

ADAPTING A FAIRY TALE

Performance Standard 2B.D

Prepare a new oral version of a fairy tale and make an oral presentation of it accordingly:

- *Using inferences and prior knowledge:* Connect the important ideas in the fairy tale to one's own ideas or experiences.
- *Using text support:* Include important textual information, stated and inferred.
- *Adapting:* Include examples and important details to support new version of the fairy tale; use the author's ideas and one's own experiences in a balanced way.
- *Making an oral presentation:* Pace is consistent and appropriate; words are well enunciated; delivery is well phrased; use punctuation effectively.

Procedures

1. ***In order to read and interpret a variety of literary works (2B)***, students should experience sufficient learning opportunities to develop the following skills:
 - Make inferences, draw conclusions, and compare them to personal experience, prior knowledge, and other texts.
 - Support an interpretation by citing the text.
 - Analyze several works that have a common theme.
 - Read a wide range of fiction and nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. After students have read two or more fairy tales, a discussion will take place about how the tales are similar and how they are different from one another. Draw the students' attention to various elements within the literary piece (e.g., magic, hero, evil or mean characters, good and bad actions, lesson or moral).
4. Divide students into small groups and ask them to prepare a new oral version of one of the fairy tales they have read. (These new versions may have different characters, but they must teach the same lesson(s). For example, in "The Fisherman and His Wife," what could the fisherman find instead of a magic fish? In "The Frog King," substitute two other characters in lieu of the princess and the frog.)
5. Have students state which tales they used to write their new version. (A written copy of the new version created by the students will be given to the teacher.)
6. Plan for at least one teacher-group editing session prior to presentation. (Students may want to practice their oral speaking of their tales into the tape recorder prior to videotaping. They may have the tales written down on paper if they so choose.)
7. Have each group give an oral presentation of the new version. (Each presentation will be video taped.)
8. Evaluate each group's performance using the rubric. Add scores to determine the performance level.

Examples of Student Work not available

Time Requirements

- Three class periods to read and discuss selections
- Three class periods for oral presentations

Resources

- Fairy tales
- Tape recorder and blank tapes
- Video recorder and blank tapes
- Quiet room in which to record
- Available technology
- Adapting a Fairy Tale Rubric

ASSESSMENT 2B.D

ADAPTING A FAIRY TALE

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Inference and Prior Knowledge	Text Support	Adaptation	Oral Presentation
4	<ul style="list-style-type: none"> • Consistently connects the important ideas to individual ideas or experiences. 	<ul style="list-style-type: none"> • Consistently includes important textual information, stated and inferred. 	<ul style="list-style-type: none"> • Consistently includes examples and important details to support the new version of the fairy tale. • Consistently uses the author’s ideas and individual experiences in a balanced way. 	<ul style="list-style-type: none"> • Pace is consistent and appropriate. • Words are well-enunciated. • Reading is well-phrased. • Punctuation is used effectively.
3	<ul style="list-style-type: none"> • Connects some of the important ideas to individual ideas and experiences. 	<ul style="list-style-type: none"> • Includes some important textual information, stated and inferred. 	<ul style="list-style-type: none"> • Includes some examples and important details to support the new version of the fairy tale. • Uses the author’s ideas and individual experiences, but they may not be balanced. 	<ul style="list-style-type: none"> • Pace is somewhat uneven. • Words are usually well-enunciated. • Reading is usually well-phrased. • Punctuation is usually used effectively.
2	<ul style="list-style-type: none"> • Connects only a few of the important ideas to a few individual ideas or experiences. 	<ul style="list-style-type: none"> • Includes only limited important textual information, stated and inferred. 	<ul style="list-style-type: none"> • Includes only a few examples and important details to support the new version of the fairy tale. • Uses mainly the author’s ideas or mainly individual experiences (unbalanced). 	<ul style="list-style-type: none"> • Pace is too slow. • Words are somewhat well-enunciated. • Reading is somewhat well-phrased. • Punctuation is used somewhat effectively.
1	<ul style="list-style-type: none"> • Connect very few or none of the important ideas to individual ideas or experiences. 	<ul style="list-style-type: none"> • Includes little or nothing from the text. 	<ul style="list-style-type: none"> • Includes incorrect or unimportant information from the text to support the version of the fairy tale. • Writes too little to show understanding of the text. 	<ul style="list-style-type: none"> • Pace is slow and laborious. • Words are seldom well enunciated. • Reading is not well-phrased. • Punctuation is seldom used effectively.
Score				

Source: Adapted from Grade 5 Student-Friendly Extended-Response Reading Rubric.