

What's the Purpose?
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First Name: Katie		Last Name: Drechsel	
Lesson Title: What's the Purpose?			
School: Spotswood Elementary School		Grade Level: 4	
Is this a single lesson plan or a unit lesson plan? small unit			
Select the primary curriculum: English/Writing			
Target Grade Level: 3-5			
Primary SOL: Reading 4.4 (a,b,e)			
Goal: Students will be able to compare two similar fairytales. Students will be able to tell why authors write variations of classic fairytale stories.			
Objectives: On completion of this lesson students will be able to: <ul style="list-style-type: none"> • Identify motifs in classic folktales. • Explain the author's purpose. • Describe how the choice of language, setting, and information contribute to the author's purpose. • Describe the relationship between text and previously read materials. • Use a text organizer to look at similarities and differences. 			
Total Time Required to Complete Lessons:		Class Periods:4	Minutes 50
Purpose			
In this lesson students will be exposed to a variety of classic fairy tales and their variations, looking specifically at author's purpose and changes in motifs. Students will be reading them as well as viewing them, noting the similarities and differences between the classical versions and variations. They will also be compiling a list of motifs found within the tales. Students will then be using an interactive website to create venn-diagrams focusing on the motifs in their chosen fairy tales.			
Media Components			
<ul style="list-style-type: none"> • Videotape: Reading Rainbow #42, "Rumplstiltskin" • Website: http://www.readwritethink.org/materials/venn/index.html Interactive Venn diagram – Students can enter diagram information and descriptions and print it out. • LCD projector and laptop with internet (preferably in the classroom). • VCR and TV • Lab with a computer and internet for every two students. • Printer connected to lab computers. 			
Materials and Student Handouts			
Per class: <ul style="list-style-type: none"> • Book, "Miss Rumphius" • Book, "The Girl Who Spun Gold" • Large chart with two columns (one side for Classic, the other for Variation) Per pair: <ul style="list-style-type: none"> • Books – classic fairytales and their variations for students to pick from (each pair will need one classic fairytale and a variation on the same tale). Here is a couple of helpful websites to get you started: Carol Hurst's Children's Literature Site 			

<http://www.carolhurst.com/subjects/fairytongueincheek.html> or Nancy J. Keane's Fairy Tale Variations <http://www.nancykeane.com/rl/757.htm>

Per student:

- 2 sheets of paper with a line drawn down the middle. Include the title, "Classic Versus Variation". (See attached)

Procedure:

Day 1

Introductory Activity:

1. Focus: I am going to read a book. Listen to see if it is a fairytale story.
2. Activity: Read the book, "Miss Rumphius." At the end of the story ask, "Is this story a fairy tale?" (Hopefully the students will say no, because this lesson will come toward the end of a unit on fairy tale motifs.)
3. Follow-up: Ask, "How do you know it isn't a fairy tale?" Listen to their ideas until it becomes clear that it is missing the motifs that go along with fairy tales.

Learning Activity:

1. Focus: Distribute a sheet paper titled "Classic Versus Variation" to each student. Have them write "Rumplstiltskin" at the top of the left side. Write the same thing at the top of the left column on the chart on the board. Say: We are going to watch as someone tells us the story of Rumplstiltskin. On the left side of their sheet of paper they need to list all the fairy tale motifs that they notice (they need to be prepared to give an example of that motif). We will be sharing our lists when the story is finished.
2. Activity: Show the story from beginning to end without stopping. Students should be writing as they watch.
3. Follow-up: Refer the students to the chart with the title, "Classic Versus Variation". Ask students to share the motifs they wrote down on their paper. As they share, write them on the left side of the chart. (They may include things like 'the poor succeeding in the end', 'magic', 'royalty', 'non-human characters who speak', 'the main character needing help', 'the main character becoming the queen', 'set long ago', etc.) Ask if there are any motifs they know of that weren't seen in "Rumplstiltskin"? All fairy tales don't include all motifs.
4. Focus: Say: Authors of fairy tale stories think a lot about motifs. The classic fairy tale stories, like Rumplstiltskin, were written a long time ago. But today there are authors who write stories based on the classic stories. They are called variations. Listen as I read the story, "The Girl Who Spun Gold." (Have the students write the title on their chart at the top of the right hand column.) Pay attention to the way this story is different from the classic story. Write the motifs you hear on the right hand column of your chart.
5. Say: Listen as I read. Think about what makes it a variation. Write down the things that are different in this second story. Read the story from the beginning to the end. Pause momentarily if you see students writing.
6. Follow-up: Ask: What did the author change to make this story a variation? Add their ideas to the chart. Ask: Did it still include many of the fairy tale motifs? Which ones? What was changed? What could the author have changed? Why do you think the author chose to change the setting and details of the story? Was she wanting to simply amuse us? Was she trying to teach us something about life?

Day 2

Learning Activity:

1. Focus: Say: Today we are going to use the information we gathered from yesterday and organize it into a venn-diagram. We will do this together on a interactive website that you will be using in a couple days. (Be sure to visit the website and become comfortable with it before showing it to the students.) Have the students take out their charts from yesterday while you bring up the website on the LCD projector in your room (use the laptop and have the website bookmarked so you can find it quickly).
2. Activity: Say: Who can remind me what stories we saw and heard yesterday? (“Rumplstiltskin” and “Rumplstiltskin’s Daughter”) We are going to compare and contrast these two stories to see if we can find which motifs the author chose to change. Say: We need to choose a title for our diagram. What should we name it? (Accept students suggestions or name it “Classic Versus Variation”) Type on the title. Say: Now we need to put in the motifs that we found yesterday. Where should we enter things that both stories have in common? (In the center.) Where should we put differences? (On either side) Have students raise their hands as they tell you what could be put in the interactive venn-diagram. If you feel comfortable you can have students come up and type in some of the motifs and descriptions and drag them to where they belong in the diagram.
3. Follow-up: Say: Is there anything else we need to add? Add anything that was missed. Say: Can anyone tell by looking at our diagram which motifs the author chose to change when writing the variation of “Rumplstiltskin”? (Setting, order, etc.) Why do you think the author chose to change that motif? (To teach us a lesson, to make us laugh, etc.)

Day 3

Learning Activity:

1. Focus: Say: We need to think about what the author is trying to do when they change a classic story. Today you are going to work in partners to read two stories. You will need to figure out what the author changed when writing the variation and why you think they changed it.
2. Activity: Say: Spread around the room are several classic fairy tale stories that have been matched with a variation of the same story. You need to pick a partner (or have them pre-assigned). Each partnership will need to choose a pair of books to read together. Give each student another sheet of paper like the one used with “Rumplstiltskin”. Give the students time to choose their books. When each pair has chosen their books they need to return to the desks and sit next to their partner. Say: Write the title of the classic story on the top of the left-hand column and the title of the variation at the top of the right-hand column. Say: You will need to read each book together. Begin with the classic fairy tale and list all the motifs you find on the left-hand side of your paper. If you finish, reread to see if you missed any. Allow them time to read. Say: Now that you have a good list of motifs from the classic story, read the variation. This time look for all the things that changed and list them on your paper. Allow them time to read. Say: Now talk to your partner and see if you can figure out what the author was trying to do by changing the story. Was the author trying to make you laugh? Was the author trying to teach you a lesson? Was the author trying to give you a warning? Write what you think on your paper.

Day 4

Culminating Activity:

1. Focus: Say: Now we need to organize all our information into something that other people can really understand. Remind the students of the interactive diagram we used with the Rumplstiltskin stories. Use the tutorial on the site to review for them what to do.
2. Activity: Say: Use the information from your paper to create one venn diagram per partnership (or

if there are enough computers, each student could do their own). Be sure to include all the similarities and all the differences that you wrote on your sheet.

3. Follow-up: When the venn-diagrams are complete have the students print out their diagrams. Before turning them in, have each pair write the authors purpose at the bottom of their venn-diagram. Compile them all into a class resource of classic/variation fairy tales. Keep all the books the pairs read. Other students can then use the student created venn-diagrams to select other books they would like to read.

Observations:

Many of my 4th grade students had a pretty firm grasp on fairytale motifs and didn't require a great deal of "build-up" before these activities. They enjoyed using the online venn-diagram and it worked well having each student complete their own to turn in.

Conclusions:

You could follow up these activities by having the students write their own variations on their favorite classic fairytale. The students could illustrate these into slideshows using KidPix or even PowerPoint. I have found that 4th graders do just fine using both. The slideshows could then be burned onto CDs for each student to keep (reduce copying as well).

Extension:

Community Connections

- Take a fieldtrip to a nursing home and have the students sit and read the classic stories as well as their own variations to those living in the home. Discuss with the students how fairytales used to be passed on through verbal storytelling rather than in written books.

Cross-Curricular Extensions

Social Studies

- Research the beginning of fairy tales. Why did people write them? Who were they intended for? How have they changed over the years?
- Read Native American folktales from different cultures and compare them. What do they tell us about the different cultures?

Art

- Illustrate the student variations. Illustrate using the techniques used by early authors or Native American cultures.

Class Discussion Questions:

I tried to really put a focus on the author's purpose with my students as we were discussing the variations since that is a 4th grade SOL. I asked the students to tell me why they thought the author changed the aspects of the story that they did. Then I would follow it up by asking the student how changing the setting, etc. helped the author achieve their purpose.

Cautions and Concerns:

One thing to keep in mind, the Venn diagram on the Read, Write, Think website is great, but there is no way to save partially completed work. Printing is the only way to keep a copy of what has been done. We learned this the hard way when students didn't follow my directions very well and closed what they had done, then wondered why they couldn't get it back again. Also, be sure to plan enough time for those who work a little more slowly.

