4. After reading, discuss with the students the author's purpose. Guide them toward the realization that the book was written to retell a classic fairy tale with a new setting. It tells the readers a bit more about Alaska in addition to the classic fairy tale elements of the story.
5. Explain to the students that this is a specific type of folk tale which is called a fractured fairy tale. Other types of traditional folk tales include trickster tales, fables, and pourquoi stories.
6. Working with the students, develop an anchor chart that will guide students through the unit. You may choose to have the beginning of the chart already created and just discuss the elements with the students, or you may choose to create it with the students' assistance. Elements of fairy tales that should be discussed with the students at this point include:
  - a. Set in the past, usually the way past
  - b. Include fantasy or supernatural elements
  - c. Have clearly defined evil and good characters
  - d. Have magic elements
  - e. Sometimes follow the rule of 3 – have 3 of something
  - f. Usually have happy endings
7. Have the student work in small groups to compare the traditional Snow White with Alaska's Snow White using a Venn Diagram organizer of your choice.
8. For each version of the story (the traditional and the Alaskan), have them create a headline for that idea (based on Making Thinking Visible, pages 111-118). Students could record their headlines on sentence strips that could be displayed on a bulletin board.
9. Bring the students back together to share their headlines.

### Day Two – Mentor Text Exploration:

1. Review with the students the purpose and definition of fairy tales.
2. Remind that students that as we are just starting to explore this type of story, the best thing we can do is to explore lots of mentor texts to inspire us.
3. Split the class into partners or small groups to explore the other Alaska/Arctic themed fairy tales:
  - a. The Salmon Princess: An Alaska Cinderella Story
  - b. Alaska's Three Pigs
  - c. Alaska's Three Bears
  - d. Alaska's Sleeping Beauty
4. Groups should repeat the Headline Thinking Routine from yesterday for their new stories.
5. When everyone has had a chance to explore their book, have the students do a gallery walk to visit each book and hear from each group about their story and their headline.
6. Add the headlines to the bulletin board started yesterday.
7. Revisit the 3-2-1 Bridge Thinking Routine from yesterday
  - a. Repeat the 3-2-1 steps from yesterday. With their new information, ask them to record 3 words, two questions, and one metaphor or simile
  - b. Bridge – share the thinking – with their writing partner, they should discuss what they noticed about how their thinking shifted on the topic. Remind them that their initial thinking from yesterday isn't wrong; it's just a starting point.
8. Explain to the students that over the next few weeks they will have the chance to write an original Iditarod themed fairy tale.
9. In their writer's notebook, have them begin a brainstorm list. One at a time, hold up the mentor texts and ask the students to jot down some ideas for how to turn each fairy tale into an Iditarod related tale.
  - a. For example:
    - i. Sleeping Beauty: Could a musher prick her finger on a snow hook and fall into a deep sleep?
    - ii. Three Bears: Could the bears become sled dogs? Could a young girl go visit them in their dog houses?
    - iii. Three Pigs: Could the Big Bad Wolf become a moose who wants to stomp the sled dogs?
    - iv. Cinderella: A musher needs to get to the musher banquet instead of the ball. Could the glass slipper become a mukluk?
    - v. Snow White: Could a jealous musher banish the up and coming superstar? Could seven village children help her?
10. If time allows, the students could choose one of their ideas and start writing out their story. This exploration should happen in their writer's notebook as they will not choose their final topic for several days.

### Day Three – Mini-Lesson – Developing Believable Characters:

1. Remind the students that just like in all strong stories, fairy tales need to start with a main character who is believable.
2. Create a t-chart on the board labeled Physical Traits and Personality Traits. Using Alaska's Snow White as an example, model for the students how even in this short story, we have a lot of knowledge about Snow White. Do a think aloud as you list Snow White's physical and personality traits.
3. Tell the students that in order to write strong and believable characters, they need to really KNOW their characters. They need to know everything they can about their main character even if every detail doesn't show up in their story.
4. Have the students turn to a blank page in their Writer's Notebook. Have them choose one of the ideas for a story they had yesterday and think about who the main good character would be.
5. Have them create a t-chart and have them think about the physical and personality traits of their character. Give them a few minutes to make some notes.
6. Tell the students you now have a really hard challenge for them. You are going to ask them a series of questions about their character. Have them make notes about their responses under their t-chart.
  - a. Sample questions to ask:
    - i. Does your character have a pet? If so what kind?
    - ii. What does your character eat for breakfast?
    - iii. What is your character's favorite book?
    - iv. What does your character's bedspread look like?
    - v. What kind of pizza would your character order?
7. Now, because this is a fairy tale, we need to also have a really well defined evil character. Have the students turn to a new blank page and repeat sets 4-6 for their main evil character.
8. During independent writing time, the students can continue to explore their characters and maybe work on character descriptions. They could choose a different story idea and repeat the idea with the main characters for that story. Or, they could use what they have created already and try writing the story featuring the main characters.
9. When the students group at the end of the free writing time, have them share what they learned about their character with their writing partner.

### Day Four – Mini-Lesson – Character Motivation:

1. Remind the students that yesterday they started exploring their characters. Have them turn to their writing partner and share a book character that would be friends with their main good character and why the two would be friends.
2. Tell the students that today you want them to know that characters change from the beginning of the story to the end of the story. They characters have a motivation to make themselves change.
3. Show the students an organizer like the one below. Do a think aloud to show how you completed the organizer to show the queen's motivation and how it effected Snow White:

Evil Character:	Queen		Good Character:	SW
What She Did:	Tried to kill SW		What She Did:	Lived in the woods alone with seven dogs
Why She Did It:	She was jealous of her beauty		Why She Did It:	To protect herself

4. Have the students sketch the outline of the organizer in their Writer’s Notebook and complete it for one of the pairs of characters they have been exploring.
5. For free writing time, they could continue exploring the same characters, work on a new pair of characters, continue exploring a story they’ve been working on, or start experimenting with a new one!
6. To wrap up the free writing period, have the students share with their partner how they are feeling about their stories so far. Is there one idea that’s sticking out above the others?

**Day Five – Mini-Lesson – Seed Ideas for Plotting:**

1. Tell the students that today is the day they need to start narrowing down their idea for their stories.
2. Have them revisit their brainstorm list of ideas from the first day. Give them a few minutes to add any other ideas to the list that they have had come to their minds in the last few days.
3. Have them put a star by the two or three ideas they have that they are leaning toward the most.
4. Show the students the organizer sheet that you have filled out with the seed ideas from Aurora. Think aloud as demonstrate how you filled out the chart:

What fairy tale are you fracturing?	Snow White and the Seven Dwarves
Main character- Good?	Snow White
Main character - Evil?	The Queen
Time/Place?	Alaska, long ago
Motivation that leads to the problem?	The queen is jealous of Snow White’s beauty so she sends her away.
Iditarod connection?	Snow White is given seven sled dogs that protect her and become her award winning race team.

5. Distribute the seed idea charts to the students (included). During free writing time today, the students should use the charts to outline their ideas for the two or three stories that are their main choices at this point.
6. When the charts are completed they can work in their Writer’s Notebook to continue to explore the three stories.
7. To wrap up the writing period, have the students meet on the rug and distribute a sentence strip to each person. They need to choose their one story idea and write the Headline for it. These should be displayed on the bulletin board. (Note: Looking over these headlines should help identify any student who would benefit from small group work on narrowing down a topic).

**Day Six – Mini-Lesson – Drafting with a Story Mountain:**

1. Tell the students that today they will draft their stories.
2. Review with them whatever story mountain organizer is familiar to them. Here is an example if you need one: <http://www.brainpop.co.uk/blog/tag/story-mountain-graphic-organizer/>
3. Do a think aloud of retelling the story of Snow White as you move a finger or pointer up and down the story mountain.
4. Have the students rehearse their stories in the same way. First, have them tell their stories silently to themselves in their heads as they move their fingers up and down their copies of the story mountain.
5. Have them repeat this activity aloud, telling their story to their writing partner.
6. Before sending them off to draft, review the anchor chart of elements of a fairy tale and any other elements you would expect to see in their stories (dialogue, descriptive language, etc.)
7. The students should then draft their stories outside of their notebooks.

**Day Seven – Mini-Lesson – Leads That Set a Time and Place:**

1. Create cards with the opening lines from the mentor texts you used with the students. Opening lines from suggested mentor texts are included in this packet.
2. With their writing partners, have them explore the opening lines and make some observations about what they see. They can group the openings into categories and give a heading to each category.
3. Lead a discussion about what they have discovered.

4. Many of the mentor tales begin with something along the lines of “Long ago and faraway.” Add to the anchor chart that fairy tales usually have very generalized time and place. The times and places are usually easily and briefly named.
5. Have the students turn to a blank page in their notebook. Have them title the page “Leads.” Have them write a lead for their chosen story that follows this format.
6. A few of the mentor texts begin by introducing the characters. Have the students write a lead for their chosen story that follows this format.
7. A few of them begin by describing the land or setting. Have the students write a lead for their chosen story that follows this format.
8. Say, “stand up” - students stand up and spread out around the room. Say, “hand up” – have the students raise a hand. Say, “pair up” – students find a partner and pair up by clasping hands. Have the pairs share their leads and get feedback on them. Repeat several times so that each writer hears from several other students about their leads.
9. Encourage the students that as they continue to work on their drafts today they make certain that their lead is following the characteristics of the genre and encouraging readers to want to dive into the text.

#### **Day Eight - Mini-Lesson – Endings:**

1. Repeat steps 1-8 from yesterday’s lesson with the endings cards.
2. Remind the students that in fairy tale endings, there is usually a very clear statement made about how the characters lived “happily ever after.” Frequently, there is a prediction or a fast forward about the future.
3. Have the students reread the endings of the mentor texts and craft a very clear ending to their story in their writer’s notebooks.
4. As they work on their stories today, encourage the writers to really focus on making sure there is a clear understanding of why or how something has come to be.
5. Drafts should be completed by the end of today’s writing time.

#### **Day Nine – Mini-Lesson - Revising with Lenses:**

1. Share with the students the revising check sheet. The students should read their draft one time with each lens described on the chart. They should then make some notes regarding that lens. So, in total they should read their draft six times, once for each lens.
2. They should then meet with their writing partner and share their story with their partner. The partner will fill out the second side of the check sheet with their observations of the story.
3. Taking all of that information into account, students should then begin making the necessary revisions to their work.

#### **Day Ten – Mini-Lesson - Editing with Cups:**

1. Remind the students that as wonderful as their stories may be, the way that they are presented is just as important.
2. Share with them the editing checklist. They should again, read their story one time for each item on the check sheet, making corrections as they go.
3. You may choose to have the writing partners or the teacher make final editing suggestions.

**Day Eleven – Publishing:**

- Since fairy tales are typically stories that many, many students are familiar with, these are great stories to share with younger students or Little Buddies.
- Have the little buddies illustrate the fairy tales for the big buddies!
- They could then work together to put the story in Book Creator or other digital format.

**Day Twelve – Celebrate:**

- Be sure to take the time to celebrate the writers' final stories! Digital projects could be shared with parents or visitors via QR codes posted in the hallway.

**Materials Students Need:**

Copies of various mentor texts  
Writer's Notebooks  
Sentence strips  
Sticky notes  
Cards with mentor text leads (included)  
Cards with mentor texts endings (included)  
Copies of story mountain organizer  
Copies of seed idea planner (included)  
Copies of revision checklist (included)  
Copies of editing checklists (included)

**Technology Utilized to Enhance Learning:**

- Student could utilize Google Drive or other technology to draft, revise, edit, and publish their stories.
- Publishing could be done via Seesaw, Book Creator, or Adobe Spark
- QR Codes and code readers could be utilized to share final products
- Students could use this online resource to plan their original fairy tale:  
<http://www.readwritethink.org/classroom-resources/student-interactives/fractured-fairy-tales-30062.html>

**Other Information:****Modifications for Special Learners/ Enrichment Opportunities:****Additional Information**

## Seed Idea Planner

What fairy tale are you fracturing?	.
Main character?	
Other characters?	
Time/Place?	
Motivation that leads to the problem?	
Iditarod Connection?	

## Seed Idea Planner

What fairy tale are you fracturing?	.
Main character?	
Other characters?	
Time/Place?	
Motivation that leads to the problem?	
Iditarod Connection?	

## Mentor Text Lead Cards

\*\*\* Note: cut apart so each lead is on a separate card.

“Once upon a time, far north at the top of the Everwinter Mountains, in a palace made of ice, a tiny princess was born.”

~ from Snow White and Her Seven Sled Dogs by Mindy Dwyer

“There once was a place where a girl could walk across the sea on the backs of so many wild salmon. It was here in southeast Alaska, a fisherman, his wife and their daughter called home. They lived at the edge of a shadowy rainforest where waterfalls made music with the drip-drop of the rain. It was a happy life, though it was full of hard work.”

~ from The Salmon Princess: An Alaska Cinderella Story by Mindy Dwyer

“Once upon a different time, far in the north, days were long and years took forever. “

~ from Alaska’s Sleeping Beauty by Mindy Dwyer

“Once upon a time, in the wilds of Alaska, there were three little pigs.”

~from Alaska’s Three Pigs by Arlene Laverde

“Once upon a time there were three bears... a big white bear, a medium-sized brown bear and a small black bear.”

~ from Alaska’s Three Bears by Shannon Cartwright

## Mentor Text Ending Cards

\*\*\* Note: cut apart so each lead is on a separate card.

“Now, each spring when the light lingers in the sky, when the geese fly north and the flowers bloom, the three bears come out to wander. They may cross mountains or sail an iceberg out to sea but no matter how far Alaska’s bears roam they can always find their way back home.”

~ from Alaska’s Three Bears by Shannon Cartwright

“Then the three little pigs loaded the bear onto their dogsled and pushed and pulled him back to his cave where he belonged. And where he would not thaw out for a very long time!”

~ from Alaska’s Three Pigs by Arlene Laverde

“Alyeska married the Prince and they were happy in their days together. They named their son Coho, future King of King Salmon Fishery.”

~ from Alaska’s Sleeping Beauty by Mindy Dwyer

“In time, the prince would take over his father’s business at King Salmon and Cinderella believed that one day, they would all return home, just like the salmon.”

~ from The Salmon Princess: An Alaska Cinderella Story by Mindy Dwyer

“Snow White and Jacob, along with Scout, Ruby, Warrior, Hunter, Sniffy, Blue, and Fluffy, trained for the Great Race and won many years in a row.”

~ from Alaska’s Snow White and Her Seven Sled Dogs by Mindy Dwyer

