

After completing both analyses, discuss with the children how the three stories are about the problem of how to go about getting something the characters want, but are different in the ways in which the characters try to solve their problems. (For example, the animals cooperated to get what they wanted; the fisherman's wife wanted too much and in the end lost everything; the miller did not know what he wanted and in the end lost the means to get what he wanted.) You may also wish to discuss some characteristics of fairy tales. They

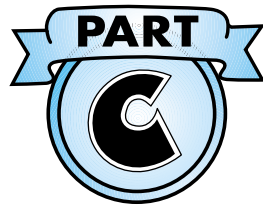
- are **make-believe**, not realistic
- contain an **enchantment** or other supernatural elements
- may contain **fairies**, but often have giants or witches, as well as brave and timid, good and evil people
- show how people behave in a **world of magic**

WHAT'S IMPORTANT?

Composing a story requires students to think about how characters' actions reflect their feelings and personalities. Developing word lists before they write helps them broaden their usable writing vocabularies and make their ideas for plot more concrete.

WHAT'S IMPORTANT?

Having children write Story Words before composing gives you a chance to review their spelling early in the process. Since the children will likely share their work with others (friends and parents), it is a good idea to have as impressive a final product as possible, without interfering with the actual writing process.



Students Plan Their Own Fairy Tales

Whole Class Work (pupil pages 11–13)

Step 1: Develop Story Words (Vocabulary)

- ▶ Tell the children that now they're going to think about, discuss, and list special words (story words) that they can use in their own fairy tales. For example,
 - Draw three columns on chart paper or on the chalkboard. Label each column with the title of one of the three stories that they have analyzed. In each column, write one word that you think of that could describe something about a character in that story: *scared*, *greedy*, *stupid*.
 - Ask the class to suggest other words that they can think of that either mean the same thing or are different words they would use to describe the characters. List these in the appropriate column.
- ▶ Tell them to copy any of these words they would like to use on the blank lines on page 11 of their books. Explain that the printed words are "handy words" that they can also use in their stories.

Step 2: Develop a Story Plan

- ▶ Write “Who? Where? What? How?” in a list on chart paper or on the chalkboard.
- ▶ Invite the children to suggest as many answers to the questions as they can think of about a story they would like to write.
- ▶ Record their responses beside the appropriate question.
- ▶ When the list is complete, ask them to choose
 - which characters they would like to use (e.g., an old man and a woman, four dogs, a mother and her daughter)
(Spend some time with the children in thinking about their characters: “What do they look like? How would you describe them? Is the character a Good Guy or a Bad Guy?” and so on.)
 - where the story will take place
 - what the problem will be
 - what the solution will be
- ▶ Tell the children to turn to page 12 in their books, and explain that they should write or draw their chosen answers on this page.

WHAT'S IMPORTANT?

Children learn how important it is to have a plan or strategy before they write and that they can use this strategy (the Story Plan and the Plot Graph) when they are asked to write stories that are more complex.

Step 3: Develop a Plot Graph

- ▶ Tell the children to turn to page 13 in their books. Explain that they should write down the problem for their stories on the line provided at the top of the Plot Graph.
- ▶ Help them think about and fill out the subplot spaces allotted for their first episode (the problem, how their characters feel at this point, what action the characters will take, and what the outcome of that action will be). Continue this process for their second and third episodes. Explain that characters’ feelings are important in developing plot because they help explain why the characters do what they do.
- ▶ Assist them, if necessary, in writing out the answer to the final solution of the problem in their stories.